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TEACHER MOTIVATION: WHAT MOTIVATES AN ARAB TEACHER?

By
SUHA SAWAYA TUTUNJI

A thesis
Submitted in partial fulfillment of the requirements
For the degree of Masters of Arts
To the Department of Education
Of the Faculty of Arts and Sciences
At the Haigazian University

Beirut, Lebanon
June 2005

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TEACHER MOTIVATION: WHAT MOTIVATES AN ARAB TEACHER?

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ACKNOWLEDGEMENTS

I, Suha Sawaya Tutunji husband, Naji, my children, Tarek, Jal and Rayan and my siblings
for their full support during my studies. Thank you for being there. Many thanks go to my



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DEDICATION

I dedicate this thesis to my mother who encouraged me to pursue my education and helped me when I was in need of her support and comfort. Sadly however, she did not live to see me complete my studies.

ACKNOWLEDGEMENTS

I would like to thank my husband, Naji, my children, Tarek, Jad and Rayyan and my siblings for their full support during my studies. Thank you for being there. Many thanks go to my adviser Dr. Ahlam Klailat who followed my work closely and never ceased to boost me up, guide me and support me throughout my studies, especially when I was down. Great appreciation go to my aunt , Sameera Basheer, Head Librarian at Balamand University , for her continuous influx of articles and for the long hours she spent helping me with the searches. I would also like to thank the General Manager of the school I work in, Mrs. Sheikha Al Shamsi who was extremely understanding, flexible and offered to help when I needed it. I would also like to thank Dr. David Taweel for reading the Thesis and giving me his invaluable comments. Many thanks also go to Ms Najwa Naser for helping me in the data analyses and interpretations of the findings and for her long hours of hard work.

Thank you

ABSTRACT

Research on teacher motivation has tried to understand what sustains teachers in their profession and motivates them to keep teaching. The current study examines what motivates an Arab teacher in two Arab Countries; Lebanon and the United Arab Emirates. The two main variables studied were intrinsic and the extrinsic motivators. The target sample was Arab teachers teaching upper and lower schools in Lebanon and the United Arab Emirates. A 27 item questionnaire was answered by 204 Arab teachers. Results showed that there was no significant difference between the two variables.

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Chapter One

Introduction

A- Specification of the Problem and its Background

What motivates a teacher to teach? What sustains teachers in their profession? There is a large amount of research on teacher motivation in the west. Research to answer the questions posed above, however, with regards to the Arab teacher, very little research has been carried out that is related to teacher motivation. The issue of motivation is a difficult task especially that teachers are not robots that can be manufactured over night and thus become carbon copies of each other. Teachers are people and therefore each has his/her own way of dealing with problems that arise in the classroom or with coping with their profession. It is true that we have broad motivational strategies, but humans differ in their motives and emotions and this in turn affects their behavior. Teachers in the twenty-first century are no longer seen as people who stand in front of a class and input information into students' heads. They are the engineers of future generations. They are the bedrock of nations. Because of this, pressing need for school reform has resulted in many studies, some of which are related to motivating teachers to become better educators and to know how to arouse a high level of eagerness so that teachers give their best. However, effective teaching not only requires teaching through proper methods and techniques, but more importantly 'motivation for teaching'. A motivated teacher automatically makes efforts to better his/her teaching by adopting various effective methods and techniques. However, teachers do not automatically get motivated. Allied factors play an important role in motivating teachers for effective teaching. For example, the management which motivates teachers achieves better results continuously, as compared to those managers who do not care to motivate them(Wagner,2001) . Motivation of teachers may also involve various financial and non-financial rewards. It requires persistent efforts,

deep involvement and interest by the Management in various activities, and in the interests of the motivational factors of their teachers, which will ultimately produce better teachers who are willing to move ahead and engage their students in an effective learning atmosphere (Guzzo,1999) . Ever since “A Nation at Risk” was published in the USA in 1983 after a study was conducted to assess the education level in the USA, and found that “something is seriously remiss in our (USA) educational system,” (p.18) specialists have been trying to find ways to improve teaching. The study mentioned above found among many other things that the education system in the USA was not working. They found that around 13 percent of the 17 year old Americans were functionally illiterate and one of the reasons was the shortage of teachers who were not motivated enough to stay in the teaching profession (National Commission of Education, 1985). So the question that I would like to pose is what motivates teachers to stay in their profession? How can we sustain them and motivate them? There has been an abundance of research that tried to answer the questions posed above. Research on the issue of motivation began with scientists studying workers in factories back in the 1960's. Later, more studies were carried out in other fields and especially in education. The studies dealt both with motivating teachers and motivating students. However, my focus will be on what motivates a teacher, and, in particular, an Arab teacher. Most research conducted were based on the theories of motivation that have been discussed and studied in the past century. In addition, they were mostly conducted in the west, and this is one of the reasons why I will look at the Arab world and what motivates an Arab teachers.

Theories of Motivation

In order to better understand the term “motivation”, we need to define motivation and look at the various theories of motivation that have been discussed over the years. According to Woldkowski (1984), “Motivation is used as a word to describe those processes that can a) arouse and instigate behavior: b) give direction and purpose to behavior: c) continue to allow behavior to persist; and d) lead to choosing or preferring a particular behavior”. Most of the studies and research on motivation are based on approaches to motivation, which in turn are based on theories of motivation. There are many approaches to motivation, such as the Cognitive Approach, the Physical Approach, the Behavioral Approach, the Rational Approach, and the Feeling in Control Approach (Poter, Bigly & Steers, 2003). However, I shall not discuss these approaches in this paper, but rather discuss the conceptual bases that have been built on the above approaches.

The theories of motivation are numerous, however, almost all of them can be divided into two main distinctive types: Extrinsic and intrinsic.

Extrinsic motivation are actions that result in the attainment of externally administered rewards, such as payment, material possessions, prestige, or even positive evaluation from others (Baleman & Crant, 2003). Intrinsic motivation on the other hand, is derived from within the person or from the activity itself that in turn will positively affect performance (Rayan & Deci, 2000). So what were the theories of motivation that can come under these two main headings and what do they briefly speak of.

Extrinsic Motivation Theories

Thorndike and Pavlov were one of the first scientists to suggest that human actions result from externally administered rewards. These theories are known as the Behaviorist Theory of

Motivation. Pavlov said that people behave and change their behavior according to experience. That is people associate an action with a following action. For example, if I work, I expect to be rewarded. While Thorndike says in his Law of Effect that if a response is followed by pleasure, or a positive consequence, it tends to be repeated and if it is followed by pain or a negative consequence; it tends to decrease or stop all together (Porter, Bigly, Steers, 2003). So if we need to maintain a certain response, we reward it so that it occurs again. Therefore, we can motivate people to respond in a certain way by giving them something they need, and if we want to stop a behavior we can punish the behavior or remove the reward. Another theory based on extrinsic motivators is The Drive Reduction Theory that was proposed by Hull (1943). Who developed a version of behaviorism in which the stimulus (S) affects the organism (O) and the resulting response (R) depends upon characteristics of both O and S. In other words, Hull was interested in studying intervening variables that affected behavior such as initial drive, incentives, inhibitors, and prior training (habit strength). Like other forms of behavior theory, reinforcement is the primary factor that determines learning. However, in Hull's theory, drive reduction or need satisfaction plays a much more important role in behavior than in other frameworks (Bolles, 1967).

