FACTORS INFLUENCING TEACHER ATTRITION IN THE UNITED ARAB EMIRATES

by

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Factors Influencing Teacher Attrition
In the United Arab Emirates

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The purpose of this study was to examine the factors associated with high attrition rate among the UAE citizen teachers who teach in public schools grades 1-12. The factors that this study investigated are: personal factors, economic factors, teacher preparation, employment factors, and social-cultural factors. The study was guided by five research questions. Data for this study was collected through two methods: a survey questionnaire that was sent to the sample of this study was 594 UAE citizen teachers in the public schools, and a constructed interview with five educational zone directors. To analyze the quantitative data descriptive statistics (means, percentage, and standard deviations), and Chi-Square Test were applied to examine the relation between the most important factors and teachers gender, qualifications, and years of experience. Qualitative analysis was applied to interpret the data obtained from the interviews with five educational zone directors and open-ended questions from the last part of the questionnaire.

The result of this study indicated that the most important factors associated with teacher attrition are: (a) The personal factors that have the highest effect on teacher attrition are “stress” with mean (3.31), and "accountability" with mean (3.19). (b) The economic factor that has the highest effect on teacher attrition is “incentives” with mean (3.23). (c) The employment factor that has the highest effect on teacher attrition is “paperwork” with mean (3.07). (d) The social-cultural factor that has the highest effect on teacher attrition is “social appreciation” with mean

(3.07). The result indicated that teacher preparation factors are the least important factors associated with teacher attrition with a very low mean (2.10).

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Great thanks to my father and my family members for their help, support and love.

DEDICATION

This dissertation is lovingly dedicated to my mother who lost her fight against the illness while I was studying abroad. Your love, smile, and wisdom will never pass away.

To Noura-

To whom I owe the leaping delight
That quickens my senses in our wakingtime
And the rhythm that governs the repose of our sleepingtime,
The breathing in unison.

Of lovers whose bodies smell of each other
Who think the same thoughts without need of speech,
And babble the same speech without need of meaning...

No peevish winter wind shall chill
No sullen tropic sun shall wither
The roses in the rose-garden which is ours and ours only

But this dedication is for others to read:
These are private words addressed to you in public.

*"*by T.S. Eliot"

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1. Chapter I

1.1. Introduction

1.1.1. The Problem Background

The high incidence of teacher attrition is one of the most harmful situations occurring in educational systems in recent years. Countries around the world (developed and developing alike) are facing this problem. In some countries, the rate of attrition has reached a critical point. In the USA, data indicate that the increasing rate of teacher attrition has become a real problem for policy makers. For example, between the 1993-1994 and the 1994-1995 school years, six percent of full-time public school teachers and 10 percent of full-time private school teachers left teaching (Baker & Smith, 1997). According to Stinebrikner (2001), the need for public and private classroom teachers will increase by 350,000 between 1995 and 2007, due to demographic changes in the population. In the face of this rapidly increasing demand for teachers, attrition will become even more destructive. Issues such as workload, social prestige, salary and working individually or together, are the factors most commonly pushing teachers out of the classroom.

Attrition among teachers is also a significant problem in the United Arab Emirates (UAE), a problem that limits the ambition of the country to develop its educational system. The Ministry of Education (MoE) statistics (2004) show that there are fewer citizen teachers than non-national teachers. For example, in the academic year 2000-2001, there were 23,459 teachers among them only 8,138 citizen teachers. At the end of academic year 2002-2003, 497 teachers resigned. Among them, 132 were national teachers (5 men and 127 women). According to Khaleej Times newspaper (2003), the majority who had submitted their resignations had completed nearly 10 years of service. The main reasons behind those teachers leaving their jobs were new career prospects and difficulties being faced in teaching. Some of them resigned to

pursue post-graduate education and some were facing health problems. Teachers having completed 15-20 years of service can retire to take care of their children or to change careers.

1.1.2. Definitions of Attrition

Grissmer and Kirby (1987) argue that there is "no single appropriate definition of teachers' attrition. Indeed, one cannot define teacher attrition until one defines the policy or research context in which [a] particular definition will be used" (Grissmer & Kirby, quoted in Billingsley, 1993, p. 138). Different studies use different terms for the action of teacher attrition. Terms such as leaving, alienation, transferring, burnout, shortage, turnover, dropout, and others are widely used in the literature in this regard. In this study, attrition is considered to include all teachers who leave the classroom and do not continue teaching, whether for short or long periods of time, whatever the reason behind it. In this definition, even those teachers who are promoted to a higher position in a school (away from teaching), such as principal, are considered part of the teacher attrition population.

1.1.3. Worldwide Problem

Teacher attrition is an educational problem that is not confined to any particular country or region; the literature in this regard shows that it is a worldwide problem (see Table 1). Titles of articles convey a sense of how global this problem is: *Stress, social support, and teacher burnout in Macau* (Asia); *Stress and burnout among teachers in Italy and France* (Europe). It also exists in the Middle East, for example in UAE. This small country in the Arabian Gulf is experiencing this problem despite its wealth and capacity to make teaching an attractive and rewarding profession. Gardner's article, *Developing a quality teaching force for the United Arab*

Emirates: Mission improbable (1995) explains some of the difficulties. Gardner argues that the biggest obstacle to obtaining quality teaching is teacher attrition.

In the United States, the problem of teacher attrition is extensive, which can be seen in the titles of some recent articles: *Attrition in special education: Why teachers leave the classroom and where they go (*Brownell, McNellis, Miller, 1997); *Why are experienced teachers leaving the profession?* (Tye & O'Brien, 2002). In the latter study, the authors quoted some of the teachers who had left or were planning to leave teaching: "The love I had for my work is gone." "I never used to feel this way, but now it's hard to drag myself to school each day" (Tye & O'Brien, 2002, p. 1).

Teacher attrition as a problem is not a new phenomenon; in fact, it dates back to the 60s, at least in the United States, as shown by the following quote from the November 16, 1962, issue of *Life* magazine: "Too many will quit permanently because they are fed up. Their ambition and self-respect will take them into business or other professions…. They leave behind an increasing proportion of tired time-servers" (quoted in Tye & O'Brien, 2002, p. 1). Since that time, similar words have been repeated by teachers repeatedly, but there is no one listening.

Table 1. (Teacher attrition rate in some countries and subjects with highest attrition rate)

Country	Attrition rate	Country	Subjects with high attrition
U.S.A	public 5.5% private 12%	U.S.A.	Science, Mathematics & Special Education
England & Wales	5%	England & Wales	English, Music, Technology, Physical Education & Science
Australia	3-8%	Australia	Language, Science &Mathematics
Malawi	8%	Russia	Language, Science &Mathematics
Czech Republic	20%	Yugoslavia	Language, Science &Mathematics
Liberia	20-30%	NA	NA
South Africa	6%	NA	NA

Source: MacDonald. D (1999)

1.2. Statement of the Problem

Despite increasing numbers of graduated students from the College of Education[1] in United Arab Emirates (UAE), the number of citizens who work as a teacher is still low (about 33% of the total teachers). Depending on non-citizen teachers is not the only reason for this phenomenon, in fact, one of the most important reasons is "teachers drop out." As students in college of education show enthusiasm to work as a teacher in the training period, as soon as they can, they quit teaching the first chance they have.

Many factors contribute to teachers quitting their jobs and looking for another. The new job may not necessarily be better economically, but it could be better for the "dropout teacher." Personal, social–cultural, employment, economic and teacher preparation are the most popular factors that make teachers quit. The purpose of this research is to explore the factors and reasons that make teachers quit teaching in UAE.

1.3. Conceptual Framework

Teaching is unique (Lortie, 1975), and it has some special features that make it attractive for some people to choose as their profession. Teaching as a career offers "opportunities for services and for personal satisfaction which are equaled by very few professions" (Gould &Yoakam, quoted in Lester, 1986, p.7). The reasons for leaving teaching are closely related to the original decision to become a teacher. Researchers such as Lortie (1975), in examining what seems to attract people to teaching, have found some reasons for making this choice of profession. Lortie called these reasons "appeals."

Human capital theory as applied by Kirby and Grissmer (1993), posits that individuals make systematic assessments of the benefits and costs of entering and staying in a profession:

[1] It is the only college that has teacher education program in the UAE.

> The fundamental tenet of the human capital theory of occupational choice is that individuals make systematic assessments of the net monetary and non-monetary benefits from different occupations and make systematic decisions throughout their career to enter, stay or leave an occupation (p. 10).

The human capital theory interprets the decisions of people whether to stay or to leave their profession; for example, the greater the accumulation of specific human capital, the lower the probability of attrition. According to this theory, younger teachers are more likely to leave, and attrition is more likely to occur early in their career. The more complex the initial training and the longer one has held a position, the less likely one is to see leaving it as a plausible option. This is why a doctor, for example, is unlikely to change professions and why a teacher who remains in the classroom past the initial years is less likely to leave the profession with each additional year.

Billingsley (1993) found that the "available research results indicated that teachers' career decision[s] are related to a wide variety of variables" (p. 146). By reviewing research regarding teacher attrition, he came up with a conceptual model of influences on teachers' attrition decisions. In his model, he found that there are three dependent variables (career decisions) that include three options stay, transfer and/or exit. The independent variables are external factors (e.g., societal, economic and institutional), employment factors (e.g., professional qualifications, work condition and commitment), and personal factors (e.g., demographic, family and cognitive/affective).

Darling-Hammond (2003) found that there are four major factors, which strongly influence whether and when teachers leave specific schools or the education profession entirely.

These factors are salaries, working conditions, preparations and mentoring support in the early years

1.4. The Purpose of the Study

The purpose of this study is to examine the factors associated with high attrition rate among the UAE citizen teachers. Based on the previous study, the factors associated with teacher attrition are those factors of employment, social, personal, economic and teacher preparation. The factors that this study will investigate are personal factors, economic factors, teacher preparation, employment factors and social-cultural factors.

1.5. Research Questions

This study aims to find answers to:

1. From the perspective of a teacher who is still in the profession, what personal factors are associated with teacher attrition?

2. From the perspective of a teacher who is still in the profession, what economical factors are associated with teacher attrition?

3. From the perspective of a teacher who is still in the profession, what employment factors are associated with teacher attrition?

4. From the perspective of a teacher who is still in the profession, what teacher preparations factors are associated with teacher attrition?

5. From the perspective of a teacher who is still in the profession, what social-cultural factors are associated with teacher attrition?

1.6. Thesis

Teaching is a very hard job physically and mentally that makes it a less attractive job for many people. It is assumed that teachers quit their job for reasons such as workload, salary and social status. It is assumed also that gender, age of teacher and educational zone of teacher as well as the subject they teach play a significant role in making teachers quit.

1.7. Research Tradition

This study is based on a positivist paradigm. This paradigm believes that "If something exists, it exists in quantity and we can measure it" (Eichelberger, 1989). In this study, variables exist and the researcher will not interfere to change them. Moreover, variables such as age, gender, workload and social status are already there and they have their effects on teacher attrition as well.

1.8. Methodology

In order to gather data for this study, both qualitative and quantitative methods were used. For the quantitative, a questionnaire was constructed and distributed to the teachers who are still in the profession in October 2004. The same questionnaire was distributed to both females and males. For the qualitative method, a personal interview was conducted with five educational zone directors.

The participants in this study were all citizen teachers who work in public schools in UAE (N=8185). By using the Table 4.2 (Gay & Airasian, 2000), the targeted sample was 594 participants, divided based on gender into two groups: the first group represented 360 female participants and the second group represented 234 male participants. It was also divided based on educational zones. There are nine educational zones in UAE and the sample of participants was

drawn from the number of teachers in each educational zone, which were 40 female teachers and 26 male teachers from each educational zone.

The participants in the interview method were five directors of the five largest educational zones. Based on the Ministry of Education statistics (2001), the largest educational zones and the number of teachers are as follows: Abu Dhabi, Al Ain, Al Sharjah, R.S.K. and Dubai.

