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by

Irileria D. S. Muhammad

December 2014

JOB SATISFACTION OF AMERICAN TEACHERS
IN THE UNITED ARAB EMIRATES SCHOOLS

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

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Acknowledgement

“The race is not given to the swift, nor to the strong, but to the one that endures until the end. There will be problems, and some days you may walk alone. But I know, that I know, that I know, things will work out for the good of them who love the Lord.” –lyrics from "For the Good of Them" by Rev. Milton Brunson & the Thompson Community Singers

In Spring, 2009, at the end of my first year of teaching, I decided to apply to be a Doctoral student. My insatiable desire to learn about my new profession led me to the University of Houston, to the office Dr. Nicole Andrews, where she and Dr. Teresa Edgar interviewed me for acceptance into the program. I am grateful for my advisor, Dr. Andrews and the members of my committee, Dr. Edgar, Dr. M. Watson, and Dr. M. Mountain. I am most grateful to Dr. Watson who forced me to pick myself up and try again after a mighty fall, reminding me of my favorite line from the movie “Batman Begins”, “Why do we fall? So, that we can learn to pick ourselves up again”.

When I began in Fall, 2009, I had no idea the loops that were around the bend for me. I could not predict that my father, James Mitchell, would not be here to share this accomplishment. I did not foresee living in the Middle East. There are so many people to acknowledge, and the space is not suitable for me to name them all. My mom, Hazel Garrett, and my brother, Walter Garrett, thanks for everything. To my godmother, Gwyn Muhammad, thank you for taking a young girl, a diamond in the rough, and helping her shine. I am indebted to my grandmother, Norma Lee Bowman, who instilled a love of reading and learning in me.

To my “village”, your never-ending support is what gives form to my dreams. Lastly, thanks to the best teaching team ever put together, the 5th grade team at W.P. Hobby Elementary from 2008-2012. And, thanks to Mrs. Ivalyn Patterson, the principal who took a chance on me and gave me my first teaching job.

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Abstract

Job satisfaction, across career fields, is not the result of just one factor and may be based upon compensation, work environment, professional development and advancement opportunities, as well as administrative support (Wood, 1973; Agho, Mueller, and Price, 2003). When narrowed to look only at the job satisfaction of teachers, the main bases are administrative support and collegial relationships, salary, and school setting (Ingersoll, 2001; Luekens, Lyter & Fox, 2004; Moore-Johnson, & Birkeland, 2003). To date, most of the research on the job satisfaction of teachers has been conducted on those teachers working in the United States. Consequently, minimal research exists on the experiences of American teachers who are teaching abroad.

The United Arab Emirates (UAE) has become a destination of choice for American teachers working abroad. Currently, over 2,000 American teachers are employed in the UAE.

The purpose of this study is to examine the levels of job satisfaction and the impact of administrative support and collegial relationships and compensation on the job satisfaction of American schoolteachers in the UAE. Utilizing a quantitative methodology, this study surveyed 140 American teachers in the UAE in an effort to quantify their overall job satisfaction in the UAE and the correlation between job satisfaction and administrative and collegial support and compensation. Data obtained from a survey created by the researcher was analyzed using the Statistical Package for the Social Sciences (SPSS) to look for correlations and statistically significant relationships.

Study findings indicate that there is a weak correlation between compensation and overall job satisfaction. Additionally, there is a statistically significant relationship

between administrative support and collegial relationships and the overall job satisfaction of American teachers teaching in the UAE. Moreover, the findings of this study and the lack of prior research indicated that there is a need for more research in this area.

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CHAPTER I

INTRODUCTION

Today, teachers around the world are expected to perform in the midst of massive shifts in ideologies and policies. According to Rushton and Rushton (2011), teachers have pressures from the dichotomy between curriculum changes and standardized tests and what they deem to be best practices. In addition, as is summed up by Smith and Kovacs (2011), pressures from the No Child Left Behind (NCLB) legislation, which was enacted in 2001 to help reduce the achievement gap, has effectively resulted in driving good teachers out of education. Many researchers have reported decreased levels of job satisfaction among teachers in the wake of NCLB as a result of watered down curricula and the loss of autonomy, which frustrate teachers and lead many to leave the profession (Crocco & Costigan, 2007; Nichols & Berliner, 2008). This corroborates research by Liu and Ramsey (2008), which established that teachers who report lower levels of job satisfaction are more likely to leave the profession. However, as a result of a growing global economy, there is a middle ground for many of these teachers who are seeking to exit the classroom.

Increasingly, the world is becoming a smaller place by the continued advancement of a global economy. One side effect of this international zeal to be a part of this global economy is that non-English speaking nations have developed a growing demand for English speaking teachers. According to International Consultancy Group Research, a British company specializing in international school education, there are at least 6,400 international schools in the world, which represents a 153% increase in twelve years, employing over 300,000 full-time teaching staff members (Brownell, 2013). ISC research also estimates that by 2022, the number of schools will jump to more than 11,000 and will employ 529,000 (Brownell, 2013). These

increases in the number of teachers needed means there will be even more opportunities for American teachers choosing to teach abroad. As a result, American teachers who choose to teach abroad present very fertile ground for research, as their experiences have largely been ignored.

Statement of the Problem

While exact numbers are difficult to ascertain, it is estimated that over 2,000 American teachers are currently teaching in the UAE (Abu Dhabi Education Council, 2014). Many of these teachers will not complete their initial, two-year contracts. According to Holderness (2002) there exists a void in the literature on the experiences of the teachers in international schools. While research looks at almost every facet of teachers in America, very little research has been done into the experiences of American teachers who are teaching abroad (Joslin, 2002). A suggestion by Odland and Ruzicka (2009) is that research should be directed at uncovering the reason teachers leave international schools, which have turnover rates that are higher than the average turnover rate in the United States. However, based upon the personal experiences of the researcher, it is suggested that the starting point for the research base on teachers abroad be an analysis of the factors that influence American teachers' levels of job satisfaction.

Background of the Study

Job satisfaction refers to the environmental and psychological circumstances that combine and result in a person being pleased with their job (Wood, 1973). Likewise, Agho, Mueller, and Price (1993) define job satisfaction as the extent to which an employee likes their work. Further, Vroom (1964) describes job satisfaction as an individual's affective orientation towards the work roles that they are presently engaged in. In a like manner, Cranny, Smith and Stone (1992) state "there appears to be general agreement that job satisfaction is an affective or emotional reaction to a job that results from the employee's comparing actuation outcome to

desired, expected, or deserved outcomes” (p.1).

The teaching profession in America is currently undergoing a massive shift in policies and ideology. School reforms and changes to curricula are geared at improving schools, but researchers argue that the rapid changes that are expected of schools and are prevalent in today’s educational environment naturally result in more uncertainty for teachers Black, 2001; Clotfelter, Ladd, & Vigdor, 2004; Crocco & Costigan, 2007; Hill & Barth, 2004; McKinney, Fuller, Hancock, & Audette, 2006; Meier & Woods, 2004). One unintended effect of this shift is an increase in stress and a decrease in the job satisfaction of teachers. As recorded by The MetLife Survey of the American Teacher: Challenges for School Leadership, which was conducted in 2012 by Harris Interactive, American teachers’ level of job satisfaction continues to decline, and is at a 25 year low. According to Meier and Woods (2004), many teachers feel pressured from the side effects of NCLB legislation, high-stakes testing, a loss of autonomy, bland curriculum, the mainstreaming of students with special needs, increased scrutiny, and a litany of other factors that combined to complicate the role of teachers in the classroom. Research has demonstrated that teachers who are more satisfied as classroom teachers are more excited about learning and are better at motivating and leading children to learn (Black, 2001). Many teachers are now seeking this satisfaction, not by exiting the profession, but by leaving the comforts of the United States and going to teach abroad.

According to the International Teachers of English as a Foreign Language (TEFL) Academy nearly 250,000 native English speaking teachers work in more than 20,000 schools and institutions around the world, with a huge concentration in the Middle East, Asia, and Africa (International TEFL Academy, n.d.). Thus, it is clear that these teachers are willing to travel around the world in search of a more rewarding position. These positions come with the

additional value of complete immersion in the language and culture of their host country, and travel opportunities that were not previously accessible for many teachers. These teachers represent every conceivable demographic in America, and while many choose to extend their initial contracts, many teachers will leave prior to the completion of the contract for many reasons, including a lack of job satisfaction.

Hayden (1998) captures the challenges of teaching in international schools by stating that “the international school context raises a whole new set of challenging issues related to the multicultural, multilingual nature of the student population...to the nature of the curriculum to the underpinning management dimension of all these factors” (p. 1). It is possible that American teachers are walking into schools that may not have the same challenges that are faced in the American educational landscape, but are also not exactly challenge-free. Accordingly, one cannot simply assume that American teachers abroad are finding their new positions to be a panacea. Nonetheless, there exists very little research on the experiences of these teachers, and whether teaching abroad is as satisfying as the teachers anticipated it to be (Hayden, Levy, & Thompson, 2007).

Setting of the Study

The United Arab Emirates (UAE) is a small country in the Middle East that was formed as a conglomeration of seven Emirates on December 2, 1971. Located on the Persian Gulf, the country borders Saudi Arabia, Oman, and the Gulf of Oman (Schoepp, 2011). The country is a very wealthy country as a result of its immense oil reserve, and the “father” of the country, Sheikh Zayed bin Sultan Al Nahyan, was adamant that “Wealth is not money. Wealth lies in men. This is where true power lies, the power we value. This is what has convinced us to direct all our resources to building the individual, and to using the wealth, which God has provided us,

in the service of the nation. "(Gulf News, 2005). To this end, the Muslim country, which has a total estimated population of 8,264,070 people—of which less than 15% are native Emiratis—offers its citizens many amenities, including free housing, subsidized utilities, subsidized fuel, free healthcare, and free public school education (United Arab Emirates National Bureau of Statistics, 2011). As a necessity for providing these services, approximately 90 % of the UAE workforce is expatriates and migrant workers from other countries (Sönmez, Apostopoulos, Tran, & Rentrop, 2011).

As the education sector makes up a huge portion of the UAE's workforce, teachers are recruited from English speaking countries around the world. Most of the English teachers are recruited from America, Canada, the United Kingdom and New Zealand (Dickson, 2012). According to The National, one of the English daily newspapers in the UAE, "recruitment companies are reporting a boom in the number of English-speaking teachers coming to the UAE, driven by limited job prospects at home and an increase in the number of schools in the country" (Barnard, 2013). In this same article, Barnard (2013) gives data from International Schools Consultancy Group (ISC), which estimated that the number of teaching jobs at international schools in Abu Dhabi has increased 42.6 per cent from 4,451 in 2009 to 6,348 in 2013 and is expected to continue to increase further as more schools open. This will result in a need for even more English-speaking teachers.

The number of American teachers teaching abroad, specifically in the UAE, continues to grow. The country has undertaken a massive educational reform project that was started by the Abu Dhabi Educational Council (ADEC) in 2006, and a large part of the reforms required that Science and Mathematics be taught in English (Dickson, 2012). Additionally, as noted by Dickson (2012) ADEC developed a 10 year Strategic Plan (2009-2018) aimed at improving the

quality of education for all public and private school children in the country. This includes the implementation of a curriculum dubbed “The New School Model” in which students will be expected to “develop Arabic and English language abilities, critical thinking skills, and cultural and national identity through the consistent use of rigorous learning outcomes and pedagogy” (ADEC New School Model Documentation, 2009). As of July 2011, ADEC was still looking to hire more English speaking teachers (Dickson, 2012).

In the backdrop of this reform are the experiences of the teachers who are recruited into this system. With this population of teachers destined to continue to expand, it is a worthwhile pursuit to research the characteristics, motivations, and experiences of this group. It is important to the outcomes and visions of the country that the job satisfaction of those who are driving the reform be examined, as they have a large effect on the realization of the goals.

Factors affecting job satisfaction

Researchers have identified several factors that relate to job satisfaction. These factors include administrative support, collegial support, and teaching load (Luekens, Lyter & Fox, 2004; Moore-Johnson, & Birkeland, 2003), salary (Ingersoll, 2001), salary and benefits (Luekens, Lyter & Fox, 2004), and parental involvement and community issues (Luekens, Lyter & Fox, 2004; Perie & Baker, 1997;). For the purposes of this project, the factors have been aligned into three categories of factors. These categories are work environment, compensation and external factors. Work environment includes administrative support and collegial relationships, school resources, and the climate and environment of the school. Compensation includes salary, housing, and benefits. External factors include commute time and distance, language barriers, and cultural barriers.

One of the primary factors in job satisfaction is workers' perception of the work environment. The research presents a clear case that teachers expect safe, supportive school environments and tend to be more satisfied when that is the case (Boyd, Lankford, Loeb, & Wyckoff, 2005; Hanushek, Kain, & Rivkin, 2004). Elements of the work environment include administrative support and collegial relationships, parental involvement, and sufficient learning resources (Darling-Hammond, 2003; McGrath & Principiotta, 2005). However, while work environment is highly correlated to job satisfaction, it is not the only domain that affects teachers' job satisfaction.

While there is not one single factor that individually determines job satisfaction, compensation is always on any list of factors. In fact, according to the National Science Foundation (NSF) (2008), teachers, especially teachers in math and science, who leave education cite pay as the primary factor. As teaching salaries do not usually increase at the same rate as professionals with other degrees, it often results in a salary gap between teachers and other equally educated professionals (NSF, 2008). Teachers who earn higher base salaries report higher levels of job satisfaction (Cha & Cohen-Vogel, 2011). Nonetheless, salary alone does not determine job satisfaction.

For teachers in the UAE, there are additional external factors that can impact a teachers' level of job satisfaction. This includes commute times, school location, cultural barriers, linguistic challenges, and social restriction. In the UAE teachers are typically housed in the larger urban areas. The benefit is that the employer pays for housing, but many teachers are expected to travel great distances to school locations that are in remote areas. In some cases, teachers reside in these remote locations. In extreme cases, there are also locations that are deemed "very remote" because of their distance from metropolitan areas. This includes an island

that is only accessible via a two-hour ferry transfer. The organizations that oversee education often compensate teachers with an additional stipend between 1,400- 2,000 AED (540 USD) a month for these assignments. Regardless to the location of housing, many teachers drive over 75 kilometers (45 miles) each way to schools each day. In the more remote locations, buses are provided for the teachers, but the convenience of the bus is mitigated by the additional travel time.

The language barrier can also impact the job satisfaction of teachers in the UAE. Most teachers are teaching students whose first language is not English, working with administrators who do not speak, read, or write English fluently, collaborating with teachers who do not speak, read, or write English fluently, and interacting with parents who do not speak, read, or write English fluently. This stress of communicating with those in the daily working environment adds additional stress to the day-to-day functions of the job. Completing even the simplest task, i.e. making a copy or sending a note home to a parent, becomes a complex event that often end in futility.

The cultural issues that can impact teachers' level of job satisfaction can be overwhelming. As observed by Klassen, Foster, Rajani, and Bowman (2009), "teachers from [different] cultures working with indigenous peoples in some remote settings may face cultural challenges related to working in schools where students' cultural backgrounds contrasts sharply with their own" (p.382). American teachers are immersed in a culture that is very different from their own. According to Dickson (2012) different educational ideologies, varying understandings of the reform ideas and the cultural and social differences result in very challenging workplaces. For instance, from the personal experiences of the researcher, American teachers in the UAE quickly find that the aesthetic value of an exercise is far more important

than the academic value. Likewise, personnel decisions are made based upon nationality and not merit or qualifications, and teachers can find themselves being supervised by principals with no instructional knowledge. In addition, the difference in the expectations of children's behavior is a huge issue. Whereas American teachers expect discipline to be enforced, in the UAE there is a pervasive belief that children are not responsible for their actions, and in fact, the teacher may be the cause or the root of poor behavior. As asserted by Hanushek, et. al. (2004) teachers are more satisfied in environments where students are respectful, obey school rules, and display behaviors that are conducive to learning. These factors all play a part in determining a teacher's overall job satisfaction.