Another theory that falls under this category is the Equity and Justice Theory that was proposed by Adams in 1965. He proposed that the employee compares his/her input and outcome ratio with that of referents or others (Faculty of Information Studies, 1995). According to this theory inequitable comparisons result in tension which will in turn result in the employee to relieve his/her tension in a negative way, such as lower work effort, abstain from going to work or even result in theft. Equity theory has been used in three main areas; 1) understanding job satisfaction, 2) predicting employee behavior, and 3) understanding citizenship behavior. Perry (1993) found a linear relationship between pay and job satisfaction. He studied African-Americans and found that those who were paid above the average wage of other employees

were more satisfied with their jobs. This was also true for equity between the sexes. Women were more satisfied when they knew that they were not being paid less than the average employee be it a man or a woman (Ambrose & Kulik, 1990).

Another scientist who was an advocate of the extrinsic reward system was Skinner. He was one of the pioneers of the Reinforcement Theory which also falls under the extrinsic category. He emphasized the relationship between behavior and its consequence. He distinguished between three types of reinforcements;

1- Positive reinforcer: Presenting a reward after a desired behavior

2- Negative reinforcer: Taking away an aversive stimulus after a desired behavior

(Both the positive and the negative reinforcement are used to increase a desired response.)

3- Punishment: This is divided into two parts; positive punishment and negative punishment.

A positive punishment is a behavior presenting an aversive stimulus contingent on a response so the desired response decreases or is stopped. There is also another form of punishment which Skinner calls Negative Punishment, and this is used for omission of a response. It is crucial to note that, in both forms of punishment the purpose is to decrease or terminate a certain response.

The primary accomplishments of this theory on motivating personnel is that it opened a way for research to be conducted in field settings rather than laboratory settings, and studied the influence of punishment on employee behavior (Ambrose & Kulik, 90).

Another theory was started by Vroom in 1964. He said that an individual will act in a certain way based on the expectations that the act will be followed by an outcome and on the attractiveness of that outcome. So motivation depends on how hard one works, depending on the reward one receives and the extent to which the reward is attractive to him/her (Porter,

Bigley, Steer, 2003). For example, if I know that I will get a handsome sum at the end of the month, I work hard. He developed an equation to “calculate” motivation. This equation is $M = E \times V$. This equation is of a multiplicative nature. It states that the level of motivational force acting on a person is determined by multiplying the person's valence and expectancy variable. Therefore an increase in the expectancy results in the increase in the motivation.

M stands for motivation, E stands for expectancy (i.e. the probability that effort will be followed by personal accomplishment), and V being the value that an individual associates with an outcome (Isaac, Zerbe, Pitt, 2001). Thus this theory focuses on the external attributes of a person as opposed to the internal attributes.

The above mentioned are some of the main theories that fall under the extrinsic reward system. The following are the theories that spoke of intrinsic motivation.

Intrinsic Motivation Theories

Many theories have come out under this heading, but the most prominent theory proposed by Deci in 1970, who suggested that extrinsic motivations were undermining the intrinsic ones. He called his theory Self Determination Theory. He said that when people attribute their behavior to external rewards, they stop to be interesting and the intrinsic motivation drops. So he states that when everything is equal and under normal circumstances, extrinsic rewards have a negative input on extrinsic rewards and thus should be minimized and managers who reward their employees extrinsically were making a grave mistake because his studies showed that if people are paid to do something that they would have otherwise done out of interest, they would less likely do it in the future (Deci, 1970).

McClelland in 1991 who derived the Learned Needs Theory also spoke of intrinsic rewards and stated that people usually place emphasis on the action rather than the result of that

action. So that if the person does not feel responsible, the outcome reward will not be enough for him/her. The people need to feel that the reward is not a means to an end, but rather the task is (Potter, Biggley, Steers, 2003, Guzzo, 1979).

Herzberg (1959) in his Hygiene Factor Theory also made a distinction between intrinsic and extrinsic motivation favoring the former. He called the factors that affect motivation, such as salary, work conditions as hygiene factors, which to him are not motivators. Their absence can create job dissatisfaction, but their presence does not create satisfaction. However, he went on to say that motivators enrich a person's job. He found five factors that enriched people's jobs and they are: achievement, recognition, work itself, responsibility, and advancement (Burel, 1997).

He went on to say that these motivating factors increased job satisfaction. These factors can be items like having a job accomplished well, being recognized by your superiors when you do a good job, or by just doing the work itself (intrinsic Motivators). Hygiene factors, on the other hand, are those whose absence can create job dissatisfaction, such as the supervisor being annoying, or company policies being too harsh or unfair work conditions or negative peer relationships, but they are not long term dissatisfiers and quickly fall back to jobs that satisfy higher needs (Porter, Bigley, Steers, 2003).

Another theory is based on the Human Resource and Human Relation Models that speaks of intrinsic motivation and that is the Human Relation Theory. This theory pointed out that we have two theories of motivation that were derived by Douglas McGregor and it is the Theory X and Theory Y. Theory X states that work is distasteful to most people. Most people are not ambitious and have little creativity. Most people must be closely controlled and coerced. Motivation only occurs at physiological levels. Theory Y states that work is natural as play, and creativity can be spread throughout organizations. People can be self directed and creative. Motivation occurs at self-actualization levels, and not just security and physiological needs

levels. This theory sees the importance of the social and physiological needs of workers. It sees power to be diffused into groups and economic issues are by far not the sole and most important needs for workers. The Human Resource allows decision making to be shared between employer and employee and personal goals of the employee to be met by the organization and looks for task accomplishment and not autonomy over the workers (Hanson, 1996).

We cannot speak of intrinsic rewards without mentioning the Human Needs Theory. This theory was developed by Maslow (1943). He says that humans are initially “good” and trustworthy. He believed that violence is not in human nature. But people who are deprived of their lower needs, such as safety, may defend themselves by being violent, for example. Maslow states that people need to fulfill needs, once these needs are fulfilled then s/he can move on to other needs that are of a higher order. In Maslow’s pyramid the first need is physiological (such as water, food, sex...), the second is the need to feel safe such as a feeling of stability and freedom from fear and anxiety. This need for safety may also motivate people to be religious because it provides comfort and security, especially when it comes to death and finding meaning to loss. The third is the need for esteem which Maslow divides into two types. One emphasizes self respect and inner desire for strength, and the second type the need for attention and recognition; such as belonging to a group. Finally, the fourth need that Maslow speaks of is self actualization which is the internal strivings which allow people to reach their ultimate prospective. At this stage there is an emphasis on the whole person, so people who have everything, meaning have achieved their need at the other levels, can maximize their potential. According to Maslow all these needs have to be fulfilled in order, that is, from the first to the last before one can experience self-fulfillment. (Porter, Bigly, Steers, 2003).

These were some of the main theories that fall under the broad headings of extrinsic and intrinsic rewards, but it does not mean that they are the only ones, for some theories fall in between the two and speak of the need of both kinds in order to achieve motivation, such as Choice Theory of Motivation by Glasser (1988), who spoke of humans making choices about what motivates them and this will always depend on their needs (Pearson, 1992).