1.9. Significance of the Study

The Ministry of Education in UAE is trying to improve the quality of education in the country, and one of its goals is to "Emirtize[2]" teaching (to reach at least 90 % citizen teachers by year 2020). In order to reach this goal, the Ministry of Education must study the reasons that push citizen teachers to leave teaching. By understand these reasons, the Ministry would find appropriate solutions that will help to decrease teacher drop out and encourage new students to work as teachers.

1.10. Delimitation

1. The study is delimited to public school teachers in the UAE who are still in the profession at the time this study was conducted.

2. To increase precision, the validity of the Arabic version of the questionnaire was verified by an Arabic language specialist and three doctoral students with research experience related to this study.

3. A stratified design was adapted to increase the representativeness of the sample.

4. The survey instrument was used in one pilot study to operationalize the concepts, and to minimize misinterpretation of the questions.

[2] A national campaign that aims to make all professions to be occupied be UAE citizen if possible.

1.11. Limitation

1. The result will be limited to a small sample of the population of the teachers in the public schools in the UAE.
2. The responses to the questions that will be received it might be influenced by frankness and seriousness of the participants, that the researcher has no control on them.

1.12. Term Definition

Attrition: leaving, exiting turnover of teacher from the teaching profession. For this study, promotion to principal is considered among teacher attrition.

Economic Factors: are those factors associated with the profession — salary, benefits and allowances.

Personal Factors: are those factors associated with age, gender, marriage, children and family responsibility.

Employment Factors: are those factors associated with work such as class size, students' behavior, parents' support, administrative support, work hours and subject taught.

Social-Cultural Factors: are those factors associated with the profession — prestige, customs and traditions of the society that affect the teacher's decision.

Teacher Preparation Factors: are those factors associated with the training that the pre-service teacher received before he/she became a teacher.

Educational Zone: under the umbrella of the Ministry of Education and Youth, the educational system in UAE has nine educational zones. Each educational zone represents the Ministry of Education administratively in a determined geographic area.

Stress: feeling of overwhelming of work and obligations toward teaching, administration, and family.

Incentives: such as house loans with no interests, allowances, and other job benefits.

2. Chapter 2

Literature Review

2.1. Introduction:

This chapter will consist three sections in which the teacher attrition problem will be addressed from different perspectives.

Section 1: The first section will provide explanations for why some people leave their professions and look for another job. In this section attention will be paid more to the key theories that give some interpretations for the high rate of teacher attrition.

Section 2: The second section will focus on the teacher attrition factors in the identified literature. In this section a review of the previous studies is done and the researcher tried to categorize the previous studies into four deferent models of studies.

Section 3: The third section will focus on the teacher attrition in the United Arab Emirates which is the context of this study. In this section the country background will be presented in order to reveal the significance of this study in a country like UAE. In this section the schooling and the teacher condition are also presented as well as the studies results.

2.2. Section 1: Why some people leave their profession?

2.2.1. Introduction

Many theories have been used to interpret or explain teacher attrition or attrition in the professions in general. An attempt will be made here to shed some light on these theories and how they could be used to interpret teacher attrition. Some of the examples of attrition deal directly with teaching as a profession and others deal with professional attrition overall. The researcher will test the applications of three of these theories to the problem of teacher attrition:

appeals theory, career mobility theory, and human capital theory. In following, a brief summary will be given to each theory, and then each theory will be explained in detail.

Appeals theory

Lortie (1975) argues that in teaching there are certain inherent appeals to teaching that attract people to work as teachers. He theorizes that when these "appeals" do not exist, teacher attrition occurs. King (1993) also found in her study of African American teachers that there are some attractions in teaching.

Career mobility theory

Sicherman and Galor (1990) base their theory of career mobility on the following assumption: "occupational mobility is an outstanding characteristic of the American labor market; very few workers perform the same task throughout their working lives". They theorize that individual change in career is based on the economic future of the career. In addition, they argue that schooling affects the decision of individuals, whether to stay or to move to another profession.

Human capital theory

Kirby and Grissmer (1993) have applied this theory to teachers and found that the individual makes systematic assessments of the benefits and costs of entering and staying in the profession.

2.2.2. Why teach: The Appeals Theory

Teaching is unique, and it has some special features that make it attractive for some people to choose as their profession (Lortie, 1975). Teaching as a career offers "opportunities for

services and for personal satisfaction which are equaled by very few professions" (Gould &Yoakam, quoted in Lester, 1986, p.7)

The reasons for leaving teaching are closely related to the original decision to become a teacher. Researchers such as Lortie (1975), in examining what seems to attract people to teaching, have found some reasons for making this choice of profession. Lortie called these reasons "appeals".

- Interpersonal appeal: some individuals desire to work with young people who are not ill or extremely disadvantaged.
- Service appeal: some teachers believe that teaching is not just a profession, but they see it as a special mission for their society. Those teachers believe that they are doing a valuable service to their country, participating in "protecting" the culture of the society, and playing their role in helping mankind.
- Continuation appeal: some people enjoy the environment of the school and they choose to remain in the environment they like.
- Material appeal: some people are attracted by the unique features that teaching offers, compared to other professions, such as working hours and period of the school year (e.g., no school in the summer). These are considered material benefits that attract some people to teaching.
- Socioeconomic appeal: Lortie thinks that the socioeconomic constraints make teachers' college economically accessible for many, thereby increasing the number of teachers.
- "Safety net" appeal: for those who cannot enter a more preferred line of work, teaching provides a plausible choice without loss of status.

- Second career appeal: after working in another field, teaching appeals to some as a second career in which there always seems to be positions available.

King (1993), in her study of African American teachers, found that there are major initial attractions for those teachers to select teaching as a profession. These attractions are rank ordered (from highest to lowest) as follows:

- The opportunity to work with young people
- The feeling that their abilities are well suited to teaching
- The belief that teaching contributes to the betterment of society
- The feeling that teaching provided one with the opportunity to be creative
- The perception that teaching provides the opportunity to work with students of diverse backgrounds and with diverse needs
- The intellectual challenge that teaching provides
- The desire for a long vacation.

Teaching is unique, as Lortie (1975) said, and it will continue to be unique for some people. There are some special attractions in teaching that do not exist in other professions, and these attract some people to select it as a profession.

2.2.3. Career Mobility Theory

This study was done by Sicherman and Galor (1990) in order to analyze theoretically and empirically the role and significance of occupational mobility. The importance of this study comes from their assumption that "occupational mobility is an outstanding characteristic of the

American labor market; very few workers perform the same task throughout their working lives" (p. 169).

Questions. This study examines the relationship between occupational mobility and factors such as wages, promotion, and schooling.

Method and sample. In order to study the phenomenon of career mobility the authors used a particular model. The sample of this study was 18 to 60-year-old males observed annually over the period 1976-81. The participants reported their occupation at the time of the original survey and the authors noted annually if there were any changes in occupation.

In their study, Sicherman and Galor (1990) revealed the importance of education in providing individuals with human capital which allows them to increase their future earnings through two channels, directly and indirectly. Earning can be increased directly through the potential returns to schooling in certain occupation, and indirectly via the improvement of the individuals in their career path.

Sicherman and Galor (1990) in this theory revealed that individuals' optimal career path may involve intra-occupation mobility as well as inter-occupation mobility.

- Intra-occupation mobility (promotion): This is subject to the employer's decision. The optimal quitting time for individuals who are not promoted occurs earlier than it does for individuals who are promoted.
- Inter-occupation mobility: This is determined by individuals who choose the optimal quitting time so as to maximize their expected lifetime earnings.

Schooling and career mobility

Depending on two factors, the type of career and the occupation the worker is in, the effect of schooling on the probability of career mobility will vary (Sicherman & Galor, 1990).

The theory of career mobility predicts that the effects of schooling on career mobility can be either negative or positive. Sicherman and Galor (1990) state that "more educated workers are more likely to quit than to be laid off, but schooling increases the likelihood of upward mobility in the case of both quits and layoffs" (p. 182).

Quitting and career mobility

Why do some people quit their jobs? Economic theory posits that an individual will quit his job if the expected value of his future earnings if he stays where he is lower than if he leaves (Sicherman & Galor, 1990). In their article, the authors hypothesize that "the higher the expected probability of promotion a worker has, the larger the effect of not being promoted on the decision to quit" (p. 185).

Duration effects on career mobility

The theory of career mobility predicts that "there exists a positive effect of tenure in occupation on occupational mobility" (Sicherman & Galor, 1990, p.187). In order to move to another profession easily, individuals must acquire some skills and experience from the previous profession. On the other hand, specific human capital and job-matching theories predict a negative effect of tenure on mobility. Sicherman and Galor (1990) stated that "the rate of career mobility decreases with time in the labor market" (p. 188). This explains why teacher with long time experience, keep their profession and do not move to another new profession.

2.2.4. Human Capital Theory

This theory of occupational choice, as applied by Kirby and Grissmer (1993), posits that individuals make systematic assessments of the benefits and costs of entering and staying in a profession:

> The fundamental tenet of the human capital theory of occupational choice is that individuals make systematic assessments of the net monetary and nonmonetary benefits from different occupations and make systematic decisions throughout their career to enter, stay or leave an occupation. (p. 10)

Monetary benefits include the stream of likely income in that profession, promotion opportunities, value of benefits, etc. *Nonmonetary benefits* include working conditions, support of peers and superiors, compatibility of hours and schedules with family and leisure needs, availability of adequate materials, learning attitudes of students, parental support, etc.

The human capital theory interprets the decisions of people whether to stay or to leave their profession. For example, the greater the accumulation of specific human capital, the lower the probability of attrition. According to this theory, younger teachers are more likely to leave, and attrition is more likely to occur early in the career. The more complex the initial training and the longer one has held a position, the less likely one is to see leaving it as a plausible option. This is why a doctor, for example, is unlikely to quit to become something else and why a teacher who remains in the classroom past the initial years is less likely to leave the profession with every additional year.

Summary

The human capital theory has been used widely in researches attempting to interpret the phenomenon of teacher attrition. Basically, this theory attributes teacher attrition to economic decisions made by the teacher. A teacher decides whether to stay or to leave based on which is better for him economically.

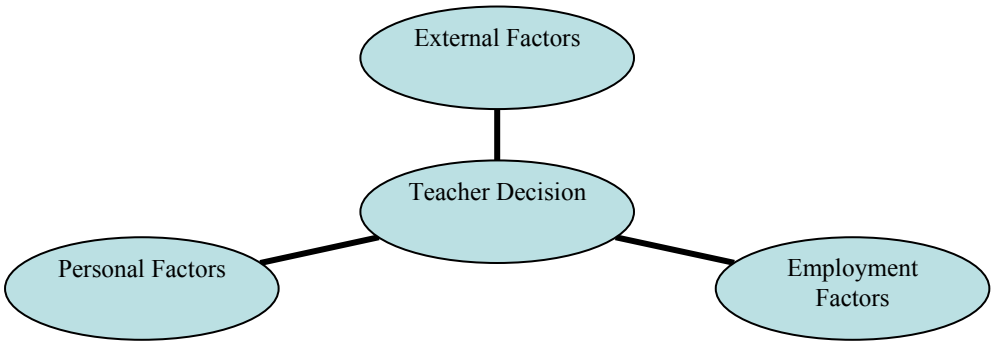
2.3. Section II: Previous Studies

2.3.1. Introduction

By reviewing the literature, the researcher found that the studies can be classified into four models or designs of study. Each model has different characteristics and different perspectives in studying teacher attrition. Some models, like model 1 suggests that there are only three major factors that affect teacher attrition and all other factors are included some way or another in these three factors. On the other hand, model 2 suggests that there are four major factors associated with teacher attrition.