Purpose of the Study

In 2001, Hardman studied teachers' motivation to continue in their positions in international schools; however, the study did not address the levels of job satisfaction among the teachers. The purpose of this study is to explore factors impacting job satisfaction among American school teachers in the United Arab Emirates. This study will look at factors related to the job satisfaction of American teachers who are teaching in schools in the United Arab Emirates to determine if there is a statistically significant correlation between job satisfaction and administrative support, collegial relationship, and compensation. This study will be a part of the growing research base into American teachers teaching abroad.

Significance of the Research

As the number of American teachers teaching in the United Arab Emirates continues to grow, this research will provide information about the job satisfaction of these teachers. This will be useful in discussion of the effectiveness of the educational reforms that are occurring in the UAE. It will also be significant for educational organizations in the United Arab Emirates in

making decisions that could potentially improve teacher satisfaction, hence improving student achievement. As research demonstrates, employees (teachers) who are satisfied with their jobs are more productive (Parker & Martin, 2009). Therefore, assessing the job satisfaction of teachers is necessary to build strong school environments in the United Arab Emirates, and make meaningful changes that can positively affect the job satisfaction of American teachers, and positively influence the achievement of students in the United Arab Emirates.

Definition of Terms

Definitions for terms that might be ambiguous are listed below.

Expatriate. The term used to describe an individual who relocates and take up residence and employment in a different country for at least one year (Littrell, Salas, Hess, Paley, & Riedel, 2006).

Head of Faculty. This refers to a person in Abu Dhabi Public schools who holds a position similar to Instructional Coordinator. This person mentors, coaches, and supervises the implementation of curriculum and the teaching practices of the teachers. There is usually an English Head of Faculty and an Arabic Head of Faculty, although the Arabic Head of Faculty is usually unofficial.

KG. This refers to a public school in the Emirate of Abu Dhabi that only has grades pre-kindergarten and kindergarten.

Job Satisfaction. This refers to the “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating one’s job values” (Locke, 1969, P. 317).

Research Questions

1. Is there a relationship between the overall levels of job satisfaction of American teachers in the United Arab Emirates and their level of satisfaction with their total compensation

as measured by a Likert scale questionnaire?

2. Is there a relationship between the overall level of job satisfaction of American teachers in the United Arab Emirates and their level of satisfaction with administrative and collegial support as measured by a Likert scale questionnaire?

Summary

Not only has globalization fueled a need for America to export technology and products, but it has also become a mechanism for American teachers to escape some of the pressures that they are currently facing in the midst of widespread changes to the education paradigm. The number of English-speaking teachers needed worldwide is expected to continue to grow, and American teachers can expect to continue filling those position. However, the current body of research on the experiences of teachers has not expanded to include the experiences of American teachers who are teaching abroad. As the educational reform in the UAE has provided a unique opportunity for American teachers to escape the pressures of the American educational system without abandoning the profession, the purpose of this study is to contribute to the research base into the experiences of American teachers who are teaching abroad by examining one aspect of the experiences of these teachers: job satisfaction.

Chapter II

LITERATURE REVIEW

Job satisfaction is one of the most researched topics in organizational behavior, psychological, and human resources research. It is quite common in educational research as well. In fact, it is the premise of Brunetti (2001), that teachers with high levels of job satisfaction are more successful motivating students towards success. Therefore, it is imperative that educational organizations monitor the levels of job satisfaction among teachers as a part of the plan to increase student achievement.

Theoretical Framework

The idea of job satisfaction is based upon the work of many behavioral psychologists. According to Gawel (1997), the most embraced theories, in terms of job satisfaction are those of Abraham Maslow and Frederick Herzberg. Herzberg's primary focus is on what is distinguished as motivators and hygiene factors (1959). Motivators, also referred to as "satisfiers", were factors that lead to long-term positive change in job satisfaction and performance. While hygiene factors, also referred to as "dissatisfiers", were factors that consistently produced short-term effects in job satisfaction and performance. Maslow's theory, however, is about how individuals satisfy their personal needs in the context of their work (Gawel, 1997).

Herzberg's Motivation Hygiene Theory

Frederick Herzberg published *The Motivation to Work* in 1959. This book set forth Herzberg's theory that job satisfaction was based upon achievement and the ability to grow in the quality of the job itself. The theory is the result of a study conducted by Herzberg, Bernard Mausner, and Snyderman (1959) examining the job satisfaction of 200 accountants and engineers from Pittsburgh and surrounding areas. Herzberg and his colleagues based their

research on an extensive literature review and sought answers to the question, “What exactly does a worker want from their job?” Based upon their research, they theorized that the work environment affects the worker’s job satisfaction.

The Motivation Hygiene Theory can be summarized with the idea that people are dissatisfied by bad environment, but are not necessarily satisfied with good environments. This theory is considered by many to be the ancestor of most models of job satisfaction (Pedrycz, Russo, & Succi, 2011). With this theory Herzberg and his colleagues introduced the concept of hygiene factors, which refers to factors needed to avoid dissatisfaction, but are not necessary to keep workers satisfied. They also identified motivators, which are those intrinsic factors that drive people to do what they do. This two-factor theory asserts that the hygiene factors and motivators work in tandem when determining an employee’s level of job satisfaction, and has been copied by more than numerous studies, establishing a high level of consensual validation.

Despite having been replicated by several researchers, Herzberg’s theory is not without criticism. House and Wigdor (1967) were very critical of Herzberg’s theories. They alleged that the theory lacked empirical evidence due to a reliance on simply applying a method and asserted that it was based upon faulty research. Lastly, they were critical of Herzberg’s findings, which were not in line with preceding experimental research on determinants of job satisfaction.

Further Kaufman (1976) challenged the two-factor component of the theory, putting forth the idea that an individual’s satisfaction and dissatisfaction were qualitatively different dimensions.

Maslow’s Hierarchy of Needs Theory

Job satisfaction is based upon whether or not a job meets a person’s particular set of needs. This is premise set forth by Maslow’s theory of the hierarchy of needs. In his book, *Motivation and Personality*, which was published in 1954, Maslow outlined a theory of human

needs. According to Maslow's theory, there are five categories of needs, which are physiological, safety, acceptance, esteem, and self-actualization. Physiological needs include the need for shelter, food, water, and other basic biological needs. Safety is the blanket term for the need for stability, security, and a freedom of fear. The need for acceptance refers to the desire for love, intimacy, friendship and/or companionship. Esteem is the need to be useful and feel important in one's life. Lastly, self-actualization is the idea of working towards reaching one's potential. Maslow developed a pyramid, which is shown below to illustrate how a person advances from actualization of one need to the next (Gawel, 1997).



Figure 1. Maslow's hierarchy of human needs.

In relation to job satisfaction, Maslow's theory is used to explain that a job that can satisfy needs that are higher on the pyramid will result in higher levels of job satisfaction. Conversely, a job that does not score very high on the pyramid would generally be representative of lower levels of job satisfaction. Maslow also contends that once a need is met, it loses its ability to act as a motivator, and that a person's needs progress to needs that are higher on the

pyramid. While this simple concept is well known and often referenced, it is not without criticisms.

Maslow's theory is widely accepted in behavioral sciences, but it is not without critics. In fact, according to Kiel (1997) the theory is criticized on many facets. Sumerlin (1997) questioned the generalizability, in that it was based predominately on the behavior of successful, White males, with no regards for cross cultural and ethnical domains. Sumerlin also cited the criticisms hurled by Crandall and Jones (1991) which described Maslow's theory of self-actualization as conceptually fuzzy. In addition to these criticisms, Kiel cited other criticisms of insufficient research evidence to support the theory, a lack of validity of the concept, and a lack of conceptual structure. Despite these criticisms of the theory of the hierarchy of needs, it is still widely accepted as a behavioral model for motivation and job satisfaction.

Review of Literature on Topic

Job Satisfaction Defined

Job satisfaction is an ambiguous concept that can mean different things to different people and there is not a standard definition of what constitutes job satisfaction. According to Skaalvik and Skaalvik (2009) it is difficult to measure job satisfaction as a particular teacher's level of job satisfaction could be determined by factors that may or may not be important to another teacher. As different circumstances are important to different teachers a very fluid definition of job satisfaction exists.

Several variations of the definition of job satisfaction exist. Locke (1976) defines job satisfaction as the positive affective state of an employee that results from the self-analysis of one's job experiences. Young (1998) surmised that job satisfaction is a state of mind that is determined by the extent to which an employee perceives job-related needs are being met.

According to Spector (1997) job satisfaction is the sum of the feelings a person has about their employment. Similarly, Zembylas and Papanastasiou (2004) restated a definition by Lawler (1973) in asserting that job satisfaction “refers to a teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher” (p. 359). Further, they continued that teacher job satisfaction is “related to intrinsic levels of empowerment, i.e. motivation” (p.358-359). These definitions offer very one-dimensional descriptions of job satisfaction, however, it is widely accepted that job satisfaction is not one-dimensional and is a construct that is the result of the intermingling of several variables.

Factors affecting Teacher’s Job Satisfaction

As many definitions of job satisfaction exist, it is necessary to note that job satisfaction is the effect of many intermingling factors. Lent and Brown (2006) created a model of job satisfaction with six components. These key components are work-educational satisfaction, personality and affective traits, goals and goal oriented activity, self-efficacy, work conditions and outcomes, and goal-oriented environmental supports, resources and obstacles. With respect to teachers, Johnson, Kraft, and Papay (2012) identified teacher’s work environment, economic factors such as pay and job security, assignment location, and cultural and social elements as factors in teachers job satisfaction. Other factors that influence teachers’ level of job satisfaction include administrative support, autonomy, relationships with colleagues, nature of work, and working conditions (Black-Branch, 1996; Klecker & Loadman, 1997; Ulriksen, 1996). Each of these aspects impacts a teacher’s overall level of job satisfaction, and will be explored for this study. However, it is almost an impossibility to study all of the factors that affect teachers’ job satisfaction. However, before presenting evidence of the variables that impact teachers’ job

satisfaction, it is important to understand the importance of teachers' job satisfaction and the impact that teachers' job satisfaction has on the educational landscape.

Job Satisfaction and Teacher Retention

Job satisfaction is associated with a variety of other factors such as teacher retention (Russ, Chiang, Rylance, & Bongers, 2001), absenteeism, and teachers' intent to leave the profession (Aamodt, 2004; Kyriacou, Stephens, & Hultgren, 2003). One of the most studied factors that impact teacher retention is job satisfaction. Job satisfaction has been shown to have a correlation to teacher retention. The significance of this correlation is that when teachers leave the classroom, especially in the first few years, they take with them valuable teaching experience (Johnson, et al., 2012). This leaves the schools and the students at a disadvantage as more experienced teachers are replaced by novice teachers.

Perrachione, Petersen, and Rosser (2008) sought to identify the variables that influence job satisfaction of teachers in grades K-5. Using a random sample of schoolteachers from a random sample of 30 school districts in Missouri, the researchers conducted the study with a total of 300 participants. The 34-question mail survey was designed, distributed and collected using procedures recommended in the Dillman's Tailored Design Method. Participants were supplied with a postage paid envelope, and the result was a 67% response rate. The five-part survey, which was done on a 7-point Likert scale, examined teachers' perceptions of job satisfaction and its influence on retention. The teachers were asked a series of questions about job satisfaction and their intent to remain in education. Two sections of the survey, which included open-ended questions, were designed to allow teachers to clarify and expound on their perceptions of their satisfaction and their potential for remaining in education. The participants also provided the researchers with demographic data. The results of the study supported

previous research, which has repeatedly shown that teacher retention is positively influenced by job satisfaction. Although this study was conducted using only teachers in Missouri, and statistically there was no significant relationship between job satisfaction and the intent to remain in teaching, the open-ended questions provided researchers with information that confirm the need for more inquiry into the array of factors which impact a teacher's decision to remain in education.

Likewise, Gardner (2010) examined the retention rates and job satisfaction levels of K-12 Music teachers in the United States. The purpose of the study was to develop a profile and a model that could predict the retention of music teachers based upon their levels of job satisfaction. The theoretical model for the study was Maslow's hierarchy of needs (1987), and research by Fresko, Kafir and Nasser (1997) that found a relationship between job satisfaction and teacher retention. The researchers used archival data from the Schools and Staffing Survey that consisted of 47,857, K-12, public and private school teachers. Out of the 47,857 responses, 1,903 were from music teachers. The researchers analyzed the survey using comparative statistics, factor analysis, logistic regression and structural equation modeling. They also investigated four research questions which all focused on the attributes, opinions, and perceptions of K-12 music teachers. The researchers found that music teachers were more likely to work in suburban schools (44.5%) than in urban schools (24.9%), and using descriptive statistics, the researcher found that music teacher were less likely to leave the classroom than teachers in other subject areas.(Gardner, 2010). Overall, music teachers reported a higher level of job satisfaction, which might be attributed to their reported high levels of control over their instructional practices. Nonetheless, they reported a low level of influence in school wide policies. Music teachers felt that they had more support than reported by other teachers, which

researchers attributed to the fact that many music teachers work in more than one building and have access to more administrators. While there are many factors involved in deciding to stay in a position, this study supports previous research in acknowledging that job satisfaction plays a huge part in teachers' decision to remain in the classroom, as music teachers reported high levels of job satisfaction and left the classroom at lower levels than teachers who reported less administrative support. However, there are two limitations to this study. As job satisfaction is not the only factor that impacts a teacher's decision to remain in the classroom, more research in this area is needed. Also, this study looks at American teachers in the United Arab Emirates and cannot necessarily be generalized to populations of teachers in other countries.

Teaching in International Schools

Teaching in America has become a very stressful job, and many teachers are seeking positions in international schools to escape the pressures of the stressful environment. According to Darling-Hammond (2009), "other nations...have made support for teachers and teacher learning a top priority with significant results. In these countries, students learn and achieve more. Teachers stay in the field longer and are more satisfied with their work. Educators take on even more responsibility for improving what happens in their buildings." (p. 2). It is this environment that many teachers go in search of. However, teaching in international schools is not without its own set of challenges. Nonetheless, the research on the experiences of teachers in international school is limited.

Odland and Ruzicka (2009) studied expatriate teacher turnover in international schools. Their research expanded on the research of Hardman (2001) that examined the experiences of 35 teachers at international school in Indonesia, Tanzania, Egypt, Argentina, and Buenos Aires to understand the factors that influenced teachers to go to international schools and what factors

influenced them to stay. The purpose of the mixed-methods study by Odland and Ruzicka was to investigate the variables that influenced teachers in international schools to leave their posts at the end of the first contract with that school, looking specifically at variables that were within the school administrator's realm of control. Using a 22-question instrument, with closed-set and optional open-ended questions, the electronic survey was sent to 2,007 teachers. The survey was open for six weeks, and at the conclusion of the data collection period, 286 completed surveys were submitted.

After the statistical analysis of the quantitative portion of the survey, the researchers found that several factors were influential in teachers' decisions on whether to remain in their school or not. In fact, of the five items that rank as most important, three of them were related to administrative leadership, which is consistent with previous research (Ingersoll, 2001; Ware & Kitsantas, 2007). Compensation and personal circumstances were also found to be significant factors in the expatriate teachers' decision to leave the international school. As stated by Odland and Ruzicka (date goes here), these same factors are significant factors in teacher turnover in the United States (2009).

In addition to the statistical analysis, the researchers used the qualitative portion of the study to illuminate the numbers of the quantitative portion. The researchers noted that most of the comments on the qualitative portion of the survey were directed at the administrative leadership construct. They also found that compensation accounted for 13% of the comments, and many teachers were not happy with the compensation that they received. While previous studies showed a correlation between personal circumstances and teacher turnover, Odland and Ruzicka, (2009) were able to give more insight into exactly what personal circumstances impacted teachers' decisions. One of the most cited circumstances was the desire to experience

new cultures and travel to new countries, but the researchers also reported that personal circumstances meant anything from having children and grandchildren to simple being bored. While this study focused on the turnover in international schools and did not delineate the responses by nationality, it is useful in that it provides a base for further exploration into the experiences of American teachers abroad.

Richardson, von Kirckenheim and Richardson (2006) also investigated aspects of the experiences of expatriate teachers. Their study examined the self-esteem and pay satisfaction of teachers who left their home country and accepted employment in another country. More specifically, the study was designed to measure how expatriate teachers were adjusting. The researchers defined adjusting as “functioning effectively, personally and vocationally, in the new environment” (p.885). The researchers surveyed expatriate teachers in a small Caribbean state, and the sample consisted of 56 teachers from North American and the United Kingdom, with an additional 128 teachers from Caribbean countries. The study was based upon six hypothesis statements that attempted to find correlations between pay satisfaction, adjustment, turnover, and self-esteem.