From the above theories then, one can conclude that there are means and ways and reasons that motivate people, and many research studies have been conducted to attempt to find what conditions are needed to better motivate teachers and thus sustain them in their jobs.

We find through the theories provided, that for some people motivation comes from inside of them from attributes relating to intrinsic factors, that is what motivates them are internal locus of control and for others it comes from the outside, from an external locus of control. The people who have an external locus of control are motivated by extrinsic means, such as recognition from the head, or bonus pay in money or benefits (Wlodkowski, 1984). While people who have an internal locus of control (intrinsically motivated) are motivated by their feelings and attitudes; that is they are rewarded by doing the activity itself: the “doing” of the behavior is considered “the primary reason for the performance of that behavior” (Wlodkowski, 1984 p.153). So taking all that into account, where do Arab teachers fall? Are they intrinsically or extrinsically motivated to teach? This is what this paper will attempt to answer.

B- Rationale

This paper will examine four private schools in the Middle East, two in Lebanon and two in the United Arab Emirates (UAE). It is an attempt to find what motivates the Arab teacher. Hopefully, this will shed some light on teacher motivation in the Middle East, and school leaders will use the findings to improve the inspirations of their teachers.

C-Hypotheses

- H1* Lebanese teachers who teach in Lebanon are motivated by intrinsic rewards
- H2* Lebanese who teach in the United Arab Emirates are more extrinsically motivated than intrinsically.
- H3* Non- Lebanese Arab teachers in the United Arab Emirates are more extrinsically motivated than intrinsically motivated.
- H 4* teachers with more than six years of experience are motivated extrinsically rather than intrinsically.

D. Definition of Variables

The variables mentioned in the above hypotheses are defined as follows

- Intrinsic Rewards: Are rewards obtained when activities are engaged in for which there is no apparent reward except the activity itself. Thus the consequences of many activities are private, internal and not visible to others.

- Extrinsic Rewards: Are those rewards for which there is no inherent connection between the activity and the reward. These rewards are not ordinarily available in any given situation.

E. Methodology

The sample of the current study was constituted of 204 Arab teachers of different nationalities. The instrument used to collect the data was a 27 item questionnaire, which the subjects were asked to complete. The reliability and validity of the instrument used was measured by, chi square tests, paired samples test, and different cross tabulations.

F- Significance of the study

The focus of the study is what motivates an Arab Teacher. What is it that makes her/him want to sustain his/ her job? The findings will provide some information about the motivational levels of the Arab teachers. It will also show if there is a difference in motivational levels between Arab teachers and Lebanese teachers, and between Lebanese teachers in Lebanon and Lebanese teachers in the Arab Emirates, and will obtain:

- A clearer picture of what motivates an Arab teacher
- Provide educators, heads and school owners an idea on how and what motivates an Arab teacher, so that they can use it to sustain and understand teachers better.

Chapter 2

Literature Review

In the previous chapter the main theories of motivation were discussed, but how can they help us understand what motivates teachers? Since motivation is a fact of behavior and it is a result of so many factors; the theories can guide us as to what motivate teachers. We can receive signals from teachers that help us place them in theories that work in motivating them in different periods of time and according to circumstances. If people do not feel committed to do something for a certain goal, then it would be difficult to motivate them.

In going back to teachers, there has been an abundance of studies regarding motivation and job satisfaction in the academic domain. New teachers and experienced teachers alike need to be supported and motivated to sustain them in the teaching profession. Since the studies on this issue are numerous, and deal with more than one aspect of motivation, I thought that the best way to capture and distinguish between the studies conducted on teacher motivation was to categorize them into eight different groups that I have based on the content of the researches that I have read. This way referring to them becomes easier and less complicated. These categories are in random order and do not project a priority in teacher motivation.

1- Teacher Training and On- going Training

According to Parsel, Lewis and Farris (2001), it was found that there is a link between the amount of professional development in which a teacher has participated and his/her feelings of competence which leads to job satisfaction. However, they went on to say that this development should be on going. Some studies have also shown that for principals to improve their schools and motivate their teachers, they need to foster learning among their

staff by providing an information and technology centre that would contribute to the teachers' on-going learning (Fernandez and Stevenson, 2001).

A study conducted by Jason (2000) found a positive correlation between positive motivation and efforts of principals to promote a learning community for the teachers. Meaning that, the principals who allow time and provide resources for teachers to learn, have a high rate of teachers who are motivated to teach. However, this learning community needs to have multiple dimensions. The individual's learning should be collective. So that one shares her/his expertise with others and has an interrelated action of learning. So, leaders providing professional support and growth for individuals can motivate and challenge staff to work harder.

Further, in a school in Timberland, USA, the principal adopted a year-round system to give teachers more time for professional planning. To do this the school made the academic year to be twelve month instead of nine. In this way, the teachers had more time to attend workshops and courses to improve themselves. The teachers there commented on the year-round scheduling as that it had given them more time for self-development, thus they felt happier and more satisfied in their jobs because they were given a chance to develop professionally rather than remain stagnant. They felt that in this way the school was helping them rather than just telling them to improve, without providing any kind of active help. (Haser and Nasser, 2003).

Other studies have shown that creating a working milieu for teachers, such as offering workshops, learning centers, and libraries facilitated teachers' jobs and the teachers found these facilities extremely helpful and more satisfying, which in turn motivated them to give more. (Rowntree 1997, Lowman 1990).

A further study has also shown that round- the clock training, meaning on-going training, was beneficial in motivating teachers. Milone (1995) states that training in one form or another that goes on all year long is motivating , especially when the schools go an extra mile in ensuring that the teachers' schedules are made to conform to training sessions. That is the teachers' time tables were made around the training sessions, so that teachers can attend them. In addition these workshops were also based on suggestions made by the teachers to meet their needs in developing their own teaching techniques.

On the other hand, other studies reached the opposite conclusions of the above studies. In a study conducted by Jungs (1972) to test teacher performance before and after training and later by Shahid (1992) who also wanted to test the effectiveness of teacher training on improving teaching and teacher motivation, both studies showed that there was no significant difference between teacher performance before or after training. Burel (1992) found that it was the lives of children that should be changed and not that of teachers (Burel, 1992). Further, Danzig (1997) insists that some teachers say that there were very few programs that trained them to face the reality of teaching and that the knowledge provided and attending such activities as workshops and training was a waste of time. Because of that teachers state that more is gained from practice and experience than from training sessions. Andrews and Lewis (2002) implemented an innovative change process called IDEAS in a secondary school in the USA. Their findings showed that when teachers developed their profession through collective learning, meaning that teachers learn from each other rather than going to workshops, it projected a positive impact on teachers' effectiveness in the classroom far more than workshops, in-service training and the like did.

Thus we find that some studies agree to professional development as being a good intrinsic motivator while others see them as having no significance on intrinsic motivation.

Where do the Arab teachers stand? Do they find professional development as a motivator or not? I will try to find the answer to that in looking at what motivates the Arab teachers, Intrinsic (teacher professional development as being on of them) or extrinsic rewards.