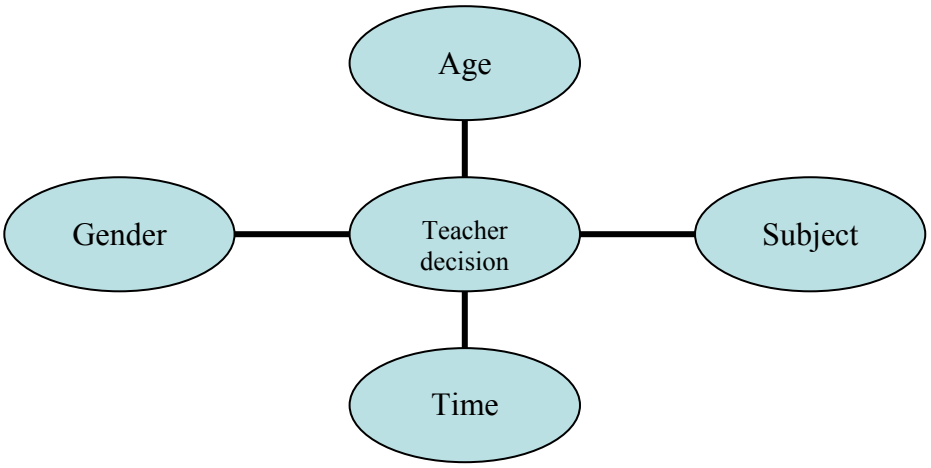
Model 1: three major factors (Billingsley model): this model suggests that there are three major factors affect teacher decision and all other variables and factors are categorized in one of them.

Model1 (Billingsley model)



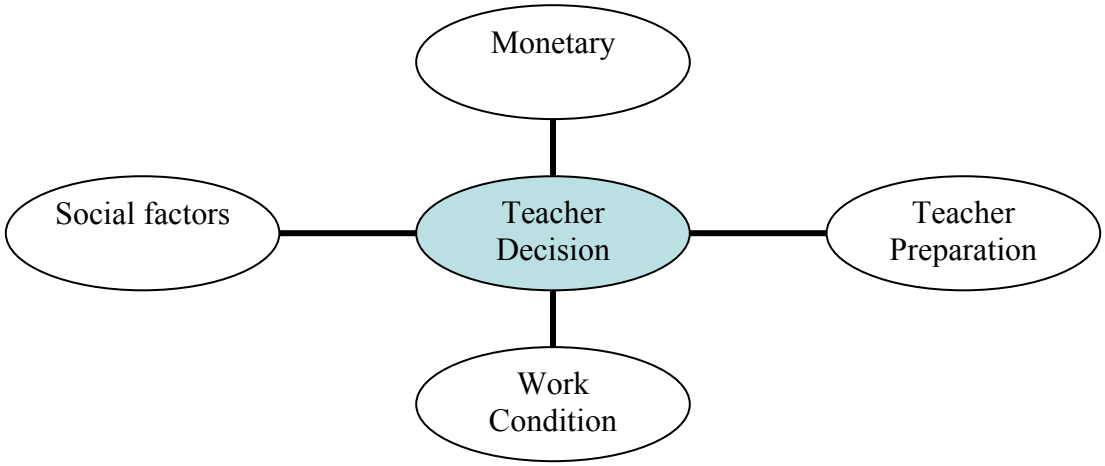
Model 2: Four factors (Human Capital Theory): in this model as applied by Kirby and Grissmer who have studied teacher attrition. They were the first to apply the Capital Theory to the issue of teacher attrition and in their study, they suggest these four factors: gender, age, time, and subject taught.

Model 2 (Human Capital)



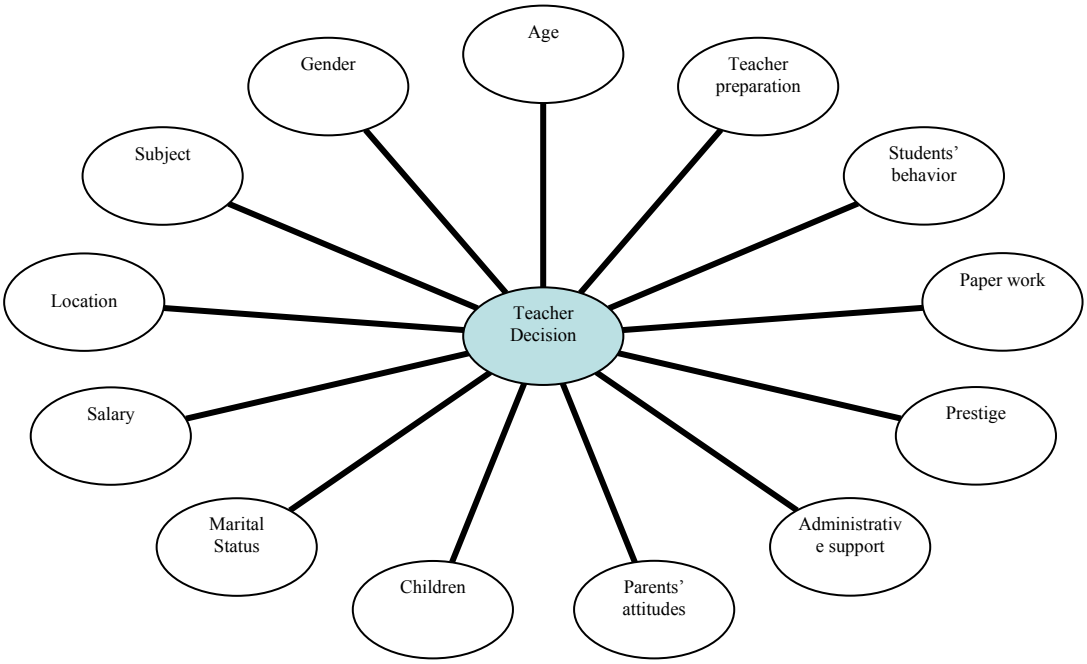
Model 3: Four major categories: These four categories include the factors found to be most important for teachers' decision to leave the profession, and many studies have so classified them. These four categories are: monetary, work conditions, teacher preparation, and social factors.

Model3 (Four Major Categories)



Model 4: Multiple factors: in this model different studies have investigated different factors of teacher attrition.

Model 4: (Multiple factors)

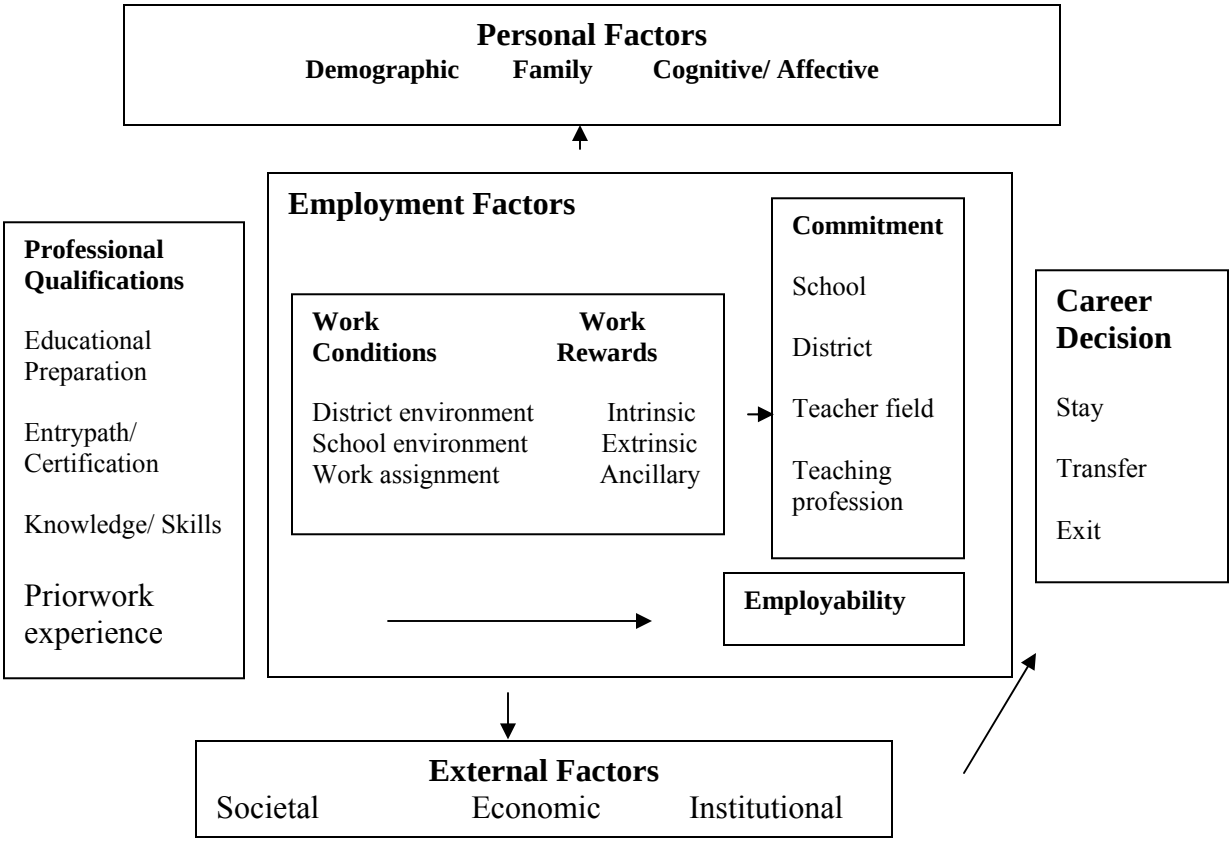


2.3.2. Model I: Three Major Factors

Billingsley's Study

Billingsley (1993) worked on reviewing research findings related to teacher retention and attrition. In the beginning the author tried to introduce a definition for the term teacher attrition. He stated: "A number of different attrition-related terms have been used, such as transfer, exit, and turnover. However, there is little consensus about what these terms mean, and they are not used consistently across studies" (p. 138). Instead of providing a direct definition, Billingsley divided teachers to three categories: 1) the "stayers" who remain in the same teaching assignment and the same school as the previous year; 2) teachers who transfer to other teaching assignments but do not quit teaching; and 3) teachers who exit teaching totally.

Billingsley Model



Source: Billingsley1993

Billingsley indicated that teachers' career decisions are related to a wide variety of variables. In his model, Billingsley defined the dependent variable "career decision" which includes three options for the teachers (stay, transfer, or exit). He also, indicated that the independent variables are those three kinds of factors that affect a teacher's decision: external factors, employment factors, and personal factors.

External Factors. These include factors that external to the teacher and school district such as economic crisis. For example, studies found that during economic crises teachers are less likely to have job opportunities elsewhere and therefore they stay in their job for longer time. There is also, the societal factor which includes community characteristic and cultural norms and values. Societal factor affects the teachers' decision. For example, the lack of prestige associated with teaching may cause some teachers to seek out employment alternatives.

Employment Factors. These factors comprise four major employment factors.

1. Professional qualifications
    a. Educational Preparation: teachers who emerge from superior preparation programs will be more likely to remain in teaching than those who emerge from weaker programs.
    b. Entry Path and Certification Status: studies reported higher levels of attrition among uncertified special education teachers than among those who were certified.
    c. Teachers' Knowledge and Skills: studies reported that teachers with higher NTE scores are almost twice as likely to leave than their colleagues with lower scores.

d. Prior Work Experience: studies found that inexperienced teachers are more likely to leave teaching than those who are more experienced.

e. Initial Commitment: studies found that those who tended to exit less frequently had higher levels of initial commitment to teaching.

2. Work conditions and work rewards:

a. District and School Environments: studies found districts with lower levels of teacher attrition were small, had higher per student expenditures, employed teachers with higher educational attainment from higher status universities.

Administrative Support: studies found that lack of administrative support was associated with attrition.

Collegial and Parent Support: studies found that collegial interaction and support were associated with satisfaction and retention.

Teacher Autonomy and Decision Making: studies found that an environment that allows for professional discretion bolsters teachers' motivation, commitment, and confidence, while a lack of independence tends to lead to dissatisfaction and/or attrition.

b. Work Assignments: the teachers' immediate work environemnt such as classroom, as well as the daily activities and interaction.

Teaching Assignments: studies found that grade level has been related to attition with secondary teachers leaving sooner than elmentary teachers.

Role Demands: studies found that problems with role overload,

role conflict, and role ambiguity have been linked to teacher attriton.

Class Size: studies found that class size is associated with teacher attrition. Some studies reported that 58 percent of special educators leave teaching, citing "too many students in a class" as a reason for attrition.