The results of the survey found correlations between some of the identified variables. Correlations were deemed significant at $p < 0.05$, and correlation with values ≥ 0.25 were deemed significant at $p > 0.001$. While high self-esteem did not correlate with better adjustment ($r = 0.12$, $p = 0.09$), there was a significant correlation between self-esteem and life satisfaction ($r = 0.21$, $p < 0.05$). There was a correlation between job satisfaction and pay, which supports previous research. However, there was no relationship of significance between pay satisfaction and life satisfaction. Pay satisfaction was negatively correlated with turnover. The researchers identified some of the limitations to the study, including homogenous population, the self-

reporting nature of the survey, which could result in validity issues, the small sample size, and an inability to delineate result by nationality due to restrictions on the scope of the survey by the host country. Another limitation not cited by the study was the size of the sample in contrast to the number of research questions posed in the study. Nonetheless, while this study looks more at the intrinsic experiences of expatriate teachers, such as pay satisfaction and self-esteem and adds to the knowledge of the experiences of expatriate teachers, it does not lend insight into other more extrinsic factors that are related to the work environment affect the job satisfaction of the expatriate teachers.

Job satisfaction and work environment

Prior research has clearly established that work environment affects an employee's job satisfaction as well. Huang and Waxman (2009) define school environment as "the social, developmental and pedagogical contexts of the school in which teaching and learning occurs" (p. 237). The social dimension includes relationships with students, colleagues, and administrators. Supportive work environments, where teachers can collaborate and have a voice in decision making strongly relate to stronger commitment to teaching, and according to Munthe (2003), also relates to higher levels of job satisfaction.

Huang and Waxman (2009) added to this discussion of school environment and job satisfaction by investigating the association of school environments to student teachers' teaching commitment and job satisfaction. According to the researchers, exploring the school environment may reveal how aspects of that environment influence satisfaction. They used Lewin's Field Theory, which is the proposition that human behavior is a result of the interaction between person characteristics and the environment as a theoretical framework. The researchers' purpose was to assess the state of the school environment and determine its impact on the student

teachers' job satisfaction (Huang & Waxman, 2009).

Utilizing a modified, but valid, version of the Science Teacher School Environment Questionnaire (STSEQ), the researchers surveyed 216 student teachers at 63 secondary schools in Taiwan. There were 9 scales: Teacher-Student Relations, Collegiality, Principal Leadership, Professional Interest, Gender Equity, Staff Freedom, Teaching Resources, Work Pressure, and Teacher Influence. The 40 items were scored on a five-point Likert-type scale, and included three items that specifically gauged the teachers' satisfaction and two items to gauge teachers' commitment to the teaching profession.

The survey was administered during the schools' last monthly staff meetings, and had an impressive 82 % response rate. The results showed that the student teachers had an overall positive perception of their school environments, although there was a large variation in the perception of school leadership by the principals. Based upon the multiple regression results, the student teachers' views of the school environment were significantly associated with their satisfaction. This could also be a result of student teachers having different responsibilities and because they spend significantly less time in the classroom than full-time, classroom teachers. In spite of these differences, this study corroborates previous research that found that the context in which teachers teach does significantly impact their levels of job satisfaction.

Collie, Shapka, and Perry (2012) studied the effect that school climate and social-emotional learning has on teacher job satisfaction. These researchers defined school climate as "the quality and character of a school" (p. 3) and social-emotional learning (SEL) as the nurturing of social and emotional awareness of students. In this study, the researchers sought to delineate how teachers' perception of SEL and school climate influence teacher stress, teaching efficacy, and job satisfaction. To this end, data were collected by surveying 664 participants

distributed among 17 school districts in various geographical areas of British Columbia and Ontario, Canada. As the researchers depended upon administrators, union staff, and other personnel to distribute an email containing a URL link to the survey, it was not possible to ascertain an accurate response rate.

The researchers collected data in an effort to generate information in response to the research questions that were underlying the study, and were guided by two research questions. The purpose of the first research question was to look at teachers' perceptions of school climate and SEL relate to their experiences of stress, teaching efficacy, and job satisfaction outcomes in relationship to the school based variables. The purpose of the second research question was to test results from previous research about the relationship among the variables. Once collected, half of the data were analyzed using exploratory factor analyses and the remaining data were analyzed using confirmatory factor analysis. Lastly, the researchers simultaneously examined the relationship between all of the factors using the structural equation model (SEM).

The researchers used three different methods of factor analyses to examine the relationships set forth in the research questions. With respect to the first research questions, the results of the SEM analysis were that teachers' perceptions of school climate and SEL had both a positive and a negative influence on the three variable outcomes, which emphasized that teachers' perceptions are important (Collie et. al., 2012). With respect to the second research question, the results of this study corroborated previous research in that it demonstrated that the three outcomes (teacher stress, teaching efficacy, and job satisfaction) were intertwined. The hypothesis that stress and teaching efficacy would influence job satisfaction was confirmed. In fact, the researchers found that negative perceptions of workload stress had a negative effect on

job satisfaction, and the relationship between negative perceptions of student behavior and job satisfaction was mediated by the teachers' perception of teaching efficacy. -

While the findings of this study corroborated previous research, the researchers acknowledged five limitations. The researchers acknowledged that causal relationships were not supported because of the study design, and that longitudinal studies in the future would be better suited to support causality. Also, the inability to ascertain the representativeness of the sample is a limitation, as characteristics of the teachers that were not investigated could have resulted in response biases. The third limitation is the inability to know how participants interpreted the questions on the survey. The fourth limitation is referred to as single source bias, which means there may be a relationship between variables because the data collection was only done using one method; surveys. Lastly, the researcher acknowledged that the instrument did not include relationships with students or colleagues, which could have influenced any of the variables.

The findings of this study suggest a relationship between school climate and job satisfaction. These data were collected from teachers of all grade levels in Canada, and is not specific to a particular grade level nor is it generalizable to American teachers, but it does provides a background for the discussion of the factors that impact teachers' job satisfaction, and can be used to inform the creation of the survey for this study.

Moore (2012) used existing survey research, the 2007-2008 School and Staffing Survey (SASS), to investigate the relationship between school environment and teacher dissatisfaction among teachers in public schools across the United States of America. The SASS is a large-scale survey that consists of five questionnaires, and was used to survey over 38,200 public school teachers in all 50 states (Moore, 2012). The five questionnaires are used to collect data from the district, principals, schools, teachers, and school library media center personnel.

According to Moore (2012), teachers are working with higher levels of stress due to an increase in demands and pressures resulting in teaching being one of the most stressful jobs in the United States. The purpose of the study was to determine how school environment is related to teacher dissatisfaction. The empirical study sought to determine the degree in which school environmental factors and teacher background characteristics explain teachers' discontent. To find the relationship between teacher dissatisfaction and school environment, the study only used data from the public school portion of the SASS survey, which included data from public and charter schools, data from grades kindergarten through 12th grade, and data about the where teachers work. Despite the challenges of using such a large archival data set, the researcher analyzed the survey items to find those that were relevant to the identified constructs, school environment and job satisfaction/teacher dissatisfaction. An exploratory factor analysis was used to build additional constructs such as teacher control, job satisfaction, and community problems. Then, the researcher used the identified constructs to look for statistically significant relationships, and tested for reliability using Cronbach's alpha.

According to Moore (2012) several aspects of school environment played a significant role in teachers' dissatisfaction. Teacher's perspectives of school problems and community problems increased dissatisfaction among teachers. However, teachers control in the classroom, as well as administrative and colleague supports, decreased teacher dissatisfaction. While Moore does acknowledge that most teachers were satisfied to a high or moderates degree, with only 15.5% of teachers were moderately or very dissatisfied. This study corroborated previous research by Rehora (2009) that asserted teachers were generally satisfied with their jobs, but that satisfaction was greatly influenced by school environment. The findings of this study demonstrate how work environment affects teacher satisfaction of American teachers in

American schools, which does not take into account the experiences of American teachers in other countries. It is this void that the current research project seeks to fill.

Job satisfaction and administrative support

As it has been established that school environment is important to teachers' job satisfaction, several researcher have taken a closer look at specific factors that comprise the school environment and their effects on teachers' job satisfaction. Included in the discussion of school environments is the availability of administrative support, which has been shown to affect teacher job satisfaction (Ingersoll, 1999). Tickle, Chang, and Kim (2011) examined the effects of administrative support, on teachers' job satisfaction. In addition, as job satisfaction is a primary influence in teachers' decision to remain in teaching (Ingersoll, 1999), the study also examined the effect of administrative support on teachers' intent to remain in the teaching profession. By conducting a path analysis of secondary data, the researchers looked specifically at the data of full-time, public school teachers. The research study was predicated upon two research questions. The research questions sought to uncover if perceived administrative support mediated the effect of teaching experience, and if perceived student behavior and teachers' satisfaction with their salary affected both their intent to stay in teaching and their overall level of job satisfaction.

In this study, data from form SASS-4 of the 2003-2004 Schools and Staffing Survey was used. This form gathered data in eleven different sections, including general information, class organization, education background, certification and training, professional development, resources and assessments of students, working conditions, decision making, teacher attitudes and school climate, and general employment information, and contact information. There were nearly 51,200 public school teachers from 5,437 public school districts in the SASS. Once the

researchers applied the selection criteria that teachers be regular, full-time, public school teachers with regular or standard certification, the sample size for this study was approximately 24,810 (Tickle et. al, 2011). Using USREL software, a path model analysis was used to investigate relationships among teacher's intent to stay in teaching and teaching experience, job satisfaction, student behavior, administrative support, salary, and student behavior. The findings of this study support previous research that showed significant relationships, at the 0.01 level, among the six previously stated variables. There were exceptions, as the Pearson correlation between teachers' satisfaction and salary and between teachers' satisfaction and teaching experience did not demonstrate a significant relationship ($r = 0.009$).

As previously found by other studies, this study supports the premise that administrative support is a significant predictor of teachers' job satisfaction ($r = .399$, $p < .01$). In fact, according to Tickle et al. "administrative support was a stronger predictor of teachers' job satisfaction than teaching experience, student behavior, and teachers' satisfaction with their salary" (p. 346). However, as acknowledged by Tickle et al., this contradicts the findings of a study by Liu and Meyer (2005) which found salary and student behavior to be the strongest predictors of teachers' job satisfaction. In light of this contradiction, a review of the literature related to job satisfaction and salary is warranted.

Job Satisfaction and Compensation

It is a common assumption that job satisfaction is related to pay. According to Locke, Feren, McCaleb, Shaw, and Denny (1980) there is "no more powerful motivator or incentive than money in respects to its instrumental value" (p. 379). Judge, Piccolo, Podsakof, Shaw, and Rich (2010) conducted a study to test this assumption. The study was conducted to answer the question "How does the pay we receive from our work contribute to our feelings about our jobs

and lives?” (p. 157). There was no formal hypothesis, but there were three research questions. The research questions were designed to investigate whether or not, at the individual level and organizational level, pay is related to pay satisfaction or overall job satisfaction. In addition, to those two distinctions, the researchers were also seeking to identify if the relationships between pay level, job satisfaction, and pay satisfaction were moderated by U.S. vs. international samples, publication sources, measure of job or pay satisfaction, common vs. independent sources of data, and measure of pay. To efficiently and effectively collect data to answer these research questions, the researchers conducted a meta-analysis of the relationship between pay level and job satisfaction.

The researchers chose to conduct a meta-analysis to avoid the distortion of the conclusion that can occur with qualitative means due to their subjective nature. The meta-analysis used was a multi-step approach to evaluating the existing research body. First, the researchers did a literature search using PsychINFO database. After cross-searches and additional searches of other databases, the researchers compiled 1156 abstracts of journal articles and book chapters. In reviewing abstracts, studies that clearly did not include primary data, such as qualitative studies and review, and studies that did not appear to measure the relationship between satisfaction and pay level were eliminated. The remaining 458 articles were examined to determine if they contained the information necessary to calculate validities. Studies unrelated to employee attitudes that did not measure pay levels were not included. Several studies were not included because the researchers reported proportions of means without standard deviation or other measure that could not be converted to correlations. In total, 86 studies met the criteria for analysis, and the meta-analysis was carried out using the statistical methods of Hunter and Schmidt (1990).

The results of the study showed that pay level is positively correlated with overall job satisfaction and with pay satisfaction, but pay was not found to be the most important factor in determining job satisfaction. The researchers concluded “if the ultimate goal in a job is to find one that is satisfying, an individual would be better off weighing other job attributes more heavily than pay” (p. 163). Further, the researchers agreed with previous research by Judge and Church (2000) which stated that other characteristics are better predictors of job satisfaction than pay. The findings of this study presented the first meta-analytic evidence of the relationship between pay and job satisfaction, and the findings implied there is a positive, modest relationship between pay and job satisfaction.

In looking at job satisfaction and pay for teachers specifically, Wilson (2009) conducted sequential exploratory research using a convenience sample of instructors from an expeditionary base camp in the Northwest United States. The data were collected using interviews and two sets of surveys to identify themes about what the instructors perceived to impact their job satisfaction. Thirty-seven interviews, consisting of scripted open-ended interview questions, were used to explore what the instructors considered important in their instructional experience. For the surveys, the researcher developed a two-level model using the lme4 package in the R statistical program (Wilson, 2009). The dependent variable was the instructors’ daily level of satisfaction, and was reported using a 7-point Likert scale every evening. The researcher also found that instructors’ satisfaction with pay was the variable with the greatest variance. It is noteworthy that a relationship between pay and job satisfaction was found to be significant in this study; however, the nature of the sample limits its generalizability to other populations. As the researcher was unclear if there was a causal relationship between pay and job satisfaction and recommended further longitudinal studies to clarify the relationship, it would be prudent to look

at other factors that might impact job satisfaction.

Job Satisfaction and School Locale

The UAE as an established country is only 42 years old and much of the population continues to live in remote and rural locations. This can certainly affect the job satisfaction of American teachers who are placed in remote or very remote areas. Huysman (2008) acknowledges that ‘rural schools operate under the same laws as and with comparable expectations and goals as their urban and suburban counterparts, but without the quantity or quality of support and resources available from a school’s central organization or the local community” (p.31). Moreover, negative anecdotal overtones are usually associated with rural areas and can result in teachers in rural placements having lower levels of job satisfaction (Voke, 2002).

Huysman (2008) conducted a study designed to illuminate the beliefs and attitudes of rural school teachers, their levels of job satisfaction, and to identify the factors of their work and community environment that influenced job satisfaction, performance, teacher retention, and work climate. The mixed-methods study was conducted in a rural Florida school district, and the sample was 85 of the 89 teachers that met the criteria of working in a particular district under a negotiated teachers’ contract. The researchers used the Minnesota Satisfaction Questionnaire (MSQ) to find out which factors contribute to the job satisfaction of rural teachers and how those factors impact the teachers’ decision to remain in a rural school. The researchers also looked for the differences, if any, between homegrown and transplanted teachers’ attitudes concerning job satisfaction. Participants who were willing to participate in focus groups or personal interviews were identified from the completed surveys. Several focus groups were conducted and the

participants were allowed to select which focus group, based upon time and location, they wanted to attend.

This study corroborated the evidence of previous studies in demonstrating that job satisfaction is the result of the intertwining of multiple factors. Nearly 85% of the rural teachers indicated that they were satisfied with their rural district, and intended to remain there. Teachers identified several intrinsic factors, including security, social service, and variety, in their job satisfaction, but several extrinsic factor, including compensation, co-workers, policies, and opportunities for advancement in their dissatisfaction. As a result of the data collected, Huysman described the job satisfaction of rural teachers as “a complex intertwinement among rural teachers’ personal, social, and professional lives” (p.34). Overall, the majority of the teachers rated their general job satisfaction as “high.” Interestingly, one dynamic that emerged in the rural community was the inability to separate roles, as relationships with families, colleagues, or rivals could not be left at school. In fact, the blurred relationship roles between faculty members, school board members, support staff and others were what teachers enjoyed about the rural district, but were also a source of frustration. Teachers were also concerned about the distribution of power, which manifested as individuals benefitting from misplaced influence. The collective bargaining agreement was also a point of contention amongst the teachers. While the teachers in this study did have very high levels of job satisfaction, in the context of the current research study, it would be helpful to understand the experiences of other teachers in remote locations and teachers in rural locations in other countries.