2- Reducing Isolation

Another approach of motivating teachers is supporting them in more ways than one. One way would be removing any feeling of isolation sensed by teachers. For example, a study conducted by Grazziano and Tobin (2001), concluded that there was a high link between agreeableness and social desirability on teacher production. That is, when teachers see themselves socially accepted and agreeable to the rest of the staff and to students, they tend to work harder. Interacting with others and finding common ground will enhance individuals to work harder, especially if they want to attain a special goal; even if at times competitions between groups or individuals arise, for this is seen as healthy competition leading to motivation (on condition that no coercion or manipulation occurs). The issue of belongingness helps teachers move ahead. However, it is up to competent leaders to predict any conflicts that may generate trouble and move it towards negotiation and collaboration (Mccaslin, 2001).

Lorties' work (1975) and Gratch (2000) on school teachers, found that teaching is a critical characteristic related to the teachers' socialization. When teachers see other teachers as being in the same boat, they tend to discuss things together and attempt to solve similar cases. This enhances positive feelings and generates more self confidence in teachers. Building team effort is another excellent way to motivate teachers and to give them a sense that they are not alone. The issue of isolation also means that we should not segregate the way we treat teachers or favor some over others. They should all be treated equally and be entitled to the same level of professional development (Milone, 1999).

There is another way to motivate teachers when these teachers feel that they are psychologically attached to the teaching profession. Caladarci (1992) found that most teachers leave the profession within the first five years of teaching if they are not committed to the teaching profession and are unable to see themselves as teachers. The reason why they leave is that they feel alienated from colleagues and supervisors and receive insufficient administrative support. According to Harris (2002) and in a study conducted in a school, he found that teachers tended to be motivated when they, “were provided with opportunities to do things together in partnership rather than competition”(p.64).

The above motivational factor falls under intrinsic motivation. In trying to find whether the same as the above results applies to Arab teachers, I could not find any such evidence due to lack of research in the area of motivation in the Arab world. Thus I will also include this factor in intrinsic motivation to my research.

3-Teacher Involvement

Man by nature is a social animal and this cannot be truer in the case of teachers. Studies have shown that teachers find more satisfaction when they are involved. Gaertner, Salikides, Vevea and Tuzzini (2000), stated that the power of an individual or the self concept has a “motivational hierarchy.” The authors state that although the group is important for the individual; it is also as important for the individual to feel involved as himself or herself that is as an independent entity. This trait, according to the study, is quite motivational and constructive to teachers. So, if a teacher can find personal satisfaction by involvement in discussions with other teachers and be given the opportunity to state his/her opinions and experiences, s/he more often than not tends to give more to the teaching profession as s/he feel listened to and valued.

Furthermore, when the leader shares responsibilities with teachers and creates a feeling of shared individual goals and shows the importance and impact of each person there is more involvement in the organization (Davis, and Wilson 2001). Whitaker and Lumpa (1991) also found that if a teacher receives intrinsic motivations such as being given a chance to share in a meeting and are listened to when they give their opinions; it has a positive effect on increasing the teacher's motivation. This was also proven to be true in another study conducted by Leithwood and Jantzi in 1998, who found that in schools where teachers' voices are heard and acknowledged by the administration the schools have been successful. If teachers are to be held responsible for what goes on in class, then they should also be part of the decision making process. When teachers' voices have been silenced, it has led to feelings of disrespect to the leader (Gratch, 2000).

Further, Hammond (1985) showed that allowing the teachers to use their knowledge and expertise was a great motivational technique for teachers. Studies by Davis & Wilson(2000);Lambert (2002);Woods and Weasmer(2002) all showed that when teachers start to feel involved in the school decision making process, it created a sense of responsibility and teachers received their work as being more meaningful and useful.

Thus we find from the literature that although it is important for teachers to be involved in schools as a group, however, equally important is for teachers is to be given a chance to be involved in schools as individuals and to be listened to as independent persons who have their personal opinion and outlooks to school issues. Again, as in the previous studies mentioned above, with regarding to teacher involvement in schools, there have been no studies conducted on the effect of the Arab teacher involvement in school decisions and teacher motivation. I would like to pose the question myself and try to find the answer.

4-Rewarding Teachers

It is true that teachers receive satisfaction and motivation when their students perform well and when they find academic improvement in their students, however, they also expect to be paid well for their jobs (Ames and Ames, 1990). In relation to other professions, teacher salaries are low, which is a problem worldwide and because of this, many teachers choose to pursue other careers (Tye, 2000). In most professions outstanding employees earn more than ineffective ones, but this is not true for the teaching profession, thus implementing a performance based pay system is becoming more of a trend, and extrinsic motivators are being given to teachers in order to sustain them (Cohen, 2000).

In support of the above, a study conducted by Caladrole 1992, established that many teachers leave the profession (especially in math and science) due to low salaries. Not all rewards for motivation need to be monetary, some can be related to extra benefits such as free insurance, or productivity payment which means rewarding a teacher if her/his materials and ideas are used by colleagues. Another form of reward might be funding teacher research. Rowntree, (1996) conducted a study in England and found that teachers were motivated, when the schools funded their researches and encouraged it.

Mamman (1977) in a study conducted in Australia found, that performance and responsibility were ranked as the most preferred criteria in a pay system. This means that employees, who perform well, are expected to be paid well!

The majority of the teachers who teach in the United Arab Emirates are expatriates (UAE, Ministry of Education). Why do they choose to leave their countries and teach there? Is it because of the better pay? Are these teachers extrinsically motivated to leave their countries and teach elsewhere? One of the areas that I shall question will hopefully answer this question.

5- Rigidity of Curriculum and Test

Teachers are more often than not held accountable to test results and this is de-motivating; as teachers who try their best may not receive the best out of a student. Tye (2000) found that teachers were “frustrated and upset” when they were labeled as being “good teachers” or “bad” based on students performances on tests. Teachers stated that they would like to teach the way they wanted and decide what was to be included in a curriculum and what was not to be included, especially when the administration wanted to hold them accountable to student results. Some teachers said that the curriculum is usually so rigid that it does not take into consideration what the child really wants, especially today in a world that is always changing. It looks at the world through the eyes of an adult (Fortune, 2000). Nagel & Brown (2003) found that when students don’t do well on Exams, this initiates an emotional dissatisfaction among teachers which increases the level of stress and feeling of uselessness in the teacher and creates in turn negative feelings towards the teaching profession.

6- Creating a School Community

Man has psychological needs. S/he is also in need of emotional and physical safety and a sense of belongingness helps achieve this. There has been research to confirm that the sense of community is very important in school context, too (Soloman, Baltistich, Sahaps, 2000). To develop a social altruistic atmosphere is very important. This will enhance teacher engagement in all social events in schools. This can be done by emphasizing common purposes between teachers, teachers and students, and teachers and parents, so that there is feeling that the school is a second home and a second family (Schaps, 2003). In a school in the USA called Red Crow Community College was found to have very few teachers leaving it. Upon studying the reason by interviewing teachers, it was found that the teachers felt an attitude of “camaraderie” at

school and that they were all treated equally and had a very cooperative atmosphere. Teachers and Administrators helped each other and worked together (Haser and Nasser, 2003).