Personal Factors:

a) Demographic Variables: studies found that there is a relation between gender/age and attrition. It appears that younger women are more likely to leave than younger men, and older women less likely to leave than older men.

b) Family Factors: family background, family structue, and number of dependents have been associated with teacher attrition. Some studies found that women with children were more likely to stay in teaching than women who were not married or did not have children.

2.3.3. Model II: Four Major Factors (Human Capital)

Kirby and Grissmer are among the very best known scholars who have studied teacher attrition. They were the first to apply the Capital Theory to the issue of teacher attrition and in their study, they came up with some very interesting finds.

Method. The database that the authors constructed and which forms the basis of the analysis consists of a longitudinal record for all fulltime teachers in Indiana public schools from 1965-1987. These data allow the authors to track attrition and returns to the public school system over time, as well as how these patterns differ by demographic, economic, and teaching-related

variables. They found that there were about 50,000 fulltime public school teachers in Indiana, although that number, of course, has varied considerably over time.

In addition, the authors conducted a survey of about 1600 new hires in the 1988-89 school year. Of these, about 500 had participated in a new mentor program and they were asked about their experience with this program. Returning teachers were asked about their break-in service. In addition, the authors presented evidence from other teacher surveys, particularly surveys of science and mathematics teachers, the group regarding which there is considerable concern in the US.

Results

When do teachers leave? The study found that about 20 percent of the teachers left one year after entering teaching. After the second year the percentage was still high but less than the first year (13 percent). But by the end of the fourth year, those who had left the teaching were a little over half of the original cohort. The study ended saying that the other half of the studied cohort would leave within 10 years of teaching.

Who leaves: Men or women? The study found that women clearly had a much higher rate of attrition than men, in general about 25 percent higher. Men also had a lower percentage of attrition rates the second year of entry. For example, compared to the 28 percent of men who quit teaching, about 35 percent of women quit teaching after the second year of entry. After the fourth year, the percentage of men who left teaching rose to 43 percent, but the percentage of women was still higher because more than half the women had left at least once by this time. The researchers concluded that "women tend to drop out more frequently than men but tend to return more frequently as well." (p. 22).

Who leaves: Older or younger teachers? The study found that the younger teachers tended to leave more than the older teachers. The authors state "Those who enter at age 24 or younger appear to be at the greatest risk of leaving" (p. 23). After two years of entry, 20 percent of the older teachers (over 30) had left teaching, but about a third of the younger teacher had left.

Teachers of which subjects leaves? The findings of the study revealed there were some subjects with higher attrition rates than others. For example, the study found that the highest rates of attrition were among physics/chemistry, English, and biology teachers. Seventy percent of physics/chemistry teachers left by the end of the fifth year, and by the same time about 60 percent of English and biology teachers had left teaching. On the other hand, teachers of mathematics had among the lowest rates of attrition. Kirby and Grissmer concluded that "science teachers…have the highest rates, suggesting that they not only leave more frequently but also are less likely to return than other types of teachers" (p. 24).

2.3.4. Model III: Four Major Categories

In the literature that has examined teachers' issues, and particularly among those studies focusing on attrition, there are many that attempt to identify what pushes teachers to leave the teaching profession. Factors such as prestige, work load, work environment, wages, and others are most commonly mentioned in these studies as causing attrition. They can be divided into four categories: monetary, work conditions, teacher preparation, and social factors. These four categories include the factors found to be most important for teachers' decision to leave the profession, and many studies have so classified them.

2.3.4.1. Monetary Factor

Many studies have indicated that the question of compensation can be considered one of the most important factors that pushes teachers to leave the profession. There are some

researchers who think that improving teachers' financial status could solve the problem of teacher attrition.

Darling-Hammond (2003) found that there are four major factors which strongly influence whether and when teachers leave specific schools or the education profession entirely. These factors are: salaries, working conditions, preparations and mentoring support in the early years. Talking about salaries as one of the main factors that influences teacher attrition, Darling-Hammond (2003) found that teachers' salaries are about 20 percent below those of other professionals with comparable education and training. For example, the average teacher's salary in 2001 was $44,040 which is below other professions such as registered nurses ($48,240), accountants/auditors ($50,700), dental hygienists ($56,770) and computer programmers ($71,130)(NCTAF, 2003). She found also that teachers are more likely to quit when they work in districts that offer lower wages and when their salaries are low relative to alternative wage opportunities, especially teachers in such high demand fields as math and the sciences.

Ingersoll (2003) found that the 29 percent of the teachers in his study who listed job dissatisfaction as a major reason for leaving, when he again gave them the option of listing up to three reasons, more than three-fourths linked their quitting teaching to low salaries.

ILO (1991a, p. 98) argues that low salaries " may be the root causes of brain drain" in some less developed countries where salaries are too low to support a family and teachers feel it necessary to take a second job. Macdonald (1999) also argues that in developed countries such as the USA and Britain, 65 and 89 percent of teachers, respectively, cited pay as the primary motivation for leaving the profession. Theobald (1996) found the same thing in his study. He reported that in the USA all male teachers and more experienced female teachers' decision to

remain in teaching was most influenced by the comparison of teaching with non-teaching salaries.

Stinebrickner (2002) tried to examine in his research the timing of exits from the teaching profession and the reasons for these exits. He found that there are many reasons why teachers are pushed to leave teaching, the most important being wages. He justifies that teaching is a profession that is "time consuming" and requires a fully involved/committed person. When teachers juxtapose the work they do with the money they receive, they are often compelled to rethink their decision to become teachers. He found that teachers with high wages were significantly less likely to change occupations than those who were less well-paid.

King (1993) found that the participants in his study shared the same perspectives regarding the salary issue. One of the participants stated that the low salaries push teachers out of school: "I think minorities are not choosing teaching because many choose to work where they can support themselves. Teaching is rewarding, but garbage men/women start at $31,000" (p. 485).

Kirby and Girissmer (1995), in their study which tracked teacher mobility for more than 20 years (1965 to 1987), found that former teachers did not believe that increase in salary would have made a difference in their decision to leave teaching. Interestingly, when current mathematics and science teachers were asked what factors would encourage them to stay in the profession, the researchers found that over 50 percent mentioned salary as the first factor.

Chapman (1994) argues that increasing salaries is the "single most direct and effective way to reduce attrition". The study of Murnane and Olsen (1989) supports Chapman's argument. They found in their study that beginning teachers who are paid more stay in teaching longer. The researchers concluded that an increase of US $1000 per increment resulted in an increase in the

median duration of two to three years service. The exact same thing was found by Grits and Theobald (1996); that increasing salary was a very important factor in discouraging attrition. They found that an increase in salary of US $3000 would reduce the attrition in a very obvious way.

Macdonald (1999) stated that "monetary rewards and incentives to selected teachers on the basis of location, hardship, qualifications, specialist areas, performance and over time appear to be gaining credence in developed and less developed countries "(p. 843). Supporting this finding, Thompson (1995) found that in Sierra Leone, the additional allowances paid to science and mathematics teachers proved barely enough to retain those teachers in the profession. Metais (1991) found the same thing in England and Wales where the local authorities have claimed to successfully use monetary incentives for outstanding performance and those teaching in subjects where there are teacher shortages.

On the other hand, some researchers do not see in the increased salary the perfect solution to teacher attrition. For example, Macdonald (1999) argues that "there is little evidence that increased salaries and monetary allowances alone can have a high and long-term impact on attrition" (p. 844). In order to support her opinion, she gave Eritrea as an example. In this country the government granted a 40 percent increase in allowances but teachers are still leaving teaching.

Benham and O'Brien (2002), in their study of why experienced teachers leave the profession, found that teachers who had already left the profession ranked the reasons in the following order, number 1 being the most important and number 7 the least important:

1. accountability
2. increased paper work

3. student attitudes
4. no parent support
5. unresponsive administration
6. low status of the profession
7. salary considerations

But those teachers who are still in the profession (potential leavers) ranked the reasons for leaving as follows:

1. salary
2. increased paperwork
3. accountability
4. low status of the profession
5. unresponsive administration
6. student attitudes
7. no parent support

The difference in the important factors between teachers who had left the profession and those who were still in it illustrates that salary is the most important factor for those currently in the profession.

2.3.4.2. Work Condition Factor

Darling-Hammond (2003) argues that "working conditions play a major role in teachers' decision[s] to switch schools or leave the profession" (p. 9). She found that the high attrition of teachers who work with students with low income or who are lower achieving appears to be influenced by the poorer working conditions. Harris (2002) also found that teachers in high minority, low income schools reported significantly worse working conditions, including poorer

facilities, less access to text books and supplies, less administrative support, and larger class sizes.

Ingersoll (2003) found that the 29 percent of the teachers who listed job satisfaction as a major reason for leaving, when pressed to be specific about their job satisfaction, listed the following reasons, all of which come under the heading of working conditions: student discipline problems, lack of support from the school administration, poor student motivation, and lack of teachers' influence schoolwide and in the classroom.

Macdonald (1999) stated that "In most countries, there is a strong sense that conditions within schooling and those shaping schooling have deteriorated and consequently are causing increasing levels of teachers[‘] dissatisfaction and stress, if not attrition" (p. 839). Talking about stress, the ILO-UNESCO Joint Committee (1994) reported on an international survey which revealed that 25 to 33 percent of teachers suffered significantly from stress and the report concluded that stress was a major issue for teachers and attrition.

Benham and O'Brien (2002) found that teachers ranked the pressures of increased accountability (such as high stakes testing, testing preparations and slander as their number-one reason for leaving the profession. It is useful here to quote the words of an eight-year experienced teacher: "I have too many hours, I have invested too much, I dream of [a] less difficult job that ends at the end of the day, that does not give me the impression of having never finished" (quoted in Huberman, 1993, p. 6).

Macdonald (1999) stated that "The substandard conditions in which many teachers work, generally in less developed counties…. affect attrition" (p. 841). These include classroom disrepair, poor sanitary facilities, lighting, and furniture. The same thing is seen by researchers such as Huberman (1993) and Oliveria and Farrell (1993). These researches argue that schools

need to improve the work conditions of their teachers. This can be done by improving the physical, social and professional dimensions of teaching, together with enhancing teachers' living standards and relationships with the community. They included in this some issues that relate to women, such as a shorter work day and flexible work hours.

Studies such as Theobold's (1995) and Huberman's (1989) found that work conditions cause frustration for beginning teachers, specifically such factors as student management, lesson planning, alienation, isolation, denigration of personal interest and dependence on outside opinion and observation.

King (1993) in her study found that working conditions affect a teacher's decision to stay or leave the career. The participants in her study specified some of these factors relating to "work condition" that make teaching not an attractive career: disciplinary problems, fear, inadequate working conditions and materials, inadequate preparation time, and nonparticipation in decision making.

In a study of attrition of special teachers, Brownell (1995) found that working conditions often precipitated a disgruntled leaver's decision to leave the special education classroom. She found that teachers feel overwhelmed by class size, student behavior, insufficient administration support, and a lack of personnel and material resources.

2.3.4.3. Teacher preparation Factor

There is a great deal of evidence that attrition rates are high among those teachers who lack adequate preparation. According to a National Center for Education Statistics report (1997), that 29 percent of new teachers who had not had any student teaching experience left within five years, compared with only 15 percent of those who had done student teaching as part of their teacher education programs.

Darling-Hammond (2003) found that in the year 2000, new teachers who had received training in specific aspects of teaching, who experienced practice teaching, and who received feedback on their teaching left the profession one-half as frequently as those who had no training of this kind. In the same study, she found that both four-year and five-year teacher education graduates enter and stay at higher rates than do teachers hired through alternative programs that give them only a few weeks of training.

The studies found also that training has an influence on the attrition rate based on the time of training. Schwab (1995) found that those who graduate from five-year teachers' education programs enter and stay in teaching at much higher rates than do four-year teachers' education graduates from the same initiation.

2.3.4.4. Social Factor

Ingersoll (2003) found that the highest percentage of those teachers who left teaching (about 42 %) cited personal reasons as the main reason for them to quit. These personal reasons include pregnancy, child rearing, health problems, and family moves. These factors have a significant effect upon teachers' decisions, especially the female teachers. Stinebrickner (2002) indicated that women who were married were 1.94 times more likely to leave the workforce than women who were not married. The same study found that the incidence of teacher attrition was directly related to the birth of children.