Klassen et al. (2009) conducted a mixed-methods study of teachers’ job beliefs and job satisfaction in the Yukon Territory in northern Canada. The researchers acknowledged that teachers in remote areas face challenges that are not encountered by all teachers. Citing the

geographical isolation, lack of access to urban amenities, and limited professional development opportunities, the researchers concluded that teachers in remote areas do not have the same support services that are available in more populated areas. In their study, the researchers contended that the professional, cultural, and geographical isolation of remote areas might influence the levels of stress and satisfaction teachers in these areas experience.

This study looks at two aspects of teachers' motivation beliefs and two job-related belief. The motivation beliefs were self- and collective efficacy, and the job related beliefs were stress and job satisfaction. The purpose of the study was to find the relationship between efficacy beliefs, job stress, and job satisfaction for teachers in the Yukon. In addition, the researchers looked for differences between teachers in remote settings and their urban counterparts. Lastly, the researchers wanted to know what teachers in the Yukon said about factors that influenced their job stress and satisfaction. The methodology used was a mixed-methods design where data were collected as a result of four trips to three communities in the Yukon over a two-year period. The first part of the study consisted of surveying 107 teachers who were at a teachers' convention being held in the Yukon. The comparison group was comprised of teachers recruited at a large teacher convention in a metropolitan area that had over 6,000 attendees. The instrument used by Klassen et al. was a survey that solicited responses on a nine-point measure, ranging from disagree strongly to agree strongly. Teachers were also interviewed using the self-efficacy instrument, which asked 12 open-ended questions such as "How much can you do to help students value learning?" (p. 384).

The researchers reported their findings by aligning them into three themes. The first theme was based upon the finding that physical and human geography do influence job stress and job satisfaction. The teachers indicated that the harsh climate and patterns of extended light

and darkness greatly affected their stress levels and job satisfaction. Despite the fact that almost all of the teachers who were interviewed said that it was the remoteness and geographical location of the Yukon that motivated them to come and teach there, most teachers commented on the psychological stress of long periods of darkness in the winter and the stress due to the geographical isolation. The second theme to emerge was based upon the connections with the community. The researchers found that teachers who were able to get out and make connections in the community reported higher levels of job satisfaction. However, this finding was tempered by the acknowledgment that the cultural separation and social isolation were difficult to overcome. The third theme that emerged was based upon the cultural transitions in the community, and the uncertainty about academic and cultural expectations. Generational gaps in how the community viewed the schools were a source of stress for the teachers, as it often resulted in students getting conflicting messages about the value of education.

The goal of the researchers was to examine the self- and collective efficacy, job stress, and job satisfaction in the remote area in The Yukon in northern Canada. The researchers found that teachers in the Yukon reported significantly lower levels of self-efficacy and collective efficacy than their counterparts in more urban areas. The researchers also found that contextual influences that extend beyond the school can impact teachers' job satisfaction. While teachers in the Yukon did not experience lower job satisfaction or higher stress than teachers in more urban settings, the researchers concluded that the factors that impact job satisfaction and stress differed based upon the context of the school location. Although this study is limited in its generalizability to other remote settings, it does present valid information about the impact of factors that are specifically related to teachers in remote areas.

Job satisfaction and grade level taught

Research is clear that several factors impact teachers' level of job satisfaction. So far, the factors discussed have included work environment, administrative support, and school location. However, another caveat of the discussion of teachers' job satisfaction is to examine the impact of the grade level or school level being taught upon teachers' job satisfaction.

Brunetti (2001) studied the job satisfaction of long-term high school teachers in the state of California. Brunetti identified large class sizes, diverse student population, inadequate facilities, shortages of supplies, and lack of resources as impediments to teachers job satisfaction. In addition to these sub-par working conditions, Brunetti acknowledged that California's teachers received lower salaries, and began his study with the assumption that these and other factors would result in demoralized and dissatisfied teachers. However, that assumption did not match the findings of the study.

Brunetti tested the assumption that California's teachers would exhibit low levels of job satisfaction. While there were six research questions, Brunetti's study was primarily designed to find the extent to which high school teachers were satisfied with their work and to find the principle sources of satisfaction (Brunetti, 2001). The study, which was conducted in two phases, was carried out in a Northern California school district. The first phase consisted of sending a survey, the Experiences Teacher Survey, to the high school teachers in the district with the cooperation of school principals, and the second phase consisted of teachers from the larger group. The survey data used a five-point Likert scale and was used to triangulate the interview data and to determine the level to which the interviewed teachers might be representative of the larger group. The survey was piloted on a group of retired teachers, and had a reliability of 0.86.

The final version of the survey, which included four questions to specifically focus on level of job satisfaction, had a 40% return rate.

The second phase of the study was the interview phase, and 28 teachers were selected for in-depth interviews. The interview was from a basic list of questions about various aspects of the job, and follow up questions. The sessions were recorded and transcribed, and lasted 60-90 minutes. After carefully reviewing the interviews, the researcher identified important themes and triangulated the data based upon what was collected in the survey phase. The researcher did acknowledge that teachers who were dissatisfied were likely less inclined to return the survey,. With that in mind, please note that the results of the study showed that teachers were more satisfied with their jobs that assumed.

The results of the Brunetti's study on the job satisfaction of high school teachers in California were surprisingly positive. Brunetti found that while teachers had contemplated and even been employed at other jobs, they would all return to teaching with a renewed commitment. Many teachers did report that they loved aspects of the classroom, but sometimes felt overwhelmed by factors that complicate the job. Teachers who voiced dissatisfaction with aspects of the job cited some of the same reasons that corroborated previous research. Teachers cited dissatisfaction with school administrators and the levels of support, but these factors did not make this group of teachers want to quit. Interestingly, though many teachers had aspects that they were dissatisfied with, according to Brunetti, "the majority of them expressed strong and abiding satisfaction with their work" (p.56). The primary satisfiers were the students, passion for the subjects they taught, autonomy, collegiality, and holidays. While the results of this survey were specific to high school teachers, it provides a comparison point for the current research, which is open to school teachers on all grade levels.

Yesil Dagli (2012) looked at the turnover and job satisfaction of America's Public School kindergarten teachers. The study used data from the 2003-2004 SASS and the 2004-2005 Teacher Follow-up Survey (TFS) to examine the effects of teacher characteristics, work conditions and school climate, and students' characteristics on the job satisfaction of public school kindergarten teachers as measured by their moving to another school, leaving the profession, or staying in the same school. Yesil Dagli's rationale for the study was based upon findings by the Midwest Child Care Research Consortium (2009), which found that teachers who remain in the profession for more than five years provide higher quality programs than their counterparts who do not.

Although the SASS that was utilized in this study was based upon the responses of approximately 43,000 public school teachers, this study sample was reduced dramatically to include only full-time public school kindergarten teachers who taught in self-contained classrooms. After exclusions, the sample size for this study was 1,280 kindergarten teachers for the SASS and 210 for the TFS. After a factor analyses and scale procedure were used to create constructs that measured the identified variables, a direct oblimin with Kaiser Normalization procedure was applied. The demographics of the sample showed that they were predominantly white, female, over 60 and had four or more years of experience. The job status of the teachers in the follow up year, as measured by the TFS was the variable of interest.

A portion of Yesli Dagli's study focused on the questions that asked about teachers' job satisfaction and burnout. The teachers were asked the extent to which they agreed or disagreed with the several statements. The researcher reported relatively high levels of job satisfaction, and corroborated previous research (McCarthy et. al., 2010).

The findings of this study illustrates that teachers with higher levels of job satisfaction had a lower likelihood of leaving the profession. The researcher also found that salary was a predictor of teachers' satisfaction and intent to remain in the profession. Congruent with previous research, teachers who reported being satisfied with their salary reported a lower probability of leaving the profession. The limitations of this survey include the focus on kindergarten teachers, an inability to look at other factors, such as maternity, education, etc, that could factor into a teachers' decision to leave the classroom, and the follow-up survey is based upon a sample size that is much smaller than the original survey. Nonetheless, the survey does highlight the importance of several factors in teachers' job satisfaction. It also highlights that there is a difference between teachers who are dissatisfied and choose to transfer to another school and those who are dissatisfied and choose to leave the profession. While providing useful information into the discussion of teachers' job satisfaction, this study focused specifically on kindergarten teachers in America. However, there is research that looks at the job satisfaction of teachers in other countries.

Teacher job satisfaction in other countries

In addition to the research base that has researched the job satisfaction of various segments of the American teaching population at various grade levels, research exists that looks at the job satisfaction of teachers in other countries. One such study by Abu Taleb (2013) looked at the job satisfaction of kindergarten teachers in the country of Jordan. The purpose of the study was to investigate the level of job satisfaction among Jordanian kindergarten teachers. A two-part questionnaire was administered to 264 kindergarten teachers from private schools in the city of Amman. The first portion of the survey solicited demographic information, such as age, marital status, and level of education. The second part of the study asked about the teachers'

level of satisfaction with school relations, the physical environment, working conditions, students' behavior, and parental participation.

Abu Taleb (2013) looked at the relationship between work-related domains (classroom physical environment, relationships with staff, working conditions, salary, children's behavior, and parental participation) and socio-demographic variables (teacher's age, marital status, and level of education). As Jordan was undergoing major educational reform at the time of this study, it was important to the researcher to understand how this was affecting teachers' job satisfaction. The research questions focused on the degree to which the teachers were satisfied with their job, the variation in the job satisfaction in relations to the workplace related domains, and the differences in overall job satisfaction according to the teachers' demographics.

The process of constructing the survey went through many stages. This included validity tests, reliability tests, identifying the relevance of the items, review by specialists in the field, and modifications. This resulted in an instrument that consisted of 29 items and the reliability was above 0.72 in all domains. The data were analyzed using descriptive statistics, t-tests, and analysis of variance (ANOVA), followed by post-hoc comparisons to examine differences in teacher satisfaction levels in relation to their socio-demographic variables.

According to the findings of Abu Taleb, Jordanian teachers reported an average level of job satisfaction. This was based upon the mean, ($M=2.26$), as calculated by all 29 items from the work-related questionnaire which utilized a 3-point scale. Specifically, teachers reported higher levels of satisfaction with the physical environment and relationships within the school. Conversely, average levels of satisfaction were reported for working conditions, children's social behavior, and parent participation. This study highlights the role that several factors play in

teachers' level of job satisfaction, and adds the experiences of teachers in other countries to this discussion of teacher job satisfaction.

To contribute to the knowledge base of the factors impacting the job satisfaction of teachers around the world, Fuming and Jiliang (2008) conducted a literature review of studies conducted on teachers' job satisfaction in China, including Hong Kong, for a ten-year span from 1989-1999. As China is implementing educational reforms, the researcher contended that teachers are such an important part of the process that there must be a deeper understanding of their zeal for teaching, which affects their quality of instruction. In looking at the previous literature, Fuming and Jiliang started with a 1989 paper by LiZibiao, which was one of the first investigations into the job satisfaction of Chinese teachers. Continuing the work of previous researchers, the researchers asserted that secondary and elementary school teachers in China today are more satisfied with their jobs than in the mid-1980s. This study also identified specific facets of the profession that were impacting the teachers' job satisfaction. The factors that the teachers were generally satisfied with were the profession and collegial relationships, but the researchers identified a consistent dissatisfaction with salary, working condition, leadership, and avenues for promotion.

In addition to looking at teachers' job satisfaction over time, the researcher also looked at literature on specific demographics and specific factors that affect teacher job satisfaction in China. Referencing studies by Yunying and Shaobang (1994) and Feng Bolin (1996), the researchers reported job satisfaction based upon gender. Yunying and Shaobang (1994) found that female teachers reported significantly higher levels of job satisfaction than male teachers. However, this finding was contradicted by Bolin (1996) who found that female teachers were slightly less satisfied than men. When focusing upon age and length of service, as reported by

Fuming and Jiliang (2007), Bolin's work shows significant correlations between job satisfaction and years of experience. This was corroborated by Zhongshan's (2007) survey, which found that teachers became more satisfied with their work as they grew older. Based upon their literature review, Fuming and Jiliang (2007) made recommendations to raise teacher job satisfaction. These recommendations included increasing salaries, improve working conditions, and reducing class sizes. Interestingly, these recommendations are congruent with existing research about teachers' job satisfaction.

Summary

The conclusion of the literature review is that job satisfaction is not based upon a singular factor. There are several factors that affect a teachers' level of job satisfaction, and the number of factors are increased when applied to American teachers working abroad. These teachers have left current pressures of the American educational landscape in search of more job satisfaction in teaching positions abroad. Nonetheless, while these American teachers working abroad are impacted by the same factors that apply to all teachers, such as administrative support, work environment, and salary, they have added factors that include cultural challenges, linguistic challenges, and geographical challenges that are specific to their choice to work in another country. The next chapter will detail the methodology that governed this study.

CHAPTER III

METHODOLOGY

The existing literature on various aspects of teaching has focus on the experiences of American teachers in America. Several studies even look at the job satisfaction of other teachers in other countries. However, there is a void in the body of research with respect to the experiences of teachers abroad. The purpose of this study is to examine the relationship between selected variables and the levels of job satisfaction of American schoolteachers in the United Arab Emirates. This chapter will present the procedures that were utilized in conducting this research. This description will include a summation of the purpose and the characteristics of the research design, a detailed description of selection process for the participants, and a description of data collection, instrumentation, and data analysis procedures. In addition, this chapter will include information on the testing of the instrument, including pilot testing, an analysis for the reliability and validity of the instrument, and a reiteration of the research questions that are the basis of this research study.

Research Design

According to Creswell (2008) quantitative research is “a type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics and conducts the inquiry in an unbiased, objective manner” (p. 46). This study utilized a survey design, which is the most common type of quantitative research (Frankel & Wallen, 2006). The quantitative method was chosen because it provided the opportunity to collect data on the perceptions of job satisfaction and factors that impact job satisfaction held by American teachers in the UAE from a large number of teachers who are spread across a large geographical area. Quantitative research allows

for the isolation of variables and provides opportunities to find possible causal relationships among the variables.

This study utilized a descriptive, non-experimental research design in the form of an electronic survey to gather data about the overall level of job satisfaction and the impact of several factors on the overall level of job satisfaction of American school teachers in the United Arab Emirates. In survey research a questionnaire is used to collect data from groups of respondents and is based upon the observations of the participants (Borg & Gall, 1998; Vogt, 2005). Surveys also allow the researcher to measure and describe the characteristics of a population, including their attitudes, opinions, and behaviors of that population (Creswell, 2008). Additionally, surveys can be used to measure the opinions and behaviors of a large group of people that would be difficult to measure using more time consuming and costlier qualitative methods (Nardi, 2003). Lastly, surveys are cost effective, simpler to analyze, and less intrusive than qualitative methods (Walonick, 2003).

Research Questions

This study investigated the factors that impact the job satisfaction of American teachers in the United Arab Emirates. The specific research questions that guided this study are:

1. Is there a relationship between the overall level of job satisfaction of American teachers in the United Arab Emirates and their level of satisfaction with their total compensation as measured by a Likert scale questionnaire?
2. Is there a relationship between the overall level of job satisfaction of American teachers in the United Arab Emirates and their level of satisfaction with administrative and collegial support as measured by a Likert scale questionnaire?

Participants

This study used a convenience sample, which means participants were drawn from the group that was available for the study (Fraenkel & Wallen, 2006). A convenience sample was used due to the inability to gain access to all members of the population of American school teachers working in the United Arab Emirates, and the geographical barriers. The researcher was unable to gather data on the actual number of members in the target population due to the fragmented nature of the educational system in the UAE, but it was expected that the survey would generate approximately 100-150 responses. The criteria for participation in the study were that the participants be American citizens, teachers of record in grades KG1 – grade 12, hold a current, valid teaching license in The United States, and currently hold a teaching position in the UAE. The participants were predominantly females, as female teachers far outnumber male teachers in the elementary schools in the UAE. In the UAE, there is currently a feminization of education occurring, and according to UNESCO data from 2010, only 14% of teachers in primary education in the UAE were males.