7- Stress Reduction

According to the International Stress Management Association (2004), teaching is one of the most stressful jobs among professions. The findings stated that 54% of patients who visit doctors due to stress related sicknesses were teachers. Czubaj's study (1996), established that one major construction of motivation is keeping stress to a minimum, and especially those that are related to student achievement. In his study, he placed fifteen teachers in a twelve step stress reduction program. This program helped teachers relate to stress and learn how to cope with it. Some of these steps included : 1) forming a system of reinforcing personal motivation, 2) collegial relationships, 3) sabbatical leaves, and 4) providing a feeling of respect ... At the end of the program, teachers felt that with the stress release they were more motivated to work and move ahead.

A further study by Crossfield et, al (2002) researched two types of locus control: internal and external. The internal is the feeling of being in control of the situation and the external being events beyond the teachers' control. Those belonging in the internal locus had less anxiety than those in the latter. The authors found a high positive correlation between teacher efficiency and student performance; especially when teachers felt that they could produce the desired outcomes from the students.

Moreover, when studying biographical differences and stress, McCormick (1996) found no variations in occupational stress between males and females, but between groups of teachers. For example, stress was related to the caliber of the students and the age group of the teachers. Those who teach in the infant classes were more stressful because teachers find it more

difficult to communicate and explain new concepts to younger students. In the graduating classes, females seemed to be more stressed as these students did not see them as having authority in the classroom.

Another major form of stress found in the same study was when the administration didn't implement policies as they had explained them to teachers. Therefore, one way to eliminate stress would be more cooperation between the teachers and the administration.

In conclusion and as McCormik points out, stress is not always "value free" and for some teachers being able to cope with the stress of the occupation is associated with success!

8- Involvement of the Headmaster and Feeling of Equity, and involvement at Schools

Teachers who see the head of the school involved with his/her staff, the school and teaching help raise the morale of teachers. If they are involved and communicate some responsibilities to teachers, they are perceived as "good administrators. They are not only seen as leaders of schools, but leaders in the community as well. In a study of 15 successful principals, it was discovered that their characters of being passionate, of treating others with dignity and respect and involving themselves in school has led them to succeed (Crowther, 1997). Fernandez and Stevenson(3003), wrote that when leaders are involved and foster learning for teachers and students alike and use what they learn to promote sharing and collaboration between the responsibilities and the teachers, they make better leaders. Wagner (2001), after interviewing principals in various schools, found that most principals who have a relationship based on mutual respect and trust and on commitment and not compliance receive much better results from the teachers and the teachers are happier and more committed. Rondall and Johnston (1996) said that it was very important for principals to plan and implement the goals set to get the ball rolling. They go on to say that if a principal uses a

“linking model”, which is linking teachers to the tasks and goals they wish to implement rather than the tasks being imposed on them by the school, has a positive effect on teachers. However, these goals should not be vague and should be set by the administration with the teachers input, so that the staff would see them as mutual goals between the principal and the teachers.

A study by Fritz and Marx (2000) found that working with teachers on intrinsic motivations, such as goal internalization and involving teachers in decision making was a major form of stimulation and staff sustainability. Another study showed that teachers are more satisfied when they are asked by the principals to take a greater part in decision making. The study found a positive correlation between participation in school decisions, and job satisfaction. Thus their findings showed that the higher the participation of the staff in school decisions the higher they were motivated to teach (Davis and Wilson, 2000).

Macbeath (1992) after interviewing 67 teachers who teach in the city of Oxford found that 1) addressing the inequities between staff members, such as staff workload and recognizing that staff do understand their pupils, 2) placing women in non traditional positions, such as teaching humanities and, 3) treating them as equals to the male teachers is another way to sustain human resources. In 1999 the United Kingdom embarked on a study entitled Improving Schools came out with many recommendations, some of which were to do with sustaining teaching staff, some of these recommendations were the need to have

- Less hierarchal and authoritarian headmasters
- More concerned with individual needs of teachers
- More training
- Collaboration in decision making

Based on the preceding theoretical discussions and research findings, it is clear that motivating teachers is extremely intricate task now that human nature differs so much where there are no two teachers alike. School leaders should talk to their staff and use research findings to mandate improvement in their schools which is not an easy task as change is always met with suspicion. Effectiveness of schools is difficult to define and so is leadership. Is the leader's role with the teaching staff, with the students and parents, with the community or with all? It seems that managing staff is a mixture of many policies such as increasing productivity, hiring the right people, developing the staff, collaborating in decision making, supplying funds, understanding differences etc... Reiger (2004), conducted a study in Tennessee on 78 teachers, and concluded that there was no significant relationship among variables that motivate teachers. The motivational variables that he studied were extrinsic motivators, such as better pay, teacher development, and promotion and intrinsic motivators such as teacher involvement in schools and inter-personal relationships; the only relationship he found was the years of experience. That is to say the older the person is in the teaching profession the less motivated s/he becomes. He also found that the longer teachers had been in the profession (more than 6 years), the harder it was to motivate them intrinsically. These teachers looked for motivators in relation to pay and benefits. In a comparative study conducted in England and Norway by Kyriacou, Kunc & Hultgren (2003) , it was found that new teachers and student Teachers' in both countries were excited about teaching and said that they were choosing teaching as a profession because teachers wanted to change the lives of students and expected to do a "socially worth while job." Therefore they were motivated by intrinsic rewards. However, when the researchers asked teachers who have been in the profession for longer than six years, fifty-six percent said that they were more motivated when they were younger and that the profession "no longer met their expectations" , especially with regards to financial and condition of service issues. Thus, they needed

extrinsic motivators. Moreover, the study showed that teachers from England who taught in Norway, were also significantly more motivated extrinsically than intrinsically. They chose to teach abroad for financial reasons.

Similarly as the two studies cited above, Bess (1977) researched what motivated teachers to teach, and found that teachers who had been in the profession for 12 years found little pleasure obtained as teachers from students getting to the objectives of their lessons or “intrinsic rewards such as teaching in a social supportive context”. These teachers were now looking for benefits in security, money, old age pensions, etc... rather than intrinsic rewards.

I pose the question of seniority for the Arab teachers as well. Do their motivational needs change from intrinsic to extrinsic, after more than seven years of teaching as the above studies show? Do the Arab teachers teaching in the UAE prefer extrinsic motivators as they are teaching outside their countries?

Thus, taking all the above studies into consideration, I ask “where do Arab teachers stand?” Are they motivated intrinsically, or extrinsically? Are they happy when they are involved in decision making, feel valued and listened to, are delegated with administrative jobs, and are trained. Or do they want to be recognized through better pay, more benefits such as health insurance? Does seniority affect what motivates the Arab teacher, as the studies mentioned above have shown. As I have not found my answers in any research conducted on what motivates the Arab teacher, I decided to find some answers by conducting a small research. These are answers I will try to find so they may shed some light on the issue of motivating teachers and may help develop the profession of teaching in the Arab world.

CHAPTER THREE

METHODOLOGY

A- Sample

During the past years many schools have opened in the United Arab Emirates and the majority of teachers at those schools are expatriates from Asia (15%) and the Levant (70%) (Ministry of Education and Youth UAE). From these schools I have chosen 2 schools located in Dubai. One called Al- Ittihad School and the other called Dubai International School. These schools are of an English Medium and teach the American Curriculum alongside the National Emirates Curriculum for the Arabic language. I choose randomly from a list of schools that had a high number of Arab Teachers, as Dubai has many schools that have western staff.