One of the most important social factors that push teachers to leave teaching is social prestige.

Prestige. Feelings regarding professional prestige are generally a direct result of teachers' perceptions of how they are regarded by people outside the field of education. As Marlow and Inman (1997) found in their study of beginning teachers that social pressure pushes teachers to

leave teaching. They wrote "…. teachers who do not feel supported by [the] community are likely to become disillusioned with [their] chosen profession." They added that "they [the teachers] often feel pressure to improve in some undefined and sometimes unrealistic way[,] a feeling that can contribute to the decision to leave teaching" (p. 3).

Macdonald (1999) stated that "the perceived decline in the status of teachers is of concern in most countries from the perspective of how teachers are seen by others as well as how they see themselves" (p. 839). Chapman (1994) argues that while teachers may have high expectations for themselves and their profession, the recognition for teachers' work by communities and governments is poor. He also argues that for some, teacher education is a back door to the university when few other opportunities for entrance exist. For example in India, where if talented people "happens to join by accident, they quit it at the first opportunity" (Ravindranadham, 1993, p. 3)

Thomson (1995) sees that in some countries teaching is a fall back position and is abandoned when the bonded period expires or conditions are right to use their skills and experience elsewhere.

Marlow and Leslie (1997) in their study about why beginning teachers leave the profession found that reasons for leaving have less to do with insufficient salaries than with a lack of professionalism, collegiality, and administrative support. In this study, the researchers found that professional prestige is one of the most important factors that pushes teachers, especially beginning teachers, to quit teaching and look for another job. About two-fifths of the respondents in this study indicated that the lack of prestige was worse than they had expected.

Murphy (1993) thinks that teaching does not have real professional status. Teachers do some jobs that make their work less prestigious than other jobs. For example, they must schedule

all breaks such as lunch and bathroom and they must sign in and out of the workplace. In addition, they do not have access to the school building unless the children are there and must conduct buses, playground, hall, and lunchtime duty. Also, only a few of them have private offices or access to telephones for private calls.

King (1993) in her study to African American teachers found that there are some factors related to social prestige associated with teacher attrition. The study found that only just over 50 percent of the teachers felt respected as a teacher in today's society. One of the participants commented on the issue of respect as follows:

> In this society, teaching is not a respected field. The government does not value teachers, which makes the students not value them too. Therefore, minorities who are on the lower economic scale tend to seek or choose careers that are more respected, glamorous and richer. (p. 485)

2.3.5. Model IV: Multiple Studies, Multiple Factors

In this model, the studies tried to investigate the teacher attrition problem to see what the roles of these factors on the teachers decision whether to stay or to leave their profession. Different factors have been explored in these studies, and the researchers have used different methodologies to study the factors of teacher attrition.

In her study, Keyeri (2002) tried to investigate if a difference exists between burnout level in low and high socio-economic school districts. A secondary purpose of this study was to examine the relationship of burnout to gender, years of experience, and grade taught. The third purpose was to examine teachers' perceptions of distress and ways to alleviate it.

Method. The sample of this study was 200 teachers from six elementary schools in two areas of contrasted socio-economic status located in the northern suburbs of Chicago. The instruments used to collect data were an MBI survey (used to measure the burnout among teachers), and a

qualitative interview to investigate teachers' perceptions of distress within the school. There were four research questions:

1. Is there a relationship between burnout and low and high socio-economic schools?
2. Is there a relationship between burnout and gender?
3. Is there a relationship between burnout and years of experience?
4. Is there a relationship between burnout and grade level taught?

Result. The most important results found in this study were:

1. There is a significant relationship between gender and emotional exhaustion (high level with females)
2. No relationship exists between years of experience and burnout.
3. Elementary grades have a significantly higher levels of emotional exhaustion than the junior high grades.
4. Distress came from lack of support, school policy, time, money and student discipline problems.

Lester (1986), designed his study to assess teacher job satisfaction in elementary and secondary schools.

Method. The sample of this study was 620 teachers drawn from the teachers in New York City, Westchester, Nassau, and Suffolk Counties. The instrument used was a questionnaire that included items about nine factors that affect teacher job satisfaction: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. In addition there were personal and demographic variables, including age, sex, marital status, total years of experience, years in district, educational level, tenure, and union affiliation.

Result. The study found that teachers are dissatisfied with pay, advancement, and recognition, but they are satisfied with supervision, colleagues, responsibility, the work itself, and security.

The purpose of Marlow and Inman's (1997) study was to examine attitudes of beginning teachers toward their current support systems and to compare those attitudes with factors identified as predictors of attrition.

Method. The sample of this study was drawn from teachers in randomly selected schools in the mid-southern and southern U.S. Of the1200 surveys distributed, 602 were returned of which 38 percent were classified as beginner teacher (i.e., less than 10 years of experience). The researcher used a survey with 31 items as the instrument for gathering data. The survey contained questions about demographics professional environment, teachers' background, and consideration of leaving.

Results. The most important finding of this study was that the beginning teachers were not satisfied with the prestige of the profession. For example, 24 percent of the teachers in this study felt that the prestige of their work was worse than they expected.

The purpose of Forey, Christensen, and England's (1999) study was to examine how an individual's approach to life can enhance his or here opportunity to find belonging in the work context.

Method. The sample of this study was 132 teachers: 57 from school A, 25 from school B, and 50 from school C (67 % females). To collect data for this study researches used a demographic data sheet, the Maslach Burnout Inventory, and the Vocational Preference Inventory (VPI) in addition to the Langenfeld Inventory of personality priorities (LIPP), and both order survey.

Results. The results of this study suggested that Holland Typologies have little relationship to teacher burnout, while both the Adlerian constructs of birth order and personality priorities do appear to relate to burnout.

The study of Ruhland (2001) was guided by six research questions:

1. What is the attrition and retention rate of secondary business teachers entering the teaching profession?
2. Is there a statistically significant difference in commitment to teaching between secondary business teachers who did not enter or chose to leave, and those who remain n the teaching profession?
3. Did a mentoring experience influence a beginning secondary business teacher's attitude toward the teaching profession?
4. Are secondary business teachers satisfied with their current teaching position?
5. What reasons influence a secondary business teacher's decision not to enter or to leave the teaching profession?
6. Is there a statistically significant difference in the factors that are important to determine a teacher's interest to continue teaching between secondary business teachers who did not enter or chose to leave, and those who remain in the teaching profession?

Method: the target population for this study was the business education graduates who completed a degree between 1996 and 2000 from NABTE institutions. Of the 475 surveys that were sent, 163 (38%) were returned. The survey consisted of four sections: educational preparation, demographic, teaching experience, and skills and interest in teaching.

Result: the study found that the following factors were the most important for attrition: salary (75%), lack of job advancement (30%), licenses requirements (26%), stress (28%).

The study of Theobald and Gritz (1995) tried to find answers to these questions:

1. How do differences in public district spending priorities affect the paths by which beginning teachers exit their first teaching spell?
2. Does the level of teacher salaries also influence the likelihood that beginning teachers will transfer to and other district or move into a non-teachers position?
3. Does the way in which districts spend the other 60 per cent of their budget affect beginning teacher exit paths?

Method: The sample was 9,756 white teachers in Washington state public schools who began their career in the period 1981-1990.

Result. The most important results in this study were:

1. Raising all teachers' salaries by $ 3,000 decreased the percentage of teacher choosing to leave from 59 percent to 54 percent in female and from 31 percent to 23 percent in the males.
2. Lowering all teachers' salaries by $3,000 increased the percentage of teachers choosing to leave from 31% to 43 %.

This study of Murnane and Olsen(1990), tried to show how salaries affect teachers' decisions to leave or stay in the teaching profession. The study was guided by this question: What are the consequences of salary increases?

Method. The sample of this study was 13,890 white teachers who began their teaching career in North Carolina public schools during the period 1975-84. The research was based on a new longitudinal dataset providing information on the careers of teachers in North Carolina.

Result. Teaching specialty, NTE score and teaching salaries have important effects on the length of time a teacher remains in the profession. For example:

- Teachers in high school stay a shorter time than those in elementary school.
- Teachers of subjects such as chemistry and physics stay a shorter time than those teaching other subjects.
- Teachers of math stay for the longest time among other subjects' teachers.
- Teachers with higher NTE scores stay a shorter time.
- A $1,000 increase in each step of the salary scale is associated with an increase in duration of two to three years.

The purpose of Fox and Certo's (2001) study, was to identify variables affecting teacher retention and to identify effective strategies for retaining quality teachers for Virginia schools. The study was guided by these questions:

1. What reason do teachers give for staying in their school division and in the profession?
2. What are the perceptions of teachers regarding the reason their colleagues leave the school division or the profession?
3. What are teachers' perceptions regarding school division retention strategies?
4. What strategies do school divisions report for retaining teachers in the first five years of their teaching careers?

5. What reasons do teachers give for leaving their divisions or the profession?

Method. The sample of this study was the teachers who left their schools in 1999-2000 or in the middle of the 2000-2001 school year. To collect the data for this study, the researchers used both qualitative method (survey) and quantitative method (interview).

Result. Teacher attrition and retention variables are highly interrelated, sometimes inverse. The researchers found the following reasons to be the most important in relation to teacher attrition. The reasons are listed hierarchically, the most important first and the least important tenth:

1. salary and benefits
2. external career opportunities
3. administration
4. professional development
5. autonomy
6. planning time
7. class size
8. standards of learning pressure
9. lack of parental support
10. resources and supplies.

The study of Murnane and Olsen (1990), was guided by this question: Why may duration depend on opportunity costs and salaries?

Method. The sample of this study was the teachers in Carolina, Michigan, and North Carolina. To collect the data the researches used a longitudinal history from the three states' data sets.

Result. The attrition rate of teachers was insensitive to salaries and did not vary across subject areas, across regions or even time.

The study of Tye and O'Brien (2002) aimed to see if there was evidence that the growing discontent and increasing attrition among experienced California teachers could be attributed to the test mania.

Method. The sample of this study was the teachers who had completed a teaching credential in the five years between 1990-91 and 1994-95 (teaching for 6-10 years) in Chapman University in California. The list of teachers provided by the university database contained 4,534 names. Of these, 900 were selected randomly to receive the survey. The researchers received only 114 responses, i.e., 12.6 percent of the sample. To collect the data for this study, a questionnaire was sent by mail.

Result. Teachers rank-ordered the list of reasons why they had left the profession or would consider leaving as follows:

Already left teaching: 1) accountability, 2) increased paperwork, 3) student attitudes, 4) no parental support, 5) unresponsive administration, 6) low status of the profession, and 7) salary considerations.

Would consider leaving: 1) salary considerations, 2) increased paperwork, 3) accountability, 4) low status of the profession, 5) unresponsive administration, 6) student attitudes, and 7) parents support.

The study of Ingersoll and Smith's (2003) was guided by this question:

Why is the attrition rate of beginning teachers so high?

Method. the researchers based their study on the School and Staffing Survey (SASS) and on the Teacher Follow-up Survey (TFS). Both are considered the largest and most comprehensive data sources available on teachers and on staffing.

Result: the study found these important results:

1. Of the leavers, 19 percent left because of school staffing action such as a cutback, layoff, termination, school reorganization, or school closing.
2. About 39 percent left for better jobs.
3. About 29 percent left because they felt dissatisfied with teaching (more than three-fourths linked it with low salary).

The purpose of Cheuk and Wong's (1995) study was to document the difficulties that teachers in Macau encountered in their work, the extent to which the job-related difficulties would induce burnout, and whether or not social support could buffer the adverse effects of stress on burnout.

Method. The sample of this study was 80 pre-service teachers who were enrolled in a teacher program at the University of Macau agreed to participate. To collect the data the researchers used survey as instrument'

Result. The study found that the support of peer teachers, supervisor, or family may have a positive impact on teacher burnout.

The purpose of Pedrabissi, Rolland and Santinello's (1991) study was to show differences between culture-bound stress levels in two samples of elementary and junior high school teachers in Italy and France.