Survey Instrument

The researcher designed the survey based upon the research questions. Some of the questions are based upon the researchers own experiences as a teacher in the United Arab Emirates. Using a 5-point Likert scale and an array of survey items, which were classified according to the areas identified in the literature review as greatly affecting teachers' job satisfaction, the researcher developed a simple survey instrument using Google Forms. The survey consisted of 36 items divided into four sections to gauge the perceptions of job satisfaction. In addition, there was a fifth section with ten questions to gather demographic

information about the responders. There was also one open-ended question to ascertain any other factors that impacted teachers' job satisfaction.

The survey instrument consisted of three parts. The first part of the survey was the consent form. It consisted of a statement that acknowledged the purpose of the study, and the need for consent from the participant. If the participant consented to participate in the study, they selected the option that stated, "I consent to participate in this survey", and the survey began. If the participant did not consent, they selected the option that stated, "I DO NOT consent to participate in this survey", and the survey ended. This satisfied the requirements of the University of Houston's Institutional Review Board.

The second part of the survey consisted of 24 items divided into four domains to gauge the perceptions of job satisfaction. The four domains, which were addressed in the literature review are: School Environment, Compensation, External Factors, and Teacher Retention. The 25 items were scored on a 5-point Likert-type scale, with the possible responses consisting of "strongly disagree" to "strongly agree". Lastly, the demographic items were at the end of the survey and were to determine whether significant differences exist between the sample participants based upon the selected demographics. The participants were asked to provide information on their gender, age, grade level taught, years of teaching experience overall, years of teaching experience in the UAE, gender of students, school location, distance traveled to work, and mode of transportation to work. Appendix A is a copy of the consent form and the electronic survey.

Data Collection

Prior to data collection beginning, the researcher had to secure permission from the University of Houston's Institutional Review Board (IRB). Once permission was given, the

survey was disseminated using multiple social media sites, including Facebook and LinkedIn, as well as through the email networks that the researcher has access to. The link to the survey was sent to as many American teachers through various social media networks as possible. As acknowledged by Haythornthwaite (2005), social network sites allow individuals to connect who would not have been able to connect otherwise. Given the fragmented nature of the school system in the UAE, the geographic location of the researcher, and the difficulty with trying to get permission from the umbrella organizations that oversee education, social media and internet networks provided the researcher with the best opportunities to disseminate the survey to the largest number of members in the target population. Consequently, the use of this method of dissemination makes it nearly impossible to calculate the survey response rate, as there is no way to know how many individuals actually received the survey compared to the number of individuals that completed the survey.

Pilot Study

In the pilot phase, the survey was administered to 10 teachers who were asked for feedback about the time it takes to complete the survey, the clarity of the questions, the appropriateness of the questions, and any other thoughts about the survey. In addition, the researcher completed and reviewed the survey, as well as the feedback and data collected to determine the appropriateness of the instrument to measure what it is supposed to measure, the time that it took to complete the survey, and if there were any ambiguities with the questions in the survey. The teachers also reviewed the format and content of the survey (Fraenkel & Wallen, 2006). Also, the pilot group was asked to provide feedback on any factors that were not addressed in the survey that might affect the job satisfaction of teachers in the UAE.

The purpose of the pilot study was to solicit feedback about the content and the design of the survey. The pilot study was also used to gather enough data to test the reliability and validity of the survey, to complete a factor analysis on the interrelatedness of the items, and to select the variables which could be deleted to streamline the study. The researcher used the pilot to evaluate the usefulness of the instrument in answering the research questions. The usefulness of the survey was determined based upon whether it conformed to the six criteria listed below, as given by Balzer, et. al (2000):

1. Instrument items should include major aspects of job satisfaction.
2. Instrument items should be easy to administer and complete.
3. Instrument items should be easy to score and interpret.
4. Instrument items should apply to all jobs in all organizations.
5. Instrument items should show evidence that they are measuring what they are supposed to measure in a consistent fashion.
6. Instrument items should be used to identify problems, solutions, and evaluate change.

Based upon the result of the pilot study, several questions were excluded from the data analysis, and the wording was changed on other questions. The ten teachers reported that the survey was easy to read, easy to understand, and very easy to complete. There was a suggestion, that was taken, that the question “I am satisfied with the level of support that I receive from my Head of Faculty.” be changed to include Instructional Coordinators, and that the question not be a required question, as many private schools did not have the Head of Faculty or Instructional Coordinator position. The question was changed to “I am satisfied with the level of support that I receive from my Head of Faculty/Instructional Coordinator.” The question was also changed so that it was not a required question, and participants could simply skip the question.

While the survey that was administered consisted of 44 items, only 13 items which consisted of nine questions measured by a Likert scale and five items on demographics, were used for the data analysis. Also, additional questions were used to provide a descriptive analysis of the respondents. The reliability of the nine Likert scale questions, which were written to measure teachers' satisfaction with compensation and administrative and collegial support, was measured using Cronbach's Alpha. The Cronbach's Alpha was .723, which is regarded as acceptable (George and Mallery, 2003).

A factor analysis was conducted to demonstrate that the questions selected for data analysis actually related to job satisfaction. If the factors are all measuring the same construct, overall job satisfaction, they should correlate with each other with values greater than 0.05 but less than 0.9. The determinant value was also expected to be greater than 0.00001. Based upon the factor analysis, all of the factors correlate well and none of the values were particularly large. Table 3.1 shows the correlation matrix for the nine variables and the determinant value, which were used to inform the decision to proceed with further data analysis with this set of factors. In this factor analysis, the variable overall job satisfaction was excluded. In addition, a Kaiser-Meyer-Olkin measure of sampling of adequacy was .672, which indicated an acceptable pattern of correlations (George and Mallery, 2003). The Bartlett's Test of Sphericity value was also highly significant ($p < 0.001$). Therefore, the conclusion of the factor analysis was that it was appropriate to continue the analysis of these variables.

Table 3.1

Correlation Matrix for Factor Analysis of All Variables

	1	2	3	4	5	6	7	8
Support of Principal	1.00	----	----	----	----	----	----	----
Support of Head of Faculty/IC	.417	1.00	----	----	----	----	----	----
Relationship with English Medium Teachers	.159	.166	1.00	----	----	----	----	----
Relationship with Arabic Medium Teachers	.202	.119	.329	1.00	----	----	----	----
Satisfaction with Salary	-.058	-.003	.220	.214	1.00	----	----	----
Satisfaction with Benefits Package	.051	.101	.150	.256	.541	1.00	----	----
Satisfaction with Housing	-.113	.145	.284	.272	.418	.375	1.00	----
Satisfaction with Total Compensation	.074	.055	.257	.252	.785	.541	.325	1.00

a. Determinant = .070, $p > .05$

Instrumentation

Instrument validity. The survey instrument appeared to have face and content validity.

Face validity is the degree to which an instrument measures what it is designed to measure (Gall, Gall, and Borg, 2007). According to Lynn (1986) face validity is not a true psychometric assessment technique, but rather is validity based upon an ordinary person's acceptance that a statement is sound. This researcher-created survey was written to investigate the constructs of the study, job satisfaction and factors that might influence it. The face validity was based upon the pilot study, the experiences of the researcher, and the review of the literature related to the subject matter.

Content validity. Content validity of survey research was based upon sampling validity and item validity. Sampling validity was established in the pilot phase, where participants determined if additional items were needed to thoroughly investigate the constructs of the survey. Likewise, item validity was established as the teachers piloting the survey decided if survey items were properly placed in the sections for the constructs that they address (Lodico, Spaulding, & Voegtler, 2006).

Data Analysis

Once collected, the data was analyzed using the IBM's Statistical Package for the Social Sciences. Descriptive statistics and inferential statistics were analyzed to describe the sample population. Frequencies and percentages were calculated and reported for categorical or nominal data. Means and standard deviations were calculated for interval data. Chi-square tests, using the Fisher exact test and cross tabulations were examined to determine if there were statistically significant relationships between the overall job satisfaction of American teaching in United Arab schools and their level of satisfaction with administrative support and collegial relationships and their level of satisfaction with compensation.

Summary

This study examined the factors that affect the job satisfaction of American teachers in schools in the United Arab Emirates. This chapter provided a detailed description of the methods and procedures that were used to carry out the study. This included outlining the population, sample, data collection, and data analysis procedures that was used to answer the research questions. Chapter 4 will present the results and findings derived from the data collection and analysis.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the relationship between the overall level of job satisfaction for American teachers currently teaching in the United Arab Emirates and the following factors: administrative and collegial support and compensation as measured by a Likert scale questionnaire. The theoretical framework for this study was based upon two theories: Herzberg's Motivation Hygiene Theory and Maslow's Hierarchy of Need Theory.

The data were collected and analyzed according to the methodology presented in Chapter Three. The goal of the data collection and data analysis was to ascertain information to begin to build a foundation for the literature on the experiences of American teachers who are teaching abroad. The findings presented in this chapter illustrate the need for more quantitative and qualitative research in this area.

This study was guided by the following research questions:

1. Is there a relationship between the overall satisfaction level of American teachers in the United Arab Emirates and their level of satisfaction with their total compensation as measured by a Likert scale questionnaire?
2. Is there a relationship between the overall satisfaction level of American teachers in the United Arab Emirates and their level of satisfaction with administrative and collegial support as measured by a Likert scale questionnaire?

This chapter begins with the descriptive analysis of the sample, including a reporting of the response rates, demographics, and attributes of the population. Following this will be frequencies and statistical analysis to determine the relationship between the factors, and to search for a relationship between the dependent variable, overall teacher satisfaction, and the independent

variables of administrative support and compensation based upon the research questions that guided the study.

Response Rate

The online survey that was the basis for this research project was primarily disseminated using social and electronic media. As a result of this method of dissemination, it is nearly impossible to determine the actual response rate. The survey was posted in several Facebook groups that cater to American teachers. In addition, it was sent via email to individuals that the researcher had associations with that were also American teachers, or who had access to American teachers. A total of 156 individuals completed the survey. There were two non-responses, as two individuals accessed the survey, but recorded a response that they did not consent to participate in the survey, which ended their survey. There were also 12 respondents who accessed the survey, but were unable to complete it because they did not pass the screening question, “Are you a citizen or permanent resident of the United States of America?” The survey was also started, but not completed, by two individuals who responded negatively to the screening question that asked, “Are you currently teaching in the United Arab Emirates?” This resulted in a sample size of 140.

Descriptive Analysis of the Sample

The total sample ($N=140$) consisted of American schoolteachers who were currently teaching in the United Arab Emirates. There were eight survey questions that were used to gather demographic and descriptive data. Table 4.1 displays the demographic information of the respondents.

Table 4.1

Respondents' Demographic Data

Variables		Sample (N=140)
Gender	Female	87.1% (n=122)
	Male	12.9% (n=18)
Age	21-29	10% (n=14)
	30-39	42.9% (n=60)
	40-49	32.1% (n=45)
	50-59	14.3% (n=20)
	60 or above	0.7% (n=1)
Education Level	Bachelor's Degree	23.6% (n=33)
	Master's Degree	57.1% (n=80)
	Specialist's Certificate	10.7% (n=15)
	Doctorate	9.3% (n=12)
Overall Experience	0-2 years	5.0% (n=7)
	3-5 years	12.9% (n=18)
	6-10 years	22.1% (n=31)
	10-15 years	25.0% (n=35)
	>15 years	35.0% (n=49)
Experience in UAE	First year	20.0% (n=28)
	Second Year	35.0% (n=49)
	Third Year	22.9% (n=32)
	Fourth Year	12.1% (n=17)
	Fifth Year	10.0%

Table
4.1(continued)

Variables		Sample (<i>N</i> =140)
Grade level taught	KG1/KG2	25.7% (<i>n</i> =36)
	Grades 1-5	45.7% (<i>n</i> =64)
	Grades 6-8	12.1% (<i>n</i> =17)
	Grades 9-12	14.3% (<i>n</i> =20)
	Adult Education	2.10% (<i>n</i> =3)
School type	Public	87.1% (<i>n</i> =122)
	Private	12.9% (<i>n</i> =18)
Emirate	Abu Dhabi	95.7% 134
	Dubai	3.60% (<i>n</i> =5)
	Sharjah	0.70% (<i>n</i> =1)

The majority of the sample was females (87.2%, *n*=122), between the ages of 30 and 49 (75%, *n*=105). The majority of the respondents indicated that a Master's Degree was their highest level of education (57.1%, *n*=80), while 23.6% (*n*=33) reported Bachelor's degrees as the highest degree and 8.6% (*n*=12) reported Doctorates, with the remaining 15 respondents (10.7%) reported Specialist's Certificates. The highest percentage (35%, *n*=49) of the teachers reported having over 15 years of teaching experience. There were seven teachers (5.0%) with 0-2 years of overall teaching experience, 18 (12.9%) of the teachers had 3-5 years of overall experiences, 31 teachers (22.1%) had 6-10 years of experience, and 35 teachers (*n*=25) reported

10-15 years. Respondents also answered questions about their teaching experience in the United Arab Emirates, school types, and grade level taught.

As noted above, the largest group of teachers had over 15 years of teaching experience. However, in terms of UAE teaching experience, more teachers (35%, $n=49$) were in their second year of teaching in the UAE. Combined, 70% of the teachers ($n=98$) had been teaching in the UAE for two to four years. Only 28 teachers, which *represented* 20% of the respondents, were in their first year, and 14 teachers, (10%) were in their fifth year. Of the seven Emirates, 100% of the teachers taught in three Emirates: Abu Dhabi, Sharjah, and Dubai. The majority of the teachers were in Abu Dhabi (95.7%, $n=134$), teaching in public schools (87.1%, $n=18$), and in grades KG1/KG2 (25.7%, $n=36$) or grades 1-5 (45.7%, $n=64$). Almost equal numbers of teachers taught in either all-girls schools, (38.6%, $n=54$) or Mixed Gender Schools (39.3%, $n=55$).

Many of the teachers, 28.6% ($n=40$), traveled less than 5 miles to their schools, while 82 teachers (60.7%) of the teachers reported driving distances over 16 miles/25 kilometers each way to work. In summary, as is listed in Table 4.2, the majority of the respondents were female (87.1%), between the ages of 30-39 (42.9%), and held at least a Master's Degree (57.1%). They taught grades 1-5 (45.7%) in the Emirate of Abu Dhabi (95.7%) public schools. The teachers had over 10 years of experience as teachers, and had been teaching in the UAE for two or three years.

Table 4.2

Profile of Typical American Teacher in the United Arab Emirates

Variables		Sample (<i>N</i> =140)
Gender	Female	87.1% (<i>n</i> =122)
Age	30-39	42.9% (<i>n</i> =60)
Education Level	Master's Degree	57.1% (<i>n</i> =80)
Overall Teaching Experience	10-15 years	25.0% (<i>n</i> =35)
Teaching Experience in UAE	Second Year	35.0% (<i>n</i> =49)
Grade level taught	Grades 1-5	45.7% (<i>n</i> =64)
School type	Public	87.1% (<i>n</i> =122)
Emirate	Abu Dhabi	95.7% (<i>n</i> =134)

Frequencies

As stated previously, the sample consisted of 140 American teachers who are currently teaching in the United Arab Emirates. There were nine questions that measured the teacher's satisfaction with administrative support, compensation, and overall job satisfaction. Table 4.3 lists the frequencies for the responses to each of these nine questions.