In Lebanon I have also chosen two schools located in the Maten area east of Beirut :

Brummana High School, and the other school wished to remain anonymous these schools also run the American curriculum, alongside with the Arabic curriculum as set by the Lebanese government. All Arab teachers at these schools were asked to participate in the study (N= 204)

B- Material

A 27 item questionnaire was given to all the Arab teachers teaching in the four schools mentioned above (see appendix II).

C- Procedure

A questionnaire was administered, based on a questionnaire that is currently being used for a study on sustaining teachers in Australia. Letters were sent to the school principals explaining the nature of the current study, and a short covering letter was also attached to the questionnaire explaining the purpose of the study to the teachers who were filling the questionnaire (refer to appendix A). The anonymity of the teachers filling the questionnaires was also insured in the covering letter. The academic advisors distributed the questioners and after they were completed they were returned to the coordinators and collected. Copies of the letters sent to principals are found in Appendix A. A total of 150 questionnaires were distributed in Lebanon; 75 in each school. In one school 55 participants filled in the questionnaires and in another school 81. In the United Arab Emirates 130 questionnaires were given out . In one school 21 teachers responded and in the other 57 teachers responded.

C. Limitations

The main limitation of this study is that it only studies two schools of many in the United Arab Emirates and in Lebanon. These schools are also of an English medium, so it cannot be generalized. The schools are privately owned. Although there may be a difference in what motivated a male teachers and a female teachers these gender differences were not taken into consideration in this study. Another limitation is that the study does not categorize teachers as Infant teachers, elementary teachers or intermediate teachers or secondary teachers. However, a distinction was made between teachers who taught in the Lower School (K-6) and those who taught in the Upper School (7-12). Another limitation is the number of teachers who participated which cannot be a true reflection of the attitudes of all the Arab teachers, as the sample was relatively small. Yet another limitation is that some Arab teachers do not know English and thus could not participate in the study, thus making the participants a bi- lingual

(English and Arabic) sample. Finally, the word Arab teacher here includes all Arab countries whether in North Africa or the Middle East.

D –Instrument

Intrinsic and extrinsic motivation was measured by a 27 five point rating scale questionnaire (with One being strongly agree to five being strongly disagree. This scale is currently being used in a research project in Australia. The questions that measure intrinsic motivators were questions 1 to 5 , 9to 15and 19to 22. The extrinsic questions were 6 to 8, 16 to 18 and 23 to 26. Item 27 is a “yes” and “no” answer that asks the teachers to choose between a satisfying job and a well paid one,

In order to test for the internal consistency of the questionnaire, a reliability test was run on each set of questions separately leading to the following results: For intrinsic motivators Cronbach Alpha was 0.6331, 0.6121, 0.70119, 0.8353, and 0.7095 respectively; showing that the questions are reliable in testing intrinsic motivation. A 0.8785 Cronbach Alpha was found for all16 questions measuring intrinsic motivators. As for the 10 questions measuring extrinsic motivators the Cronbach Alpha was 0.7845. For each set of questions testing for extrinsic motivators Cronbach Alpha was 0.8575, 0.8055, and 0.8957 respectively showing a highly reliable test of extrinsic motivators.

E- Testing the Hypotheses

Four hypotheses were proposed based on the literature review.

H1 Lebanese teachers who teach in Lebanon are motivated by intrinsic rewards

H2 Lebanese who teach in the United Arab Emirates are more extrinsically motivated than intrinsically.

H3 Non- Lebanese Arab teachers in the United Arab Emirates are more extrinsically motivated than intrinsically motivated.

H 4 teachers with more than six years of experience are motivated extrinsically rather than intrinsically.

To test the above hypotheses Statistical Packages for Social Sciences (SPSS) version 13 was used and differences were tested by a paired t-test and Analysis of Variance (ANOVA) .

participants, 48.35% were Lebanese, and 51.65% were non-Lebanese Arabs. Just under Thirty percent of the total number of teachers teaching for six years or less, and 70.1% have been teaching for more than six years. Since part of the research considers the nationality of the teachers and the number of years of teachings, tables 4.1 and 4.2 show details of these two categories.

Table 4.1 Nationality * Country you teach in Cross tabulation

			Country you teach in		Total
			Lebanon	UAE	
Nationality	Lebanese	Count	100	30	130
		% within Nationality	80.0%	19.0%	100.0%
	Other Arabs	Count	0	30	30
		% within Nationality	0%	100.0%	100.0%
Total		Count	100	60	160
		% within Nationality	62.5%	37.5%	100.0%

Table 4.2 Seniority

	Frequency	Percent	Valid Percent	Cumulative Percent
Junior	61	28.9	28.9	28.9
Senior	143	70.1	70.1	100.0
Total	204	100.0	100.0	

CHAPTER FOUR

RESULTS AND INTERPETATIONS

A- Respondent's Profile

A total of 204 teachers filled in the questionnaires. Of these 66.7% teach in Lebanon and 16.1% teach in the United Arab Emirates (UAE). Of those who teach in the UAE (68 participants), 48.35% were Lebanese, and 51.65% were non-Lebanese Arabs. Just under Thirty percent of the total number of teachers teaching for six years or less, and 70.1% have been teaching for more than six years. Since part of the research considers the nationality of the teachers and the number of years of teachings, tables 4.1 and 4.2 show details of these two categories.

Table 4.1 Nationality * Country you teach in Cross tabulation

Country you teach in			Country you teach in		Total
			Lebanon	UAE	
Nationality	Lebanese	Count	136	33	169
		% within Nationality	80.5%	19.5%	100.0%
	Other Arabs	Count	0	35	35
		% within Nationality	.0%	100.0%	100.0%
Total		Count	136	68	204
		% within Nationality	66.7%	33.3%	100.0%

Seniority

Table 4.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	61	29.9	29.9	29.9
	Senior	143	70.1	70.1	100.0
	Total	204	100.0	100.0	

B. Findings

All the findings in the following sections are reported with a 95% confidence level, $\alpha = 0.05$.

All tests were run using the “Statistical Packages for Social Sciences” (SPSS) version 13.

H1 Lebanese teachers who teach in Lebanon are motivated by intrinsic rewards

Since Cronbach Alpha showed a highly consistent test measuring for extrinsic (0.7845) and intrinsic motivators (0.8785); the averages of questions measuring extrinsic motivators and intrinsic motivators were calculated. A paired t- test that compares the averages of intrinsic versus extrinsic motivators for the Lebanese who teach in Lebanon was used to test for H1.

Table 4.3

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average of Intrinsic Motivators	4.3056	136	.4365	3.743E-02
	Average of Extrinsic Motivators	4.6000	136	.3781	3.242E-02

As can be seen from table 4.3, and contrary to the predicted difference, there is highly significant difference ($p\text{-value} = 0.0000 < \alpha = 0.05$) that the Lebanese who teach in Lebanon are more extrinsically motivated than intrinsically. This means that the results show counter –

evidence for the hypothesis one which states that Lebanese teachers in Lebanon are intrinsically motivated.

To test for this hypothesis, the observations of the Non- Lebanese Arab teachers who teach in H2 Lebanese who teach in the United Arab Emirates are more extrinsically motivated than intrinsically.