Method. The sample of this study was 299 Italian teachers with a mean age of 36.34 years (79.3% female), 217 French teachers with a mean age 38.14 years (57.6% female). To collect the data for this study the researchers used Maslach Burnout Inventory, a questionnaire of 22 items.

Result. The most important result was that different cultural and professional contexts exerted a greater influence on stress indicators in subjects who did the same job and that these variables were more significant than age or gender.

The purpose of Stinebrickner's (2001) study was to examine the effect that personal factors and wages had on a teacher's decision to enter and leave the teaching profession after the certification decision had been made.

Method. The sample of this study was 450 individuals who became certified to teach at some point between 1975 and 1985. to collect the data for this study, the researcher use a questionnaire that asked questions about the teachers' experiences.

Result.

1. The proportion of individuals who choose to teach decreased significantly over time after certification, even after controlling for geographical mobility and multiple spells in teaching.
2. Marital status and number of children were very important predictors of exits out of the workforce for women.

The purpose of Stinebrickner's (2002) study was to examine both the timing of exits from the teaching profession and the reasons for these exits. This research was guided by these questions:

1. What is the relative importance of different exit reasons in the determination of overall teacher attrition rates?
2. Do different types of teachers leave teaching for different reasons?
3. To what extent are marital and fertility variables related to teaching duration and the reason that individuals leave teaching?
4. To what extent do higher teaching wages have different effects on different types of exits?
5. To what extent do teachers who leave their first teaching spell return in the near future and how do return rates vary with the exit reason?
6. How do the attrition rates of teachers compare with attrition rates of nonteachers with similar levels of educational attainment?

Method. The sample of this study was 22,652 students who were expected to graduate from high school in the year 1972. to collect the data for this study the researcher use follow-up surveys in 1973, 1974, 1976, 1979, and 1986. The survey contained items about work experience, education, marriage, and fertility.

Result.

1. Teachers with higher wages were significantly less likely to change occupations.
2. Family variables had a significant effect, for example, married women were two times as likely to leave the work force as unmarried women. Also, a woman with a

newborn child was eight times as likely to leave the work force as a woman without one.

3. Most of the teacher attrition was not because of other job attractions but was related to individual family reasons.

2.3.5.1. Summary

Table (2) Summary of the Major Studies

Study	Factors
Keyri(2002)	socio-economic school status, gender, years of experience, grade, lack of support, school policy, time, money, student discipline problems
Lester (1986)	pay advancement recognition
Marlow and Inman(1997)	prestige
Ruhland(2001)	Salary, lack of job advancements, licenses requirements, stress
Theobald and Gritz (1995)	salary
Murnane and Olsen(1990)	Subject, grade, NTE scores, salary
Fox, and Certo (2001)	Salary and benefits, external career opportunities, administration, professionals development, autonomy, planning time, class size, standard of learning pressure, lack of parental support, resources and supplies
Tye and O'Brien (2002)	Accountability, increased paperwork, student attitudes, parents support, unresponsive administration, low status of the profession, salary
Ingersoll and Smith (2003)	better job, salary
Cheuk and Wong(1995)	Support of peer teachers, supervisor, family
Stinebrickner (2001)	Training, marital status
Stinebrickner (2002)	Salary, family (marriage, number of children, newborn child), other job attraction.

2.4. Section III: Factors of Teacher Attrition in the UAE

2.4.1. Country Background

The United Arab Emirates (UAE) is a relatively new nation, born in December 2, 1971 through a union of seven existing emirates. Until fairly recent times, these emirates were characterized by long –standing disputes feuds, rebellions, and, often, open warfare between and within tribes. The impetus for putting aside internecine quarrels and forming a union was the commercial development of profitable oil fields and the realization by the several sheikhs of the great dangers inherent in small, separate, oil rich emirates attempting to survive in a tough neighborhood and the corollary value of creating a union to keep the "bullies at bay." (ECSSR, 2002).

The exploitation of oil fueled an incredible modernization process in the UAE. In just a generation's time, the nation was transformed from a sleepy desert backwater dependent on fishing, pearling, trading, and wadi agriculture to a complex, consumer economy supported by modern transportation and communication systems. All types of businesses: banking, insurance, agriculture, hotels, and particularly, trade expanded rapidly after oil exploitation began. The UAE's major cities Dubai, Abu Dhabi, and Sharjah, have developed both a merchant class and an extensive international trade. While oil remains the life blood of the economy, efforts to diversify have met with considerable success, and non oil share of GDP has been rising steadily (Taifour, 1994)

The tremendous economic expansion has been greatly beneficial to UAE's citizens, but it has been also due to the importation of foreign workers who had the needed skills and were attracted by the "oil boom" prices that expatriates workers could demand. The result has been

that UAE relies almost entirely on expatriates in all sectors of the economy except government. Overall, nationals total about 10 per cent of the workforce. (ECSSR, 2002)

The twin dominance of both the workforce and the total population by not nationals has caused considerable anxiety among the nation's leaders because too much of the nation's future is in the hands of a foreign population. Periodically, the government has launched campaigns to get larger numbers of nationals to enter the workforce and to play increasingly significant roles, a process called "Emeritization" (Shouly, 1995) since the supply of foreigners cannot easily be curtailed or eliminated, the next best alternative is to try to upgrade the quality of national workers and make them more competitive in the job market. This effort has put great pressure on the educational system to produce larger number of nationals who are ready, willing, and able to enter the work force and on the Ministry of Education (MoE) to find ways to get more national teachers into schools.

2.4.2. Education in the UAE

At the nation's funding, education was viewed as an integral part of the UAE's development plans, and the nation's leaders were early converts to the concept of human resource development and the idea that investment in "population quality and in the knowledge in large part determines the future of mankind" (ECSSR, 2002) They have since instituted a system of schooling that is universal and free to all citizens from kindergarten though university. The overwhelming majority of citizen had no experience with formal schooling and 90 per cent of them were illiterate: There were no school buildings, no books, no curriculum, and, of course, no teachers. Nowadays, UAE's education official can point with justifiable pride to a comprehensive system of education spanning the range from kindergarten though high school

free and open to all citizens. The UAE achieved universal primary education in just 25 years, a feat that took much longer in the United State and Western Europe. (Gardner, 1995)

2.4.3. Teacher Situation

The Ministry of Education's (MoE) teachers supply policy has had three major goals (MoE, 2002):

1. to provide enough teachers for schools
2. to increase the number and percentage of national teachers
3. to increase the level of qualification and training for teachers generally.

Various strategies have been used to meet the MoE's goals of employing national teachers. One is to accept the bare minimum in the way of teaching qualifications. Nationals have never been required to complete a teacher training course or a college degree to qualify for a teaching profession. Gardner (1995), who noticed this phenomena, wrote "… thousands have entered classrooms without formal training of any kind. Even today there is no specified training level for national to get a teaching job, and nothing like a teaching certificate exists in the UAE"(p. 294)

Another recruitment device is the prospect of rapid advancement. Once in they system, nationals are quickly promoted into administrative posts, a policy that has put most of the schools under national leadership. Currently according to the ministry of Education data, more than 70 per cent of all principals and vice principals are nationals. (MoE, 2002)

Initially, the MoE had responsibility for teacher education, but this began to shift to the College of Education when the University of United Arab Emirates (UAEU) opened its doors in 1977. Although the MoE continues to play an important role in in-service education, the UAEU became the major provider of pre-service teacher education to nationals. The College

of Education program currently consists of standard four years training model. Planning efforts have projected a fifth year program that will stress stronger academic education and more rigorous overall training program for prospective teachers (Gardner, 1995). This fifth years plus one year as required period for "Basic Education Skills" made teacher students study extend to at least 6 years, which caused that students tend to avoid entering the college of education. To encourage student to be teachers, the Consult of Ministers decided in 2002 to introduce monthly income for all students in College of Education.

2.4.4. Teacher: Power and Culture

According to the statistics (ECSSR, 2002), the UAE national people are presenting less than the half of the total population of the country. The government in UAE is racing with the time to make the percentage of nationals and foreigners equal to each other, at least, since to make nationals the majority is improbable mission in the near future. There are many reasons for making the UAE people like a minority in their own homeland. First of all, the land before the oil exploitation was one of the poorest counties, and it had historically few numbers of people were willing to challenge the harsh nature and settle. So, in the time of oil exploitation the nationals numbers were few, and the "oil" brought modernity and economic explosion that the nationals are not able to deal with it alone. Since that, the government on order to "reform" the population structure has two options with no third. The first option is to increase the national numbers by encouraging them to get married and have children. But this option is not guaranteed, and it also needs a very long time, since the citizenship is restricted on the real national and no way to increase the number by "emiretize" immigrants. The second option is to decrease the number of foreigners, which is a very hard decision to make for many reasons. One

reason is the fast developing of the country in every aspect of the life, which needs to be handled by qualified people who are not available in sufficiently among the nationals. Because of that, the government tries to control the foreigners' number in order to make the balance between nationals and foreigners.

In UAE all kinds of schooling in the country is laying under the Ministry of Education (MoE) umbrella. The recent statistics (MoE, 2002) show the numbers of teachers and it appears clearly in these statistics that the number of national teachers is less than their foreigners colleagues. Despite that, the increasing numbers of nationals teachers is remarkable during the last 30 years. But, this increasing does not achieve the goal of government that aims to reach 100 per cent of nationals teachers. Without going into the argument about "100% national teachers" and its advantages and disadvantages, it seems that reaching this percentage cannot be accomplished, at least in the near future. There are many factors building up this hypothesis. The most important one is the naturally increasing number of students every year, which is larger than the number of graduated students of colleges of education in UAE. For example, the statistic of UAE University (1998) show that the number of student enrollment in the College of Education is 186 male, while the male students who enroll in the kindergartens every year are about 3389 (MoE, 2002). This reveals how this problem will continue at least in the male schools.

2.4.5. Teacher: Promotion Culture

Not only in the Ministry of Education, but also it is the norm among all governmental sectors in UAE that national employees are promoted fast and easy. Government, by offering "easy promotion" tries to eradicate the steps to reach their goal. There is a strong belief in

UAE that a “national” has the right as a citizen to have a better position than others “foreigners” employees in the same sector. Putting a national in powerful position means for many people an important step toward “Emeritization”. Better position means more power for nationals over foreigners, which is on one perspective, would bring more experience to promoted person, as well as will encourage more nationals to enter into this sector.

The idea or the view of “power over” has created a kind of new culture among nationals. A culture that could be “promotion culture” which makes nationals think of “fast promoting or fast leaving”. Working in governmental sectors, teaching is among them, means easily and fast promotion for nationals, but in teaching the opportunities for promotion are less than other sectors because of the nature of the profession.

2.4.6. Factors of Teacher Attrition in the UAE

2.4.6.1. Family Pressure

This factor is related to women more than men teachers. Despite teaching is considered, culturally, one of the most appropriate profession for women in UAE, it is suffering from high rate leaving of women. Culturally, UAE women get married at an early age (20-25), it is culturally also to have more than one child, and 5-7 children are a very common number of children in UAE. Women with more children and a new baby are most likely leaving the profession. Especially that a culture of daycare center and babysitting is not very common in the UAE society. According to Gardner(1995) that “ About 95% of the FoE [Faculty of Education] enrollment is female, and many female graduates marry and stay at home with their families or enter another occupation in social service fields rather than take teaching positions” (p. 295)

2.4.6.2. Prestige

Males teachers are more affected by this factor than females. Teaching in UAE, for long time, has been known as a work for the foreigners. Those foreigners historically have a low status socially and economically. This "image" of foreign teachers still exists strongly among the people of UAE. The social pressure pushes the national teachers, especially men teachers, to leave the profession, and to discourage new teachers to make a decision to become a teacher. Gardner (1995) found that that the major and growing problem in increasing numbers of national especially the males is "... the lack of interest by national male to enter teaching " (p.295)

2.4.6.3. Workload

Teaching is a very demanding job. Number of periods, paper works, testing preparation, grading, and others all these make teachers busy the whole day. Comparing to other job, teaching it seems to be the only profession that keeps teachers busy after the work hours. Many teachers feel that they do not have break or afternoon off; even their weekends are busy with teaching work, like grading and lessons preparations. In UAE the schools day starts at eight AM and ends by two P.M. everyday like other professions in public sectors. The difference between teaching profession and other profession is that teaching work keeps going after the schooling hours, when most of other professions are free by the end of the work hours. Those who are in others professions rather than teaching use this opportunity to improve their income by doing some business during the afternoon time. Many people in UAE gain from afternoon business more than what they gain from their profession, but they keep their profession for many reasons such as fixed monthly income, secure job for any unexpected circumstances. On the other hand, teachers do not have the time to do afternoon business which pushes them to think again in their decision of being a teacher.