Table 4.3

Frequencies of Survey Responses

Variables		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Administrative and Collegial Relationships	Support of Principal	22.1% <i>n</i> =32	24.3% <i>n</i> =34	22.1 <i>n</i> =31	24.3% <i>n</i> =34	7.1% <i>n</i> =10
	Support of Head of Faculty/Instructional Coordinator	14.3% <i>n</i> =20	12.1% <i>n</i> =17	26.4% <i>n</i> =37	22.9% <i>n</i> =32	18.6% <i>n</i> =26
	Relationship w/English Teachers	2.10% <i>n</i> =3	5.00% <i>n</i> =7	17.9% <i>n</i> =25	39.3% <i>n</i> =55	35.7% <i>n</i> =50
	Relationship w/Arabic Teachers	9.30% <i>n</i> =13	15.0% <i>n</i> =21	33.6% <i>n</i> =47	23.6% <i>n</i> =33	18.6% <i>n</i> =26
Compensation	Satisfaction w/Salary	5.70% <i>n</i> =8	10.7% <i>n</i> =15	28.6% <i>n</i> =40	40.0% <i>n</i> =56	15.0% <i>n</i> =21
	Satisfaction w/Benefits Package	1.40% <i>n</i> =2	5.70% <i>n</i> =8	32.9% <i>n</i> =46	42.1% <i>n</i> =59	17.9% <i>n</i> =25
	Satisfaction with Housing	1.40% <i>n</i> =2	10.0% <i>n</i> =14	27.1% <i>n</i> =38	32.1% <i>n</i> =45	29.3% <i>n</i> =41
	Satisfaction w/Total Compensation	3.60% <i>n</i> =5	9.3% <i>n</i> =13	26.4% <i>n</i> =37	41.4% <i>n</i> =58	19.3% <i>n</i> =27
Overall Job Satisfaction	Overall Job Satisfaction	6.40% <i>n</i> =9	15.7% <i>n</i> =22	39.3% <i>n</i> =55	28.6% <i>n</i> =40	10.0% <i>n</i> =14

Overall, the largest number of teachers, 39.3%, *n*=55, reported that neither agreed nor disagreed with the statement, “Overall, I am satisfied with my current position as a school teacher in the United Arab Emirates. In addition, only 6.40% (*n*=9) strongly disagreed with this statement, while 38.6% of the teachers (*n*=54) agreed or strongly agreed with that statement.

The majority of teachers reported that they were satisfied with their compensation. In fact,

60.7% of teachers, $n=84$, agreed or strongly agreed that they were satisfied with their total compensation. With respect to administrative and collegial support, while many teachers agreed or strongly agreed that they were satisfied with their relationships with their fellow English Medium Teachers, 75.0% $n=105$, the majority of teachers reported that they disagreed or strongly disagreed that they were satisfied with their relationships with the Principal (68.5%, $n=97$), Head of Faculty/Instructional Coordinator (52.8%, $n=74$), and Arabic Medium Teachers (57.7%, $n=81$).

Research Question One

Research Question One: *Is there a relationship between the overall levels of job satisfaction of American teachers in the United Arab Emirates and their level of satisfaction with their total compensation as measured by a Likert scale questionnaire?*

This research question investigated the relationship between teachers' overall job satisfaction and their compensation, including salary, benefits, and overall compensation. Satisfaction with compensation was measured using three questions on the questionnaire. These four questions were:

1. Overall, I am satisfied with the total compensation (i.e. salary, housing, benefits, etc.) that I receive.
2. I am satisfied with my salary.
3. I am satisfied with the condition of my housing.
4. I am satisfied with my benefits package.

The Spearman's rho rank-order correlation was conducted to determine if there was a relationship between each of the variables relating to compensation. Based upon the results of the Spearman rank-order correlation coefficient, there were correlations between the aspects of compensation and overall job satisfaction. The Table 4.4 has the results of the Spearman rank-

order correlation for overall satisfaction and each component of compensation.

Table 4.4

Spearman Rank-Order Correlation Coefficient

	Salary Satisfaction	Satisfaction with Benefits Package	Satisfaction with Housing	Satisfaction with Total Compensation
Overall Job Satisfaction	.212	.196	.173	.301
N=140	.012	.021	.040	.000

$p > .05$

As shown in the table, the relationship between *Salary Satisfaction* and *Overall Job Satisfaction* was statistically significant ($r_s(8) = .212, p = .012$), and there was a weak correlation. There was a very weak correlation between *Satisfaction with Benefits Package* and *Overall Job Satisfaction*, and the relationship was statistically significant ($r_s(8) = .196, p = .021$). There existed a weak correlation between *Satisfaction with Housing* and *Overall Job Satisfaction*, but the relationship was statistically significant at the .05 level ($r_s(8) = .173, p = .040$). Also, there was also a weak correlation between *Total Compensation* and *Overall Job Satisfaction*, and the relationship was statistically significant ($r_s(8) = .301, p = .000$). Additionally, Table 4.5 gives the frequency of responses for those four questions.

Table 4.5

Frequency of Responses for Compensation Questions

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Satisfaction with Salary N=140	5.0% 7	10.7% 15	27.9% 39	42.1% 59	14.3% 20
Satisfaction with Benefits Package N=140	1.4% 2	5.7% 8	31.4% 44	43.6% 61	17.9% 25
Satisfaction with Housing N=140	1.4% 2	10.0% 14	27.1% 38	32.1% 45	29.3% 41
Satisfaction with Total Compensation N=140	2.9% 4	10.0% 14	25.0% 35	43.6% 61	18.6% 26

In addition, Table 4.6 gives the mean and standard deviation for the responses to each of the three questions that were designed to measure satisfaction with different aspects of compensation.

Table 4.6

Mean and Standard Deviation for Compensation

	N	Mean	Standard Deviation
Satisfaction with Salary	140	3.5	.886
Satisfaction with Benefits Package	140	3.71	.998
Satisfaction with Housing	140	3.78	.998
Satisfaction with Total Compensation	140	3.65	1.042

Satisfaction with Salary and Overall Job Satisfaction. Table 4.7 shows the results of the cross-tabulation of overall job satisfaction and satisfaction with salary. Of the 56.4% ($n=79$) of the teachers that agreed or strongly agreed that they were satisfied with their salary, 36 of the teachers (25.6%) agreed or strongly agreed that they were satisfied with their current job. Conversely, only 22 teachers (15.7%) disagreed or strongly disagreed that they were satisfied with their salary. Of those teachers, 4 teachers (3.5%) reported that they disagreed or strongly disagreed that they were satisfied overall with their current job.

Table 4.7

Crosstabulations for Overall Job Satisfaction and Satisfaction with Total Compensation

		Overall Job Satisfaction				
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Total Compensation	Strongly Disagree	1.4% 2	0.7% 1	2.1% 3	0.7% 1	0.0% 0
	Disagree	0.7% 1	0.7% 1	7.1% 10	0.7% 1	1.4% 2
	Agree nor disagree	0.0% 0	7.1% 10	11.4% 16	7.9% 11	1.4% 2
	Agree	2.1% 3	4.3% 6	18.6% 26	12.1% 17	5.0% 7
	Strongly Agree	1.4% 2	0.7% 1	3.6% 5	6.4% 9	2.1% 3
Total		5.7% 8	13.6% 19	42.9% 60	27.9% 39	10.0% 14

To determine if a statistically significant relationship existed between overall job satisfaction and satisfaction with total compensation, a Fischer exact test was conducted. The results appear in Table 4.8.

Table 4.8

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Salary (p-value via Fisher)

	Test Statistic Value	Exact p=value (2--tailed)
Pearson Chi-square	23.73	.043

* $p < .05$

The results of the Fischer exact test indicated there was a statistically significant relationship between overall job satisfaction and satisfaction with salary at the $p < .05$ level.

Satisfaction with Benefits Package and Overall Job Satisfaction. Of the 140 teachers responding, seven of them (17.9%) reported that that they strongly agreed that they were satisfied with their benefits package and their current job. Only ten teachers (7.1%) disagreed that they were satisfied with their benefits package, and of those teachers four of them (2.9%) also disagreed or strongly disagree that they were satisfied with their current job overall. Table 4.9 shows the results of the cross-tabulation of overall job satisfaction and satisfaction with the benefits package.

Table 4.9

Cross tabulations for Overall Job Satisfaction and Satisfaction with Total Compensation

		Overall Job Satisfaction				
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Satisfaction with Benefits Package	Strongly Disagree	0.0% 0	0.7% 1	0.7% 1	0.0% 0	0.0% 0
	Disagree	1.4% 2	0.7% 1	3.6% 5	0.0% 0	0.0% 0
	Agree nor Disagree	1.4% 2	2.9% 4	17.9% 25	7.9% 11	1.4% 2
	Agree	1.4% 2	7.9% 11	12.9% 18	17.9% 25	3.6% 5
	Strongly Agree	1.4% 2	1.4% 2	7.9% 11	2.1% 3	5.0% 7
Total		5.7% 8	13.6% 19	42.9% 60	27.9% 39	10.0% 14

Table 4.10 presents the results of the Fisher exact test, which was used to investigate the relationship between teachers' overall job satisfaction and their satisfaction with the benefits package.

Table 4.10

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Benefits Package (p-value via Fisher)

	Test Statistic Value	Exact p-value (2-tailed)
Pearson Chi-square	31.18	.003

* $p < .05$

The results of the Fischer exact test indicated that there was a statistically significant relationship between overall job satisfaction and satisfaction with the benefits package at the $p < .05$ level.

Satisfaction with Housing and Overall Job Satisfaction. Of the 140 teachers responding, 16 teachers (11.4%) disagreed or strongly disagreed that they were satisfied with their housing. Of these teachers, only three (2.1%) strongly disagreed or disagreed that they were satisfied with their job overall. 86 of the teachers (61.4%) agreed or strongly agreed that they were satisfied with their housing and of this group, 36 teachers strongly agreed or agreed that they were also satisfied with their job overall. Table 4.11 shows the results of the cross-tabulation of overall job satisfaction and satisfaction with overall compensation.

Table 4.11

Cross tabulations for Overall Job Satisfaction and Satisfaction with Housing

		Overall Job Satisfaction				
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Satisfaction with Housing	Strongly Disagree	0.0% 0	0.0% 0	1.4% 2	0.0% 0	0.0% 0
	Disagree	0.7% 1	1.4% 2	5.0% 7	2.1% 3	0.7% 1
	Agree nor disagree	2.1% 3	4.3% 6	11.4% 16	7.9% 11	1.4% 2
	Agree	2.1% 3	2.9% 4	17.1% 24	15.0% 12	1.4% 2
	Strongly Agree	0.7% 1	5.0% 7	7.9% 11	9.3% 13	6.4% 9
Total		5.7% 8	13.6% 19	42.9% 60	27.9% 39	10.0% 14

Table 4.12 presents the results of the Fisher exact test, which was used to investigate the relationship between teachers' overall job satisfaction and their satisfaction with their housing.

Table 4.12

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Housing (p-value via Fisher)

	Test Statistic Value	Exact p=value (2--tailed)
Pearson Chi-square	29.09	.351

* $p < .05$

The results of the Fisher exact test indicated there was not a statistically significant relationship between overall job satisfaction and satisfaction with housing for American teachers who taught in the United Arab Emirates.

Satisfaction with Total Compensation and Overall Job Satisfaction. When looking at the Crosstabulations for total compensation and overall job satisfaction, there were no teachers who strongly agreed that overall they were satisfied with the job who also strongly agree that they were satisfied with their total compensation. However, the 15% of teachers who strongly agreed that they were satisfied with their overall compensation also agreed that overall they were satisfied with their current job. Table 4.13 shows the results of the cross-tabulation of overall job satisfaction and satisfaction with overall compensation. The percentages in the chart are based upon the percentage of the whole sample that each group represents.

Table 4.13

Crosstabulations for Overall Job Satisfaction and Satisfaction with Total Compensation

		Overall Job Satisfaction				
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Total Compensation	Strongly Disagree	0.7% 1	0.7% 1	1.4% 2	0.0% 0	0.0% 0
	Disagree	1.4% 2	0.7% 1	6.4% 9	0.7% 1	0.7% 1
	Agree nor disagree	0.0% 0	6.4% 9	12.9% 18	5.0% 7	0.7% 1
	Agree	2.9% 4	4.3% 6	15.7% 22	16.4% 23	4.3% 6

	Strongly Agree	0.7% 1	1.4% 2	6.4% 9	5.7% 8	4.3% 6
Total		5.7% 8	13.6% 19	42.9% 60	27.9% 39	10.0% 14

Table 4.14 presents the results of the Fisher exact test, which was used to investigate the relationship between teachers' overall job satisfaction and their satisfaction with their total compensation.

Table 4.14

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Total Compensation (p-value via Fisher)

	Test Statistic Value	Exact p=value (2--tailed)
Pearson Chi-square	26.36	.020

* $p < .05$

The results of the Fisher exact test indicated there was a statistically significant relationship between overall job satisfaction and satisfaction with overall compensation for American teachers who taught in the United Arab Emirates.

Summary for Compensation. In order to summarize the analysis of overall compensation and overall job satisfaction, it was necessary to merge the four questions into one variable. A reliability analysis, using Cronbach's Alpha, was done to determine if it was appropriate to do so, and if so a new variable, *Composite Compensation*, would be created to measure the complete construct of "compensation". The Cronbach's Alpha was .788, an acceptable value for merging the questions. The results of the reliability also showed that *Satisfaction with Housing* was the weakest variable of the four, as deleting that variable would

have increase the Cronbach's Alpha value to .827, and *Total Compensation* was the most weighted value, as deleting it would have decreased Cronbach's Alpha to .673.

To determine if a statistically significant relationship existed between overall job satisfaction and the composite compensation variable, a Fischer exact test was conducted. The results appear in Table 4.15.

Table 4.15

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Composite Compensation (p-value via Fisher)

	Test Statistic Value	Exact p=value (2--tailed)
Pearson Chi-square	57.30	.162

* $p < .05$

The result of the Fischer exact test for overall job satisfaction and satisfaction with overall compensation indicated there was not a statistically significant relationship between teachers' overall job satisfaction and satisfaction the composite variable for compensation.

Research Question Two

Research Question Two: Is there a relationship between the overall satisfaction level of American teachers in the United Arab Emirates and their level of satisfaction with administrative and collegial support as measured by a Likert scale questionnaire?

This research question investigated the relationship between teachers' overall job satisfaction and their satisfaction with administrative and collegial support. Satisfaction with administrative and collegial support was measured using four questions on the questionnaire. These four questions were:

1. I am satisfied with the level of support that I receive from my principal.
2. I am satisfied the level of support that I receive from my Head of Faculty.
3. I am satisfied with my relationship with other English Medium Teachers (EMTs) at my school.
4. I am satisfied with my relationship with the Arabic Medium Teachers (AMTs) colleagues at my school.

Spearman's rho rank-order correlations were conducted to determine if there was a relationship between each of questions about administrative and collegial support, Principal's support, Head of Faculty/Instructional Coordinator Support, and Collegial Relationships (with English Medium Teachers and Arabic Medium Teachers). The questions measured satisfaction principal support, satisfaction with support of the Head of Faculty/Instructional Coordinator (HoF/IC), satisfaction with the relationship with fellow English Medium Teachers (EMTs), and satisfaction with the relationship with Arabic Medium Teachers (AMTs). Based upon the Spearman rank-order correlation coefficient, there were correlations between the aspects of administrative and collegial support and overall job satisfaction. The Table 4.16 has the results of the Spearman rank-order correlation for overall satisfaction and each component of administrative and collegial support.

Table 4.16

Spearman Rank-Order Correlation Coefficient for Administrative and Collegial Support

	Support of the Principal	Support of the HoF/IC	Relationship with English Medium Teachers	Relationship with Arabic Medium Teachers
Overall Job Satisfaction	.470 .000 <i>n</i> =140	.202 .020 <i>n</i> =132	.158 .062 <i>n</i> =140	.348 .000 <i>n</i> =140

$p > .000$

As us shown in the table, the relationship between Support of the Principal and Overall Job Satisfaction was statistically significant, $r_s(8)=.470$, ($p = .000$), and there was a moderate correlation. There was a very weak correlation between Support of the HoF/IC and Overall Job Satisfaction, and the relationship was not statistically significant, $r_s(8)=.202$, ($p = .020$). While there was also a very weak correlation between Relationship with English Medium Teachers and Overall Job Satisfaction, the relationship was not statistically significant, $r_s(8)=.158$, ($p = .062$). Lastly, there was a weak correlation between Relationship with Arabic Medium Teachers and Overall Job Satisfaction, and the relationship was statistically significant, ($r_s(8)=.348$, $p = .000$).

As mentioned, there were four questions measuring the satisfaction of American teachers with administrative and collegial support in the United Arab Emirates. Table 4.17 gives the frequency of responses for those four questions.