When looking at the Lebanese teachers who teach in the UAE to see whether they are intrinsically motivated or extrinsically motivated, the results show that 48.5% of Lebanese teachers who teach in UAE agree to intrinsic motivators and 36.4% of them strongly agree to them while 30.3% agree to extrinsic motivators and 66.7% strongly agree.

Table 4.4

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average of Intrinsic Motivators	4.3049	33	.5517	9.604E-02
	Average of Extrinsic Motivators	4.5697	33	.3779	6.578E-02

In order to test for difference in motivation for the Lebanese working in the UAE a t-test was performed on the teachers intrinsic/extrinsic test scores. In line with expectation results show that those who teach in the UAE are more extrinsically motivated than they are intrinsically ($t = - 4.701, df = 32, p = .000$).

H3 Non- Lebanese Arab teachers in the United Arab Emirates are more extrinsically motivated than intrinsically motivated.

To test for this hypothesis, the observations of the Non- Lebanese Arab teachers who teach in the UAE were selected and a paired t-test was run to test for the difference between the extrinsic and intrinsic motivators for these teachers.

Table 4.5

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average of Intrinsic Motivators	4.1500	35	.5586	9.443E-02
	Average of Extrinsic Motivators	4.2257	35	.6080	.1028

Table 4.5 shows contrary to predictions that the Non –Lebanese Arab teachers who teach in the UAE are equally motivated by extrinsic as well as intrinsic motivators. There is no noticeable difference between the extrinsic and the intrinsic motivators (p- value = 0.344 > α = 0.005)

To test for differences among the three different categories of teachers; an Analysis of Variance (ANOVA) test was run.

Table 4.6

Post Hoc Tests

Multiple Comparisons

LSD			Mean Difference		
Dependent Variable	(I) NATIONAL	(J) NATIONAL	(I-J)	Std.Error	Sig.
Average of Intrinsic Motivators	Lebanese in Lebanon	Lebanese in UAE	6.824E-02	9.291E-02	.994
		Other Arabs in UAE	.1556	9.075E-02	.088
	Lebanese in UAE	Lebanese in Lebanon	-6.8238E-04	9.291E-02	.994
		Other Arabs in UAE	.1549	.1162	.184
	Other Arabs in UAE	Lebanese in Lebanon	-.1556	9.075E-02	.088
		Lebanese in UAE	-.1549	.1162	.184
Average of Extrinsic Motivators	Lebanese in Lebanon	Lebanese in UAE	3.030E-02	8.262E-02	.714
		Other Arabs in UAE	.3743*	8.070E-02	.000
	Lebanese in UAE	Lebanese in Lebanon	-3.0303E-02	8.262E-02	.714
		Other Arabs in UAE	.3440*	.1033	.001
	Other Arabs in UAE	Lebanese in Lebanon	-.3743*	8.070E-02	.000
		Lebanese in UAE	-.3440*	.1033	.001

*. The mean difference is significant at the .05 level.

Table 4.6 shows that there is no significant difference in the average intrinsic motivators among the Lebanese teachers who teach in Lebanon , Lebanese teachers who teach in the UAE, and the Non- Lebanese Arab teachers who teach in the UAE (p value = 0.219 > α = 0.05). In other words, the three categories of teachers are equally motivated intrinsically. However, the Lebanese who teach in Lebanon , the Lebanese who teach in the UAE, and the Non- Lebanese Arabs who teach in the UAE are not equally motivated by extrinsic motivators (p-value = 0.000< α = 0.05). The Post Hoc test shows that the Non- Lebanese

Arabs who teach in the UAE are significantly less motivated by extrinsic motivators than are the Lebanese who teach in Lebanon ($p\text{-value} = 0.00 < \alpha = 0.005$).

H 4 Teachers with more than six years of experience are motivated extrinsically rather than intrinsically.

To test for this hypothesis two different types of tests were run. A paired t-test to compare the intrinsic motivators versus the extrinsic motivators for the teachers with more than six years of experience, and an ANNOVA test comparing the intrinsic and extrinsic motivators with respect to teachers' experience.

Table 4.7

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average of Intrinsic Motivators	4.2557	143	.4868	4.071E-02
	Average of Extrinsic Motivators	4.5490	143	.4495	3.759E-02

Table 4.7 provides highly significant evidence supporting H4 ($p\text{-value} = 0.000 < \alpha = 0.05$)

Teachers who have more than six years of experience are more extrinsically motivated than intrinsically.

Table 4.8

ANOVA

		Sum of Squares	df	Mean Square	F	Sig
Average of Intrinsic Motivators	Between Groups	.256	1	.256	1.110	.293
	Within Groups	46.521	202	.230		
	Total	46.776	203			
Average of Extrinsic Motivators	Between Groups	.156	1	.156	.784	.377
	Within Groups	40.239	202	.199		
	Total	40.395	203			

A p-value of 0.293 for intrinsic motivators and a p-value for the extrinsic motivators show no significance differences in motivational factors between teachers who have more than six years of experience and those who have six years or less of experience (Refer to table 4-8).

A. Comparison between the Lebanese Teachers Teaching in Lebanon and the Lebanese Teachers Teaching in UAE

Table 4.9

	Answer to Question				Total	
	No		Yes			
Lebanese	N	%	N	%	N	%
in Lebanon	73	53.7	63	46.3	136	100
in UAE	20	60.6	13	39.4	33	100
Total	93	55	76	45	169	100

B. Comparison between Teachers Teaching in Upper ad Lower School

Table 5.0

	Answer to Question				Total	
	No		Yes			
	N	%	N	%	N	%
Lower School	57	55.3	46	44.7	103	100
Upper School	49	48.5	52	51.5	101	100
Total	106	52	98	48	204	100

C. Comparison of Teachers by Seniority

Table 5.1

	Answer to Question				Total	
	No		Yes			
Yrs of experience	N	%	N	%	N	%
< 7yrs /Junior	33	54.1	28	45.9	61	100
>=7yrs / Senior	73	51	70	49	143	100
Total	106	52	98	48	204	100

Another factor which was of interest in my research, was whether or not years of experience had any effect on choice of extrinsic or intrinsic motivators, especially that some of the studies in the literature review showed that seniority had an effective on the type of motivators that teachers chose.

Thus, to explore this notion a question was added at the bottom of the questionnaire that asked: “If you are extremely satisfied with your teaching job and you receive an offer to teach at a different school with a higher salary would you leave? (Refer to table 4.9 – 5.1)

Interestingly the Chi-Square tests show that there is no significant difference between the teachers who would leave their school for a better salary and those who won't across all different attributes of teachers: country they teach in, upper and lower school, and seniority ($p\text{-value} = 0.473, 0.329, \text{ and } 0.690 > \alpha = 0.05$ respectively). In other words, the staying or leaving of the school based on the salary is not affected by any of the above stated criteria.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The purpose of the current study was to explore what motivates an Arab teacher. The target subjects were Lebanese and non-Lebanese Arab teachers teaching in the United Arab Emirates, and Lebanese teachers teaching in Lebanon. The first two hypotheses suggested that Lebanese teachers who teach in Lebanon are motivated by intrinsic rewards more than extrinsic ones and teachers who teach in the United Arab Emirates are more extrinsically motivated than intrinsically. The other two hypothesis suggested that Non- Lebanese Arab teachers in the United Arab Emirates are more extrinsically motivated than intrinsically motivated, and that teachers with more than six years of experience are more extrinsically than intrinsically. Results tended to confirm the second and fourth hypothesis. Lebanese teachers in the UAE value extrinsic rewards more than intrinsic rewards and teachers (whether Lebanese or not) who had more than six years of experience also placed more importance on extrinsic rewards.