3. Chapter III

Method

3.1. Introduction

The purpose of this study was to examine the factors associated with the high attrition rate among UAE citizen teachers. Based on previous studies, the factors associated with teacher attrition are employment, sociocultural, personal, economic, and teacher preparation. In order to conduct this study, both quantitative and qualitative research methods were used.

In the quantitative method, descriptive research was utilized as it "determines and describes the way things are" (Gay & Airasian, 2000. p. 275). This kind of research method, also called survey research, is commonly used in many fields of research; a high percentage of research studies are descriptive in nature. The descriptive method also is considered very useful for investigating a variety of educational problems. It is used with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures.

In the qualitative method, a positivistic approach was used; this explores how phenomena are experienced by participants. Compared to the quantitative method, which uses numbers and statistics, the qualitative method is based on the collection and analysis of non-numerical data, such as interviews. This approach seeks to probe deeply into the research setting in order to understand the way things are, why they are that way, and how the participants in the context perceive them (Gay & Airasian, 2000).

3.2. Research Questions

1. From the perspective of a teacher who is still in the profession, what personal factors are associated with teacher attrition?

2. From the perspective of a teacher who is still in the profession, what economical factors are associated with teacher attrition?

3. From the perspective of a teacher who is still in the profession, what employment factors are associated with teacher attrition?

4. From the perspective of a teacher who is still in the profession, what teacher preparations factors are associated with teacher attrition?

5. From the perspective of a teacher who is still in the profession, what social-cultural factors are associated with teacher attrition?

3.3. Research Design

Both qualitative and quantitative methods were used in conducting this study. For the quantitative method, a questionnaire was built to gather data from teachers regarding teacher attrition. The questionnaire contains five groups of questions, each representing one of the five factors that this study aims to explore. These five factors are derived from previous studies. The literatures suggest these five factors for teacher attrition: personal, economic, employment, socio-cultural, and teacher preparation (Billingsley, 1993; Darling-Hammond, 2003; Macdonald, 1999). The survey instrument was sent to teachers still in the profession in UAE public schools. The purpose of the survey instrument is to collect data from teachers about factors that affect their decision to stay or to leave teaching.

The qualitative part of the study collected data using personal interviews with participants in order to determine from their experiences the factors associated with UAE citizen teacher attrition.

3.4. Sample

The sample in this study was drawn from all UAE citizen teachers (males and females) who still are in the profession as teachers in public schools in UAE at the time that this study was conducted. It is assumed that teachers still in the profession would have a better understanding of some factors, such as stress, students' attitudes, and school environment. The teachers in the profession also would be more willing to provide information about what they think would affect their decisions to stay or to leave teaching.

Based on the Ministry of Education statistics (2001), the total number of teachers in the public schools was 23,459; the citizen teachers represent one-third of the whole teacher number (N=8158). Among those 8158 teachers, the number of female teacher is 7,480, whereas the number of male teachers is 678. By using Table 4.2 (Gay & Airasian, 2000), to determine the sample size, it is found that the appropriate sample was 594 teachers. Since there is a big gap between the numbers of female and male teachers, the same technique was used in determining the sample size of each gender. Based on that technique, the female teachers sample size was 360, and the males sample size was 234. Although the number of female teachers is remarkably higher than the male teachers' number, this technique suggested appropriate sample for each group that relatively are closed to each other. The sample is also divided based on the educational zones. There are nine educational zones in UAE, and the researcher aimed to find 66 participants from each zone (26 male and 40 female).

The qualitative part of this study used a personal interview approach to collect data from five selected participants whose educational zones have a high number of teachers. The purpose of interviewing the directors of educational zones is to know their opinions about teacher attrition. The directors would provide information in depth about what they think are the most important factors associated with teacher attrition. They would be a very good resource in

providing data about teachers who had already left teaching. The directors also have access to the data about the reasons for the resignations of the teachers who left.

These participants are five directors of the largest educational zones. Based on the Ministry of Education statistics (2001), the largest educational zones, based on the number of teachers, are Abu Dhabi, Al Ain, Al Sarjah, R.S.K, and Dubai. The directors were asked questions to gather more in-depth information about teacher attrition from their perspective. These are the main questions that were asked:

1. How do you describe the teacher attrition rate in your educational zone?
2. From your experience, what are the most important factors of teacher attrition in your educational zone?
3. How would you respond to this statement:

Sociocultural factors are the most important reason for teacher attrition in the UAE?

3.5. Instrumentation

Two kinds of collecting data instrument were used in conducting this study. For the quantitative research questions, a survey instrument was constructed to collect data from the teachers still in their profession regarding the factors that they think affect their decision to stay or to leave teaching. By reviewing the related literature, the researcher came up with the most important factors that affect the decision of teachers whether to stay or to leave their profession. Based on previous studies, five mean factors contribute to the high rate of teacher attrition. The survey was divided into six parts, each of which asks questions about how particular factors contribute to teacher attrition (See appendix).

- The first part aims to gather demographic information about the participant, such as age, gender, and the educational zone that the participant works in.
- The second set of questions aims to collect data about how the personal factors contribute to teacher attrition.
- The third set of questions aims to collect data about how economic factors contribute to teacher attrition.
- The fourth set of questions aims to collect data about how employment factors contribute to teacher attrition.
- The fifth set of questions aims to collect data about how sociocultural factors contribute to teacher attrition.
- The sixth set of questions aims to collect data about how the teacher preparation factor contributes to teacher attrition.

3.6. Data collection procedures

The first step in collecting data for this study was to contact the Cultural Division of the UAE Embassy in Washington, D.C., to get a letter that explains the nature of this study and ask for support from the Ministry of Education and Youth. Upon arriving in the UAE, a permission request was submitted to the MoE to allow the researcher to gather data from the teachers in the public schools. Once the permission was obtained, the principals of the randomly-selected schools were contacted by telephone to explain to them the nature of the study, and asked for their help. Since there was no available data in the Ministry of Education about the schools that have more citizen teachers, the researcher had to ask the school principals about the number of citizen teachers in their schools. Most of the schools had fewer then ten citizen teachers,

especially the male schools. Based on the information obtained from the schools principals, the researcher found out what schools have the highest number of citizen teachers. For every educational zone, four female schools and four male schools were selected, based on the number of the citizen teachers in them. To make the samples more representative, for each educational zone, four schools were selected from the rural areas and another four from the suburban areas. Based on the scheduled times with principals of the schools with ten or more citizen teachers, the researcher visited some of these schools to distribute the questionnaires and asked friends to distribute others. The time of collecting data varied from one school to another: some school returned the questionnaires same day while the researcher waited; other school took from one week to ten days.

After finishing collecting data from the teachers, the researcher started interviewing the directors of five educational zones. The first step was to contact their offices through the telephone and ask for an appointment with the director. Based on the scheduled appointment, the researcher visited the director office and interviewed the directors face to face. The researcher asked questions that were prepared earlier. All the interviews were conducted in the directors' offices and last for about one hour.

3.7. Data entering

After the date was obtained from teachers, it was coded and entered to the SPSS program. Each response was given a value number from 1 to 4. For example, the values of these responses are:

Response	No Effect	Little Effect	Medium Effect	High Effect
Code	1	2	3	4

3.8. Data Analysis

These steps were followed to analyze the data for this study:

a. Steps to analyze quantitative data

- The data was coded and entered.
- The SPSS program was used to measure the descriptive statistics. Frequency, means, percentage, and standard deviation were utilized.
- Chi-Square Test was used to determine if there is a significant relation between the most important factor of each category and the obtained demographic data. Although it is not necessary, the researcher looks at how significant is the relation between gender, qualification, and years of experience on one side, and the most important factor of each category as perceived by participants.

b. Steps to analyze qualitative data

- The directors' interviews were read to get a sense of the data.
- The issues that seemed important were underlined.
- Data were broken down and organized through a process of classification.
- Data were interpreted based on the connections, common aspects, and linkages among them.

3.9. Validity

In order to ensure that the instrument measures what it is supposed to, the researcher followed these procedures: First, by reviewing the related literature, it found that most of the studies indicated the importance of these five elements: economic, employment, personal,

teacher preparation, and sociocultural factors. Second, the instrument was checked by three doctoral students with research experience related to this study. Third, the instrument was revised based on the feedback. Fourth the instrument was translated to Arabic language. To increase precision, the validity of the Arabic version of the questionnaire was verified by an Arabic language specialist and three doctoral students with research experience related to this study.

3.10. Pilot

The instrument was used in one pilot study to operationalize the concepts, and to minimize misinterpretation of the questions. The group included five female and five male teachers. The pilot study was done in the first week of September and the teachers were from the Sharjah educational zone. This group was not a part of the study sample, but its feedback is used in adding, deleting, and/or replacing some words to ensure the clarity of the instrument.

4. CHAPTER IV

ANALYSIS OF DATA

4.1. Introduction

This chapter consists of a description and analysis of the data collected from the participants of the study through the use of a questionnaire and interview. The chapter is subdivided into four parts. The first part presents demographic information regarding the participant teachers (e.g., gender, age, educational zone, years of experience, highest obtained degree, grade taught, and subject taught.) The second part of this chapter provides statistical analyses concerning the answers obtained from teachers regarding their opinions about factors associated with teacher attrition. The third part of this chapter provides a summary and analysis of the data collected from two open-ended questions. The last part includes a summary and analysis of data collected from structured interviews with five educational directors.

The questionnaire was divided into three parts. The first part asks demographic questions about the participant teachers, who were asked to provide information about their gender, age, years of experiences, qualification, grade they teach, subject they teach, and educational zone they teach in. The second part of the questionnaire asks the participants to rate the importance of five categories of teacher attrition factors: personal, economic, employment, teacher preparation, and social-cultural. The third part of the questionnaire allowed the participant teachers to provide their opinions about what they think are the most important reasons why teachers stay in the profession, and conversely what would make them leave.

The purpose of the constructed interview was to collect in-depth data about teacher attrition factors from five educational zone directors. The directors were asked to provide their opinions

about the attrition rate in their educational zone, the factors that are highly associated with teacher attrition, and the importance of the social-culture factors.

4.2. Demographic Information about the Participants

Table 4.1 displays the frequencies and percentages of the completed questionnaires by the participants. As shown, 445 questionnaires were completed out of 594 questionnaires sent out for a 75% response rate. The highest percentage of completed questionnaires was obtained from the Sharjah Educational Zone with 66 (14.8%) participants. Sixty-one questionnaires (13.7%) were completed by Fujeerah teachers, while 58 (13%) and 55 (12.4%) were completed by Al Ain and Ras Alkaima educational zones respectively. The completed questionnaires returned from Umm Alquin, Abu Dhabi, and Ajman were 53 (11.9%), 49 (11%) and 47 (10.5) respectively. The lowest percentages of completed questionnaires were obtained from the Western and Dubai Educational Zones, with only 22 (4.9%) participants from Western and 34 (7.6%) participants from Dubai. the low percentages of participants from the Western and Dubai educational zones can be understood by looking to the nature of these two zones. Dubai is a very big city with many jobs opportunities that attract citizens to work in other professions rather than teaching. Whereas, Western is mainly a desert with some smalls towns and the number of its population is relatively low comparing to other educational zones.

Table 4.1

Frequencies and Percentages of Questionnaires Completed by the Participants

Educational Zone	Distributed Questionnaires	Completed Questionnaires	Percent
Abu Dhabi	66	49	11.0
Alain	66	58	13.0
Dubai	66	34	7.6
Sharjah	66	66	14.8
Ajman	66	47	10.5
Umm Alquin	66	53	11.9
Ras AlKaima	66	55	12.4
Fujeera	66	61	13.7
Western	66	22	4.9
Total	594	445	100.0

Table 4.2 displays the location of the participants as being in either a suburban or an urban area. As shown, the highest percentage of the participant was from the urban areas. In this study there were 271 (60.9%) participants from the urban areas compared to 174 (39.1%) participants from suburban areas.