Table 4.17

Frequency of Responses for Administrative and Collegial support Questions

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Satisfaction with Principal's Support N=139	2.1% 3	5.0% 7	23.6% 33	24.3 34	6.4% 9
Satisfaction with HoF/IC N=131	13.6% 19	12.9% 18	26.4% 37	22.9% 32	17.9% 25
Satisfaction with Relationship with EMTs N=139	2.1% 3	5.0% 7	14.3% 20	40.0% 56	37.9% 53
Satisfaction with Relationship with AMTs N=139	9.3% 13	12.9% 18	33.6% 47	25.0% 35	18.6% 26

In addition, Table 4.18 gives the mean and standard deviation for the responses to each of the four questions that were designed to measure satisfaction with different aspects of administrative and collegial support.

Table 4.18

Mean and Standard Deviation for Administrative and Collegial Support

	N	Mean	Standard Deviation
Satisfaction with Principal's Support	137	2.69	1.24
Satisfaction with HoF/IC	129	3.178	1.30
Satisfaction with Relationship with EMTs	137	4.07	.964
Satisfaction with Relationship with AMTs	137	3.32	1.19

Principal Support and Job Satisfaction. When looking at the cross tabulations, there were no teachers who strongly agreed that overall they were satisfied with the job who also strongly disagreed that they were satisfied with the support of their principal. In fact, 30.7% of teachers either strongly agreed or agreed that they were satisfied with the support of the principal. Of these 43 teachers, 28 of them either agreed or strongly agreed that they were satisfied overall with their current job. The majority of teachers (n=60, 42.9%) neither agreed nor disagreed that overall they were satisfied with their current job. Of these teachers, 47 teachers reported that they were less than satisfied with the level of support that they received from the principal. Table 4.19 shows the results of the cross tabulations of overall job

satisfaction and satisfaction with satisfaction with support of the principal. The percentages in the chart are based upon the percentage of the whole sample that each group represents.

Table 4.19

Crosstabulations for Overall Job Satisfaction and Satisfaction with Support of the Principal

		Overall Job Satisfaction				
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Support of the Principal	Strongly Disagree	5.00% 7	3.60% 5	9.30% 13	2.10% 3	1.40% 2
	Disagree	0.70% 1	6.40% 9	11.4% 16	4.30% 6	1.40% 2
	Agree nor disagree	0.00% 0	2.10% 3	12.9% 18	7.90% 11	0.70% 1
	Agree	0.00% 0	1.40% 2	8.60% 12	12.1% 17	2.10% 3
	Strongly Agree	0.00% 0	0.00% 0	0.70% 1	1.40% 2	6.40% 6
Total		5.7% 8	13.6% 19	42.9% 60	27.9% 39	10.0% 14

To further evaluate the statistical significance of the relationship between overall job satisfaction and satisfaction with the level of support from the principal, a Fisher exact test was run. Chi-square was not an applicable measure because several categories had an expected count of less than five. The results appear in Table 4.20.

Table 4.20

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Principal's Support (p-value via Fisher)

	Test Statistic Value	Exact p=value (2-sided)
Pearson Chi-square	49.29	.000

* $p < .05$

The results of the Fisher exact test for overall job satisfaction and satisfaction with the principal's support indicated that there was a statistically significant relationship.

Head of Faculty/Instructional Coordinator Support and Job Satisfaction. In evaluating the relationship between the overall job satisfaction and the satisfaction with the level of support from the Head of Faculty/Instructional Coordinator (HoF/IC), a preliminary step is an evaluation of the cross tabulations. 37.8% of the teachers (n=50) reported that they agreed or strongly agreed with the level of satisfaction with the HoF/IC and agreed or strongly agreed that they were satisfied overall with their current job. Conversely, 19.7% (n=26) of the teachers disagreed or strongly disagreed that they were satisfied with the level of support from the HoF/IC and disagreed or strongly disagree that they were satisfied overall with their current job. Table 4.14 shows the complete results of the cross tabulations of overall job satisfaction and satisfaction with support from HoF/IC. The percentages in the chart are based upon the percentage of the whole sample that each group represents.

Table 4.21

Crosstabulations for Overall Job Satisfaction and Satisfaction with Support of the Head of Faculty/Instructional Coordinator

		Overall Job Satisfaction				
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Support of the HoF/IC N=132	Strongly Disagree	2.3% 3	3.0% 4	7.6% 10	1.5% 2	0.0% 0
	Disagree	1.5% 2	3.0% 4	3.0% 4	4.5% 6	1.5% 2
	Agree nor Disagree	0.8% 1	1.5% 2	14.4% 19	7.6% 10	4.5% 6
	Agree	0.0% 0	4.5% 6	12.1% 16	6.8% 9	0.8% 1
	Strongly Agree	0.8% 1	2.3% 3	5.3% 7	7.6% 10	3.0% 4
Total		5.3% 7	14.4% 19	42.4% 56	28.0% 37	9.8% 13

Table 4.22 presents the results of the Fisher exact test used to investigate the statistical significance of the relationship between overall job satisfaction and satisfaction with the level of support from the HoF/IC. Chi-square was not appropriate because several categories had less than five responses in the category. The results appear in Table 4.22.

Table 4.22

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Support of the Head of Faculty/Instructional Coordinator (p-value via Fisher)

	Test Statistic Value	Exact p=value (2-sided)
Pearson Chi-square	24.75	.039

* $p < .05$

The results of the Fisher exact test for overall job satisfaction and satisfaction with the support of the Head of Faculty/Instructional Coordinator indicated there was a statistically significant relationship.

Relationship with English Medium Teachers (EMTs) and Overall Job Satisfaction. All of the 140 participants answered the question measuring the satisfaction with their relationship with their fellow English Medium Teachers (EMTs). Only 11 teachers (7.8%) reported that they disagreed or strongly disagreed that they were satisfied with their relationship with fellow EMTs. Of these 11 teachers, only one reported that they strongly disagreed or disagreed that overall they were satisfied with their current job. 77.9% of the teachers ($n=109$) agreed or strongly agreed that they were satisfied with their relationship with EMTs, and of those teachers, 46 teachers (32.8%) agreed or strongly agreed that they were satisfied overall with their current job. Table 4.23 presents the results of the cross tabulations for overall job satisfaction and satisfaction with the relationship with EMTs.

Table 4.23

Crosstabulations for Overall Job Satisfaction and Satisfaction with the Relationship with EMTs

Overall Job Satisfaction

		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Relationship with English Medium Teachers N=140	Strongly Disagree	0.0% 0	0.0% 0	1.4% 2	0.0% 0	0.7% 1
	Disagree	0.0% 0	0.7% 1	4.3% 6	0.7% 1	0.0% 0
	Agree nor disagree	1.4% 2	2.1% 3	7.1% 10	2.1% 3	1.4% 2
	Agree	2.1% 3	8.6% 12	12.9% 18	15.0% 21	1.4% 2
	Strongly Agree	2.1% 3	2.1% 3	17.1% 24	10.0% 14	6.4% 9
Total		5.7% 8	13.6% 19	42.9% 60	27.9% 39	10.0% 14

To further evaluate the statistical significance of the relationship between overall job satisfaction and satisfaction with the relationship with EMTs, a Fisher exact test was conducted . As previously noted, chi-square was not appropriate because several categories had less than five cases in the category. The results appear in Table 4.24.

Table 4.24

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with the Relationship with EMTs (p-value via Fisher)

	Test Statistic Value	Exact p=value (2-sided)
Pearson Chi-square	21.56	.080

* $p < .05$

The results of the Fisher exact test for overall job satisfaction and satisfaction with relationship with EMTs indicated there was not a statistically significant relationship between the two variables at the $p < .05$ level.

Relationship with Arabic Medium Teachers and Overall Job Satisfaction. There were 140 responses to the question measuring the satisfaction with the relationship with Arabic Medium Teachers (AMTs) and overall job satisfaction. According to the results of the cross tabulations, 22.2% of the teachers ($n=31$) disagreed or strongly disagreed that they were satisfied with the relationship with AMTs. Conversely, 44.3% of teachers ($n=62$) reported that they agreed or strongly agreed that they were satisfied with the relationship with AMTs. Of these teachers, 34 teachers (24.2%) also responded that they agreed or strongly agreed that they were satisfied overall with their current job. Table 4.25 shows the results of the cross tabulations of overall job satisfaction and satisfaction with the relationship with AMTs.

Table 4.25

Crosstabulations for Overall Job Satisfaction and Satisfaction with the Relationship with Arabic Medium Teachers

		Overall Job Satisfaction				
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Satisfaction with the Relationship with Arabic Medium Teachers N=140	Strongly Disagree	0.7% 1	3.6% 5	2.9% 4	0.7% 1	0.0% 0
	Disagree	0.7% 1	1.4% 2	5.0% 7	5.0% 7	0.7% 1
	Agree nor disagree	2.1% 3	7.1% 10	17.1% 24	5.7% 8	1.4% 2
	Agree	0.0% 0	0.0% 0	10.0% 14	12.1% 17	3.6% 5

	Strongly Agree	0.7% 1	1.4% 2	7.9% 11	4.3% 6	4.3% 6
Total		5.7% 8	13.6% 19	42.9% 60	27.9% 39	10.0% 14

In addition to looking at the cross tabulations, a Fisher's Exact test was conducted to investigate the statistical significance of the relationship between overall job satisfaction and satisfaction with the relationship with AMTs. The results appear in Table 4.26.

Table 4.26

Results of Pearson Chi-Square Test for Overall Job Satisfaction and Satisfaction with Overall Administrative and collegial support (p-value via Fisher)

	Test Statistic Value	Exact p=value (2-sided)
Pearson Chi-square	37.74	.000

* $p < .05$

The result of the Fisher exact test for overall job satisfaction and satisfaction with the relationship with Arabic Medium Teachers was statistically significant at the $p < .05$ level indicating a significant relationship exists between teachers' overall job satisfaction and satisfaction with overall administrative and collegial support.

Summary for Administrative Support and Collegial Relationships. In order to summarize the analysis of administrative support and collegial relationships and overall job satisfaction a reliability analysis was used to determine if it would be appropriate to merge the four questions together. A reliability analysis, using Cronbach's Alpha, was conducted. The results of the Cronbach's Alpha were .553, an unacceptable value for merging the variables into one composite variable. By deleting any of the variables, the Cronbach's Alpha would have been

even lower. Nonetheless, *Support of the Principal* was the most significant value, as deleting it would have decreased Cronbach's Alpha to .415.

CHAPTER V

DISCUSSION

The purpose of this research study was to examine the levels of job satisfaction and the relationship between job satisfaction and two factors, administrative support and collegial relationships and compensation. While over 2,000 American teachers employed throughout the United Arab Emirates, a void exists in the research base on the experiences of these teachers. This study utilized a researcher created survey to collect data from American teachers that are currently teaching in the United Arab Emirates. The survey measured the teachers' overall level of job satisfaction, and investigated the relationship between administrative support and collegial relationships and overall job satisfaction, and the relationship between compensation and job satisfaction.

The research study was an attempt to create a foundation of knowledge about the characteristics, experiences, and job satisfaction of American teachers who are currently teaching abroad. The study was also an attempt to discern if the same variables that impact job satisfaction in the United States are applicable for American teachers who teach abroad. In addition, the findings of this research would be very beneficial to the recruiting agencies that hire teachers to come to the UAE. It would also be an important piece of documentation for the organizations that hire teachers in efforts to improve retention rates, and to improve the overall experience of the teachers who come to the UAE. This research would also be impactful for teachers who are currently teaching in the UAE or teachers who aspire to teach in the UAE as it provides a backdrop for the experiences of American teachers who are teaching abroad. This research has the potential to be published in journals that specialize in issues in international

education, including *Journal of Research in International Education*, *International Education Studies*, and the new, UAE-based *Teach UAE Magazine*.

The previous chapter presented the results of the study from the analysis of the data. The purpose of this chapter is to interpret those results and provide a context for the findings of this study. Specifically, this chapter will discuss and review each research question. The limitations of this study will be discussed. Lastly, this chapter will present suggestions for future research.

In reviewing the literature, no prior studies were found to address the experiences of American teachers who are teaching abroad, specifically in the United Arab Emirates. This void in the knowledge base demonstrates a need for this study. While job satisfaction is one of the most researched topics in the Social Sciences, it has not been researched specifically for teachers who are teaching abroad. According to most researchers, the work environment, specifically the levels of administrative support and the satisfaction with collegial relationships are strong indicators of job satisfaction. Despite a popular sentiment that salary is an indicator of job satisfaction, research has consistently proven that it is not. As these are the two most written about factors of job satisfaction, they were the two variables selected to begin to build a knowledge base on the experiences of American teachers who are currently teaching in schools in the United Arab Emirates. In addition to the interpreting the data, the researcher, based upon her experiences as a teacher in the United Arab Emirates, will add some context to the findings.

Findings from Research Question One

The first research question in this study examined the relationship between teachers' overall job satisfaction and their satisfaction their total compensation by asking: *Is there a relationship between the overall levels of job satisfaction of American teachers in the United Arab Emirates and their level of satisfaction with their total compensation as*

measured by a Likert scale questionnaire?

There were four questions that measured the construct of compensation, and a fifth variable that was the result of creating a composite variable. The results of the Spearman's rho rank-order correlation indicated that was a correlation between all four components, salary, benefits, housing and total compensation, and overall job satisfaction. The relationships were statistically significant.

Salary Satisfaction and Overall Job Satisfaction. First was an evaluation of the relationship between the overall job satisfaction and salary. A chi-square analysis using a Fisher exact test indicated a statistically significant relationship exists between satisfaction with salary and overall job satisfaction. American teachers in the UAE enjoy a tax-free salary that is typically more than what they would earn in most school districts in the United States. In fact, based upon the researcher's personal knowledge, a teacher with a Master's Degree and four years of experience has a tax-free salary of 15,900 AED (\$4,345USD) monthly. Comparatively, for the current school year, 2014-2015, in the Houston Independent School District in Houston, Texas, a fourth year teacher would receive a salary of \$49,600, which would be subjected to taxes, union dues, and insurance premiums (Houston Independent School District, 2014). In addition to base salary, teachers receive stipends of up to \$550 USD monthly for residing in remote area. Also, there are no union dues, and the employer covers the full cost of medical insurance. Therefore, it is not surprising that only 15.7% of the teachers ($n=22$) expressed dissatisfaction with salary.

Satisfaction with Benefits Package and Overall Job Satisfaction. The second aspect of compensation was benefits package. A chi-square analysis using a Fisher exact test indicated a statistically significant relationship between satisfaction with the benefits package and overall

job satisfaction. Also, based upon the results of the Spearman's rho rank-order correlation there was a very weak correlation between satisfaction with benefits and overall job satisfaction. In the United Arab Emirates, employers pay for healthcare. Some teachers also receive free transportation to and from work, or are housed in buildings that are walking-distance from their schools. This minimizes the need for cars, and many teachers choose to share a rental car with a group of teachers, or utilize public transportation which is accessible and affordable. In addition, employees are given one round-trip ticket to their country of origin each year. Throughout the year, teachers receive additional time off as Winter Break was three weeks, and Spring Break was two weeks. There are also additional days off for Muslim Holy Days and celebrations such as National Day, which commemorates the founding of the country. Hence, it follows that only 10 teachers (7.2%) strongly disagreed or disagreed that they were satisfied with the benefits package.

Satisfaction with Housing and Overall Job Satisfaction. Housing was the third aspect of compensation that was evaluated for its impact on job satisfaction. The results of the Fisher exact test indicated there was not a statistically significant relationship between overall job satisfaction and satisfaction with housing for American teachers who taught in the United Arab Emirates. All housing is paid for and assigned by the teachers' employers, and they are typically provided with newer housing. Those who reside in the city of Abu Dhabi usually reside in modern high-rise buildings, while those in the more rural areas reside in villa-style apartments. Most teachers receive two-bedroom apartments as a standard, but many of those in the high-rises receive one-bedroom apartments, as the rent is more in the city than in rural areas. Nonetheless, as there is not much variability in the quality of housing, and most teachers reported being

satisfied with the housing, it is reasonable that there is no relationship between satisfaction housing and job satisfaction.

Satisfaction with Total Compensation and Overall Job Satisfaction. The chi-square analysis using a Fisher exact test indicated a statistically significant relationship exists between teachers' satisfaction with their total compensation and their overall job satisfaction. Based upon the results of the Spearman rank-order correlation, there was a weak positive correlation between total compensation and overall job satisfaction. Most teachers who agreed or strongly agreed that they were satisfied with total compensation also agreed or strongly agreed that they were satisfied with their current job.