However, and contrary to the expectations of hypothesis one and three, there was a difference between what motivated the Lebanese teaching in United Arab Emirates and the Lebanese teaching in Lebanon. Although both categories placed importance on both extrinsic and intrinsic rewards, the Lebanese in Lebanon and in the UAE valued extrinsic motivators more than the non-Lebanese Arabs teaching in the UAE. In addition, Lebanese teachers in Lebanon placed higher value on extrinsic rewards than their fellow Lebanese who teach in the UAE. Teachers in Lebanon would leave to a better paid job even if they were satisfied in their school as opposed to Lebanese who teach in the UAE who would not. What could be the reasons behind these discrepancies?

One of the explanations might be due to the high cost of living in Lebanon, which puts the Lebanese teacher in as position to favor extrinsic rewards to intrinsic ones. In addition, the Lebanese living in the UAE have a high standard of living, and thus they expect to be paid better so that they can keep up with this high standard and at the same time save enough money to send back home. As for the difference in attitudes between the Lebanese teachers in Lebanon and the Lebanese teachers in the UAE with regards to changing jobs to a better paid one, the reasons behind the latter not choosing to change jobs might be social and economic. Teachers who have left Lebanon have already made a huge move to a different country with a different culture. They have strived to blend and cope with the change of society. At any rate, most schools pay more or less the same salaries, with a slight difference, which may not be worth the hassle of moving and changing. Teachers in Lebanon, on the other hand, have nothing to lose by moving to a better paid job, even if it is a slightly higher paid one, as they are living in their own country and do not have to pass through the social or psychological traumas of change and adaptation.

The results obtained above can be expanded on as the study has been a cross-cultural one, and very little or no studies of that nature have been conducted before on Arab teachers. A similar study can be conducted to learn what factors may lay behind the difference or similarity between motivators of the Lebanese teachers and the non- Lebanese Arab teachers. One could study the difference between what motivates a Jordanian teacher in Jordan and a Jordanian teacher in the UAE. The same similar studies could be done within and between all Arab nationalities teaching both in their native country and in the UAE or elsewhere for that matter.

One interesting finding was in the answers to item four in the questionnaire which asked about the freedom of teaching. Both Lebanese groups placed higher value on this category than other Arabs in the UAE. One factor for this difference might be that the Non Lebanese

Arabs have not been encouraged to use their creativity. This item alone could be further researched to look at the reasons behind the incongruity between the answers given by the Lebanese teachers and the Non- Lebanese teachers . Item 20 also showed a difference between the Lebanese teachers (in both categories) and the Non- Lebanese Arabs attitudes with regards to involvement in school activities. Here, the non-Lebanese Arabs placed less value on that item as a motivator than the Lebanese both in and out of Lebanon. What could be the reasons behind that? The answer may lay in the teachers and the way they were taught as students. Schools in Lebanon, as does the curriculum, place importance on extra-curricular activities and thus these teachers were brought up ever since they were students, to perceive non academic school activities as an important part of education. In addition, the schools and universities that train teachers in Lebanon tend to stress the importance of teachers being involved in school activities. Here again another study could be conducted to see what is behind the lack of interest of the non Lebanese Arabs in school activities. Another interesting discrepancy that was found was in item six of the questionnaire that asked about the availability of recourses as a motivator. This was the only category that had a disagree and strongly disagree answer. However, with regards to the strongly disagree answer only non - Lebanese Arabs in the UAE chose it. Might this be because the schools in the UAE have a lot of resources available and thus the teachers do not know what it is like not having them around, or that they have not been sufficiently trained to use resources other than the book and blackboard? A study to answer this and similar questions would be of interest both academically and administetvly.

In looking at the differences between the answers of the Upper School teachers (intermediate and secondary) as opposed to the Lower School teachers (elementary and infant) a very interesting point stood out, and that is the difference in the way the teachers perceived collegiality. Here all the teachers in the Lower School placed an importance on that

factor as a motivator compared to only a few who did so in the Upper School. One explanation to this might be the fact that all the Lower school teachers who answered the questionnaire were females. Could it be that women place more importance on friendship within the work environment than men do? Here another door is open for yet another future study which might look at the differences between what motivates male teachers as opposed to female teachers. Especially that gender was not a factor studied in the present research.

As the current study was a cross-cultural one, a further study could be conducted to see the difference between what motivates a Lebanese teacher in Lebanon and a western teacher teaching in Lebanon. What is the reason for westerners to come to teach in Lebanon? I hope that all the suggestions above will help further studies on what motivates an Arab teacher which will shed light on understanding the Arab teacher and using that information to move education ahead.

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APPENDIXES

Appendix 1

Appendix 1

Letter to the principals of the schools

Dear Sir/ Madam,

My name is Suha Tutunji and I am currently studying for my MA in School Management and Supervision at Haigazian University in Beirut. To complete my studies I am conducting a research on what motivates an Arab teacher. Could you please pass on the questionnaires to your staff so that the teachers can fill them in?

Please rest assured that the name of the school and the teachers filling in the questionnaire will remain anonymous.

Thank You

Suha Tutunji

Appendix 2

Sample of the questionnaire

Teacher Motivation

Stage you teach in: Infant Elementary Intermediate Secondary

Nationality:

Country you teach in:

Years of experience as a teacher:

What Motivates you most to maintain you in the teaching profession?

Please tick the most appropriate answer.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-	I feel motivated when my students' academic achievement improves					
2-	I feel motivated when I rouse disinterested students					
3-	I feel motivated when I have positively influenced a student's chances in life					
4-	I feel motivated when I have the freedom to teach the way I want					
5-	I feel motivated when there is an integrated feedback mechanism for improvement at school					
6-	I feel motivated when I have enough resources for preparing my lessons available at school					
7-	I feel motivated when I have a school library service					
8-	I feel motivated when I have personal access to the internet at school					
9-	I feel motivated when I have professional development available that I choose to attend					

10-	I feel motivated when there is a whole school professional program					
11-	I feel motivated when I learn from my colleagues					
12-	I feel motivated when I learn through post graduate studies					
13-	I feel motivated when I associate with my colleagues outside the school					
14-	I feel motivated when my colleagues are interested in my work					
15-	I feel motivated when I am respected by my colleagues					
16-	I feel motivated when those in authority value me					
17-	I feel motivated when I have support from those in authority when I need it					
18-	I feel motivated when I know there is room for promotion					
19-	I feel motivated when I am involved in school activities					
20-	I feel motivated when my professional experiences are appreciated					
21-	I feel motivated when the effect of my suggestions and how they influence school policies are taken into consideration					
22-	I feel motivated when I am involved in the school's social activities					
23-	I feel motivated when I am given a good salary					
24-	I feel motivated when I am given a good salary with benefits					
25-	I feel motivated when I know there is an increase of salary as I gain experience					
26-	I feel motivated when I have a well planned end of year gratuity					

If you are extremely satisfied with your teaching job and you receive an offer to teach at a different school with a higher salary, would you leave?