Summary of Satisfaction of Compensation and Overall Job Satisfaction. The results of the chi-square analysis of the composite variable of compensation showed no statistical significance to overall job satisfaction. While American teachers in the United Arab Emirates enjoy a lucrative compensation package, including tax-free salaries, free housing, free health premiums, low-cost medical care, and in some cases, free transportation, compensation was not highly statistically significant in overall job satisfaction. The results of the analysis were congruent with previous research in this area (Ingersoll, 2001; Luekens, Lyter & Fox, 2004). As there were correlations to salary satisfaction and overall job satisfaction, the correlations were weak. This indicates that while compensation may play a part in job satisfaction, there may be other factors that have not been studied here that are also important.

Research Question Two

Research Question Two: Is there a relationship between the overall satisfaction level of American teachers in the United Arab Emirates and their level of satisfaction with administrative and collegial support as measured by a Likert scale questionnaire?

This research questions investigated the relationship between teachers' overall job satisfaction and their satisfaction with administrative and collegial support. There were four questions that measured the construct of compensation, and a fifth variable that was the result of creating a composite variable that combined the results of the four questions into one variable. The results of the Spearman rank order correlation indicated that was a correlation between all four components: support of the principal, support of the Head of Faculty/Instructional Coordinator, relationship with other English medium Teachers, and relationship with Arabic Medium Teachers.

Principal Support and Overall Job Satisfaction. First was an evaluation of the relationship between the overall job satisfaction and support of the principal. A chi-square analysis using a Fisher exact test indicated a statistically significant relationship exists between satisfaction with support of the principal and overall job satisfaction. The cross tabulations showed that no teachers who strongly agreed or agreed that they were satisfied with the support of the principal also strongly disagreed or disagreed that they were satisfied with their job. The research in this area supports the findings of this study. Teachers who feel supported by their principals typically report higher levels of job satisfaction (Ingersoll, 1999).

Head of Faculty/Instructional Coordinator Support and Job Satisfaction. The second aspect of administrative support and collegial support was the support of the Head of Faculty/Instructional Coordinator. A chi-square analysis using a Fisher exact test indicated a statistically significant relationship between satisfaction with the support of the Head of Faculty/Instructional Coordinator and overall job satisfaction. Also, based upon the results of the Spearman's rho rank-order correlation there was a very weak correlation between satisfaction with support of the Head of Faculty/Instructional Coordinator and overall job satisfaction.

Therefore, it can be safely concluded that there is a relationship between the support of the Head of Faculty/Instructional Coordinator and overall job satisfaction of American teachers teaching in the United Arab Emirates. As the Head of Faculty/Instructional Coordinator would fall into the category of administrative support, it is congruent with the prior research into the job satisfaction of teachers that the relationship with a member of the administrative team would be statistically significant with overall job satisfaction.

Relationship with English Medium Teachers (EMTs) and Overall Job Satisfaction.

Satisfaction with the relationship with English Medium Teachers (EMTs) was the third aspect of administrative support and collegial support that was evaluated for its impact on job satisfaction. The results of the Fisher exact test for overall job satisfaction and satisfaction with relationship with EMTs indicated there was not a statistically significant relationship between the two variables at the $p < .05$ level. Although the research stresses the importance of collegial relationships, it is notable that in this study, the relationship with other English teachers was not statistically significant in a teachers' overall job satisfaction. However, that did not bear true for the relationship with Arabic Medium Teachers.

Relationship with Arabic Medium Teachers (AMTs) and Overall Job Satisfaction.

Satisfaction with the relationship with Arabic Medium Teachers (AMTs) was the fourth aspect of administrative support and collegial support that was evaluated for its impact on job satisfaction. The results of the Fisher exact test indicated there was a highly statistically significant relationship between overall job satisfaction and satisfaction with the relationship with the AMTs for American teachers teaching in the United Arab Emirates. This is congruent with what the research says about the importance of collegial relationships in teachers' level of

job satisfaction. And, while it is inconsistent with the findings for relationships with EMTs, it is notable that collegial relationships are certainly a factor in teachers' overall job satisfaction.

Summary for Administrative Support and Collegial Relationships. The results of the analysis for the components of administrative support and collegial relationships were mixed. While the support of the principal, support of the Head of Faculty/Instructional Coordinator, and the relationship with Arabic Medium Teachers were highly significant, the relationship with the English Medium Teachers was not statistically significant. Nonetheless, the collective findings corroborate previous research, which asserts that administrative support is one of the most predictive factors in the job satisfaction of teachers. A future research consideration could explore the differences in the relationship with English Medium Teachers and Arabic Medium teachers.

Limitations of the Study

Limitations are inherent to a research study. The limitations of this study include sample size, lack of reliable data, instrumentation, lack of prior research on the population, access to the population, and teacher's perceptions. Each of these limitations will be discussed in this section.

The sample size is dictated by the problem being solved, and the number of variables. However, in this case, the sample size is small. Most statistical tests require a sufficient sample size to ensure the sample is representative of the population. It is also not feasible to generalize the results to the population with such a small sample. In this case, N=140, also limited the number of variables that could be considered due to statistical needs for a larger sample size to evaluate additional variables.

The lack of reliable data and prior research is a limitation. American teachers have always been around the world, but the increase in the number of American teachers concentrated

in the United Arab Emirates is a recent phenomenon. Therefore, virtually no research has been conducted on their experiences and there exists very little data available on the actual size of the population or the characteristics of the population. In seeking to create a knowledge base on the experiences of American teachers who are teaching abroad, specifically in the United Arab Emirates, the lack of prior research and available data was a limitation for this study.

The responses to the surveys are based upon the participants' perceptions of job satisfaction, and their interpretations of the values on the Likert scale. The decision to participate or not participate can also be traced to the person's perception of the study, the perceived consequences of participation, or the perception of confidentiality. Participants could have over reported or under reported their levels of satisfaction. For instance, the survey was opened for responses during a time when the teachers were made aware that the normally three weeks of Winter Break had been shortened by a week. And, that this week would now be slated for Professional Development Workshops and their attendance was mandatory. Teachers may have been feeling less favorable towards their jobs when completing the survey. This type of event could unnaturally influence a teacher's responses. Therefore, the self-reporting nature that is inherent in a survey is a limitation of this study.

Although confidentiality is guaranteed, the perception of confidentiality could impact the response rate as well. In addition, the small sample size could have been a result of individuals who did not participate because of their perceptions of the impact that participation could have on their employment. In fact, the researcher received three emails from spouses of American teachers who stated the spouses were afraid to participate in the survey because they were afraid the participation could be traced to them.

Lastly, the methodology itself was a limitation to this study-- specifically there were issues with the sampling and the instrumentation. The survey was created by the researcher. As an exploratory study, a qualitative methodology would have been more suitable for an exploratory study. The inability to ask probing questions to identify the factors impacting teachers' job satisfaction was a limitation in this study. In addition to the need for a different methodology, the inability to access the population because of geographic restrictions and the inability to select participants via random sampling limits the generalizability of the findings of this research study. While each of the aforementioned points was a limitation for this study, they also provide fertile ground for future research.

Implications for Future Research

There is a void in the research with respect to the experiences of teachers who are teaching abroad. Prior research has focused on the experiences of American teachers in schools in the United States. The results of this study are congruent with the available research on teachers' job satisfaction. Nonetheless, there is a need for more research in this area.

To better understand the experiences of American teachers who are teaching abroad, future research might begin with a qualitative approach to gain more insight into the factors that actually affect teachers abroad. An opportunity to ask questions and follow up questions would allow for the collection of data on those factors that are unique to teachers abroad, and may only come about from frank, honest dialogue that can be recorded through a qualitative study.

In addition, future surveys should seek a larger population. Future researchers might be encouraged to navigate the fragmented bureaucracy that governs the schools in the UAE in order to gain access to more American teachers. The ability to gain information from more teachers gives greater insight and allows for better conclusions that are generalizable for the population.

Lastly, future research should expand the knowledge base on the experiences of American teachers who are teaching abroad. While this research study focused solely on American teachers in the United Arab Emirates, programs for American teachers are expanding in other countries, including Qatar, Oman, S. Korea, Saudi Arabia, and many other countries. Future research could be comparative in looking at the experiences of American teachers in American in contrast to the experiences of American teachers who are teaching in foreign countries.

Summary

In the wake of sweeping legislations that have changed the paradigm of teaching and introduced immense stress into the lives of teachers in the United States, many American teachers are seeking job satisfaction in classroom around the world. A massive education reform in the United Arab Emirates has precipitated the need for a large number of English-speaking teachers, many of whom are American. However, there exists a void in the research into the experiences of these teachers.

Job satisfaction is the most researched topic in the Social Sciences, and is often researched in education. Research has demonstrated that teachers who are more satisfied as classroom teachers are more excited about learning and are better at motivating and leading children to learn (Black, 2001). What is not clear is whether the same factors that affect teachers in America when the teachers are immerse in a new country, specifically the United Arab Emirates.

This study investigated whether there was a relationship between the overall job satisfaction of American teachers teaching in the United Arab Emirates, and the two most cited factors of compensation and administrative support and collegial relationships. The results of

this study suggest that administrative support had the most significant relationship with overall job satisfaction. The results were mixed on the significance of collegial support, as the relationship with English Medium Teachers was not statistically significant, but the relationship with Arabic Medium Teachers was statistically significant. More research into this discrepancy is warranted.

The results of this study also suggest compensation was not statistically significant to the overall job satisfaction of American teachers who are teaching in the United Arab Emirates. This finding corroborates prior research on the relationship between compensation and overall job satisfaction. While compensation is definitely an important part of job satisfaction, it is not the determining factor in job satisfaction.

In closing, this research study attempted to shed light on the experiences of American teachers who are teaching in the United Arab Emirates. In examining the overall job satisfaction of American teachers in the United Arab Emirates, one conclusion is very clear. More research is needed into the experiences of American teachers who are teaching in the United Arab Emirates, and in other countries abroad.

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Appendix A:

Consent Form

Dear Participant:

You are being invited to participate in a research study about job satisfaction. Irileria Muhammad, a Doctoral Candidate at the University of Houston, is conducting this research project. The objective of this research project is to understand the factors impacting the job satisfaction of American teachers in the United Arab Emirates.

There are no known risks if you decide to participate in this research study, nor are there any costs for participating in the study. The information you provide will help the researcher understand the job satisfaction of the teachers in the UAE. The information collected may not benefit you directly, but what is learned from this study should provide general benefits to employees, companies, and researchers.

This survey is anonymous. If you choose to participate, there are no questions that ask for information that will identify you. No one will be able to identify you, nor will anyone be able to determine which responses belong to you. No one will know whether you participated in this study.

Your participation in this study is voluntary. If you choose to participate, please select the option that states, "I consent to participate in this survey", and the survey will begin. If you do not consent, they select the option that states, "I DO NOT consent to participate in this survey", and the survey ends.

If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact the primary researcher at (971) 056.283.2044 or at Irileria@hotmail.com. The University of Houston Institutional Review Board has reviewed the request to conduct this project.

If you have any questions about this research study, you may contact:

Dr. Nicole Andrews

nlandrews@uh.edu

713-743-2486

If you have any questions about your rights as a research participant, you may contact

Denise McGuire

713-743-9237

dlmcguire@uh.edu

Thank you,

Irileria Muhammad

Appendix B:
Job Satisfaction Survey

Overall, I am satisfied with my current position as a school teacher in the United Arab Emirates.

Strongly Disagree Strongly Agree
____1 ____2 ____3 ____4 ____5

School Environment

1. I am satisfied with the level of support that I receive from my principal.

Strongly Disagree Strongly Agree
____1 ____2 ____3 ____4 ____5

2. I am satisfied with the level of support that I receive from my Vice Principal.

Strongly Disagree Strongly Agree
____1 ____2 ____3 ____4 ____5

3. I am satisfied the level of support that I receive from my Head of Faculty.

Strongly Disagree Strongly Agree
____1 ____2 ____3 ____4 ____5

4. I am satisfied with my relationship with the Head of Faculty at my school.

Strongly Disagree Strongly Agree
____1 ____2 ____3 ____4 ____5

5. I am satisfied with my relationship with other English Medium Teachers (EMTs) at my school.

Strongly Disagree Strongly Agree
____1 ____2 ____3 ____4 ____5

6. I am satisfied with my relationship with the Arabic Medium Teachers (AMTs) colleagues at my school.

Strongly Disagree Strongly Agree
____1 ____2 ____3 ____4 ____5

7. I am satisfied with the amount of resources, i.e. paper, ink, scissors, crayons etc. that are available to me at my school.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

8. I am satisfied with the technology resources, i.e. computers, printers, Elmo projector's, etc. that are available for my use at my school.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

9. I am satisfied with the curriculum resources, i.e. textbooks, manipulatives, supplemental materials, etc. that are provided for my use at my school.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

10. I am satisfied with the professional development provided by my school.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

11. I am satisfied with the opportunities for advancement provided by my employer.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

Compensation

5. Overall, I am satisfied with the total compensation (i.e. salary, housing, benefits, etc.) that I receive.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

6. I am satisfied with my salary.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

7. I am satisfied with the condition of my housing.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

8. I am satisfied with my benefits package.

Strongly Disagree _____1 _____2 _____3 _____4 Strongly Agree _____5

____1 ____2 ____3 ____4 ____5

9. In my view, I am compensated fairly for the work that is expected of me.

Strongly Disagree Strongly Agree
 ____1 ____2 ____3 ____4 ____5

10. I am compensated equally to other professionals in the United Arab Emirates with similar levels of education and experience.

Strongly Disagree Strongly Agree
 ____1 ____2 ____3 ____4 ____5

11. I am satisfied with the time off, i.e. school breaks and holidays.

Strongly Disagree Strongly Agree
 ____1 ____2 ____3 ____4 ____5

External Factors

1. I am satisfied with the distance that I travel to work.

Strongly Disagree Strongly Agree
 ____1 ____2 ____3 ____4 ____5

2. I am satisfied with the location of my school i.e. city, suburbs, rural, remote, very remote.

Strongly Disagree Strongly Agree
 ____1 ____2 ____3 ____4 ____5

3. The cultural differences impact my level of job satisfaction.

Strongly Disagree Strongly Agree
 ____1 ____2 ____3 ____4 ____5

If so, please describe:

4. The language barrier impacts my level of job satisfaction.

Strongly Disagree Strongly Agree
 ___1 ___2 ___3 ___4 ___5

If so, please describe:

Teacher Retention

1. I plan to complete my contract with my employer.

Strongly Disagree Strongly Agree
 ___1 ___2 ___3 ___4 ___5

2. I plan to or already have extended my initial employment contract.

Strongly Disagree Strongly Agree
 ___1 ___2 ___3 ___4 ___5

Demographic Data

My teaching Assignment is:

___ Kindergarten ___ Cycle 1 ___ Cycle 2 ___ Cycle 3 ___ Adult Education

What grade level do you teach: _____

The gender of my students:

___ Girls ___ Boys ___ Mixed Gender

I have been teaching in the UAE:

___ first year (August- October entry) ___ second year, mid year entry

_____ Second year

_____ Third year

_____ Fourth year

_____ Fifth year

I teach in:

_____ Abu Dhabi

_____ Al Ain

_____ Al Gharbia

_____ Liwa

_____ Mirfa

_____ Madinat Zayed

_____ Ruwais

_____ Al Sil'a

_____ Ghyathi

_____ Bida M'tawah

_____ Dalma Island

I teach in a

-----Public School

_____ Private School

The distance I travel to work (one way)

_____ less than 5 miles

_____ 5-15 miles (km)

_____ 16-30 miles

_____ 31-45 miles

_____ 46-60 miles

_____ more than 60 miles

I primarily travel to work by:

_____ walking

_____ driving alone

_____ carpooling

_____ bus provided by employer

_____ public bus

_____ bicycle

Age:

_____ 22-30

_____ 31-39

_____ 40-49

_____ 50-59

_____ 60- or above

Number of years of teaching experience prior to coming to the UAE:

_____ 0-3

_____ 4-5

_____ 6-12

_____ more than 12

Gender:

___Male

___Female

THANK YOU FOR YOUR PARTICIPATION!!!