Table 4.2

Frequencies and Percentage of Participant's Location

Location	Frequency	Percent
Suburban	174	39.1
Urban	271	60.9
Total	445	100.0

Table 4.3 displays the gender of the participants. As shown, the highest percentage of the participants are female. In this study there were 312 (70.1%) female teachers and 133 (29.9%) male teachers.

Table 4.3

Frequency and Percentage of the Participants' Gender

Gender of the Participants	Frequency	Percent
Male	133	29.9
Female	312	70.1
Total	445	100.0

Table 4.4 displays the age of the participants. As shown, the highest percentage of the participants is those aged 26-30. This age group represents approximately 38.4% (N=171) of the total participants. Those aged 31-35 represent 29.7% (N=132) of the total participants. Sixty-four participants were 25 years or fewer, while 49 (11%) participants were 36-40 years. Only 29 (6.5%) of the participants were more than 40 years old.

Table 4.4

Frequency and Percentage of the Participants' Age

Age of Participants	Frequency	Percent
25 or less	64	14.4
26-30	171	38.4
31-35	132	29.7
36-40	49	11.0
more than 40	29	6.5
Total	445	100.0

Table 4.5 displays the participants' qualifications. As shown, the highest percentage of the participants is those with a Bachelor in Education. They represent 46.3 % (N=206) of the total participants, while 43.1% (N=192) of the participants are those with a Bachelor's in a non-education major. Participants with Diplomas represent 6.1 % (N=27), whereas people with other qualifications represent 4.5% (N=20).

Table 4.5

Frequency and Percentages of the Participants' Qualifications

Qualifications	Frequency	Percent
Diploma	27	6.1
Bachelor in Education	206	46.3
Bachelor in non Education	192	43.1
Others	20	4.5
Total	445	100.0

Table 4.6 displays the frequency and percentage of the participants' educational stages. As shown the highest percentage of the participants are those who teach in the middle stage, who represent 40.9 % (N=182) of the total. One hundred forty eight (33.3%) of the participants teach in the elementary stage while 115 (25.8%) teach in the secondary stages.

Table 4.6

Frequency and Percentages of Participants' Educational Stage

Educational Stages	Frequency	Percent
Elementary	148	33.3
Middle	182	40.9
Secondary	115	25.8
Total	445	100.0

Table 4.7 displays the frequency and percentage of the participants' years of experience. As shown, the highest percentage of the participants are those with five years or less of experience who represent 42.5% (N=189) of the total. One hundred forty-six (32.8 %) of the participants have 6-10 years of experience, while 110 (24.7%) have more than 10 years of experience.

Table 4.7

Frequency and Percentage of the Participants' Years of Experience

Years of Experience	Frequency	Percent
5 or less	189	42.5
6-10	146	32.8
more than 10	110	24.7
Total	445	100.0

4.3. Part I: Quantitative Part

To analyze the quantitative data, the researcher followed several steps. First, the obtained data was coded and entered into the SPSS file. Second, the SPSS program was utilized throughout the statistical analysis. For each research question there are three kinds of tables:

a- Tables displaying the means of the different items' frequencies based on the participants' responses.

b- Tables for each item illustrating in percentages the frequencies of the participants' responses.

c- Tables illustrating in percentages the relationship between variables (gender, qualification, and years of experience) with the most important factor of each category of factors. The Chi-Square Test was utilized to test whether the relation is significant or not.

4.3.1. Personal Factors

Research Question 1 : From the perspective of a teacher who is still in the profession, what personal factors are associated with teacher attrition?

Table 4.8 reveals the means of personal factors associated with teacher attrition. As shown in the table, teachers rated the statement "Teaching is a stressful job" as the highest personal factor effect with a mean score of 3.31. The teachers rated the statements "Teaching requires accountability" and "Teaching is a social mission" as the second and the third personal factor effects with mean scores of 3.19 and 3.11 respectively. The statement "Student discipline is a big problem" was rated as the least effect factor with a mean score of 2.84.

Table 4.8

Means and Standard Deviations of Personal Factors

		Teaching is a Social Mission	Teaching requires accountability	Teaching is a stressful job	Student discipline is a big problem
N	Valid	445	445	445	445
	Missing	0	0	0	0
Mean		3.11	3.19	3.31	2.84
Std. Deviation		1.050	.987	.907	.988

As shown in Table 4.8.1, the highest percentage of the teachers (50.1%) rated "teaching is a social mission" as having a high factor effect. Whereas 11% of the teachers rated it as having "no effect," 17.1% and 21% of the teachers rated it as having a "little" or "medium" effect respectively.

Table 4.8.1

Frequency and Percentage of Personal Factor: Social Mission

		Frequency	Percent	Cumulative Percent
Valid	No effect	49	11.0	11.0
	Little effect	76	17.1	28.1
	Medium effect	97	21.8	49.9
	High effect	223	50.1	100.0
	Total	445	100.0	

As shown in Table 4.8.2, the highest percentage of the teachers (50.8%) rated "Teaching requires accountability" as a high factor effect, whereas 9% of the teachers rated it as having "no effect" and 13.9% and 26.3% of the teachers rated it as having "little" and "medium" effect respectively.

Table 4.8.2

Frequency and Percentage of Personal Factor: Accountability

		Frequency	Percent	Cumulative Percent
Valid	No effect	40	9.0	9.0
	Little effect	62	13.9	22.9
	Medium effect	117	26.3	49.2
	High effect	226	50.8	100.0
	Total	445	100.0	

As shown in Table 4.8.3, the highest percentage of the teachers (56%) rated "Teaching is a stressful job" as a high factor effect. Whereas 5.6% of the teachers rated it as having "no effect," 13.5% and 24.9% of the teacher rated it as having "little" and "medium" effect respectively.

Table 4.8.3

Frequency and Percentage of Personal Factor: Stressful Job

		Frequency	Percent	Cumulative Percent
Valid	No effect	25	5.6	5.6
	Little effect	60	13.5	19.1
	Medium effect	111	24.9	44.0
	High effect	249	56.0	100.0
	Total	445	100.0	

As shown in Table 4.8.4, the highest percentage of the teachers (35.1 %) rated "Student discipline is a big problem" as a "medium effect" factor. Whereas 30.3% of the teachers rated it as a "high effect," 11.7% and 22.9% of the teacher rated it as "no effect" or "little effect" respectively.

Table 4.8.4

Frequency and Percentage of Personal Factor: Student Discipline

		Frequency	Percent	Cumulative Percent
Valid	No effect	52	11.7	11.7
	Little effect	102	22.9	34.6
	Medium effect	156	35.1	69.7
	High effect	135	30.3	100.0
	Total	445	100.0	

As shown in Table 4.8.5, the highest percent of male teachers (34.6%) think "Stress" is the most important personal factor. The lowest percentages of male teachers (16.5%), think "student discipline" is the most important factor. For the female teachers, the highest percent of female teachers (36.5%), think "Accountability" is the most important personal factor while the lowest percent of them (6.7%) think "Student Discipline" is the most important factor.

The Pearson Chi-Square Test for the relationship between gender and the most important personal factor was significant, $\chi^2 = 18.451$, $p < .0005$. There are 16.5 percent of the male teachers think that Students Discipline is the most important factors, while there are only 6.7 percent of the female teachers think that this factor is the most important one for them.

Table 4.8.5

*Gender * Most Important Personal Factor Cross-tabulation*

			Most Important Personal Factor				
			Social Mission	Accountability	Stress	Student Discipline	Total
Gender	Male	Count	38	27	46	22	133
		% within Gender	28.6%	20.3%	34.6%	16.5%	100.0%
	Female	Count	90	114	87	21	312
		% within Gender	28.8%	36.5%	27.9%	6.7%	100.0%
Total		Count	128	141	133	43	445
		% within Gender	28.8%	31.7%	29.9%	9.7%	100.0%

As shown in Table 4.8.6, the highest percentage of teachers (33.9%) with experience of five years or less think “Accountability” is the most important personal factor. The lowest percentages of the same group of teachers (11.1%), think “student discipline” is the most important factor. For the teachers with 6-10 years of experience, the highest percentage (32.9%) think “Stress” is the most important personal factor while the lowest percentage (9.6%) think “Student Discipline” is the most important factor. The same percentage (30.9%) of teachers with experience of more than ten years think “social mission”, “Accountability”, and “Stress” are the most important factors, while 7.3% of the same group think “Student Discipline” is the most important factor.

The Pearson Chi-Square Test for the relationship between years of experience and the most important personal factor was not significant, $\chi^2 = 2.837$, $p = .829$. This indicates that years of experience do not affect the teachers' opinion about the most important personal factors.

Table 4.8.6

*Years of Experience * Most Important Personal Factor Cross-tabulation*

			Most Important Personal Factor				Total
			Social Mission	Accountability	Stress	Student Discipline	
Years of Experience	5 or less	Count	53	64	51	21	189
		% within Years of Experience	28.0%	33.9%	27.0%	11.1%	100.0%
	6-10	Count	41	43	48	14	146
		% within Years of Experience	28.1%	29.5%	32.9%	9.6%	100.0%
	more than 10	Count	34	34	34	8	110
		% within Years of Experience	30.9%	30.9%	30.9%	7.3%	100.0%
Total		Count	128	141	133	43	445
		% within Years of Experience	28.8%	31.7%	29.9%	9.7%	100.0%

As shown in Table 4.8.7, the highest percentage of teachers (48.1%) with a Diploma think "Social Mission" is the most important personal factor. The lowest percentages of the same group of teachers (7.4%) think "student discipline" is the most important factor. For the teachers with a Bachelor's degree in education, the highest percentage (32.5%) think "Accountability" is the most important personal factor while the lowest percentage (11.2%) think "Student Discipline" is the most important factor. The highest percentage of the teachers (31.3%) with a Bachelor's in a non- educational major think "Accountability" is the most important factor while the lowest percentage (8.9%) think "Student Discipline" is the most important factor. The highest percentage of the teachers (45%) with other qualifications think "Stress" is the most important factor while the lowest percentage (5%) think "Student Discipline" is the most important factor.

The Pearson Chi-Square Test for the relationship between teachers' qualifications and the most important personal factor was not significant, χ^2 =9.763, p =.370. This indicates that

teachers qualifications do not affect the teachers' opinion about the most important personal factors.

Table 4.8.7

*Qualifications * Most Important Personal Factor Cross-tabulation*

			Most Important Personal Factor				Total
			Social Mission	Accountability	Stress	Student Discipline	
Qualification	Diploma	Count	13	7	5	2	27
		% within Qualifications	48.1%	25.9%	18.5%	7.4%	100.0%
	Bachelor in Education	Count	54	67	62	23	206
		% within Qualifications	26.2%	32.5%	30.1%	11.2%	100.0%
	Bachelor in non-Education	Count	58	60	57	17	192
		% within Qualifications	30.2%	31.3%	29.7%	8.9%	100.0%
	Others	Count	3	7	9	1	20
		% within Qualifications	15.0%	35.0%	45.0%	5.0%	100.0%
Total		Count	128	141	133	43	445
		% within Qualifications	28.8%	31.7%	29.9%	9.7%	100.0%

4.3.2. Economic Factors

Research Question 2: From the perspective of a teacher who is still in the profession, what economic factors are associated with teacher attrition?

Table 4.9 reveals the means of economic factors associated with teacher attrition. As shown, teachers rated “Incentives” as the highest personal factor effect, with a mean score of 3.23. The teachers rated “Salary” and “Benefits” as second and third with mean scores of 2.76 and 2.68 respectively, whereas “Doing other business” was rated as the least factor effect, with a mean score of 2.15.

Table 4.9
Means & Standard Deviations of Economic Factors Contributing to Teacher Attrition

		Salary	Benefits	Doing other Business	Incentives
N	Valid	445	445	445	445
	Missing	0	0	0	0
Mean		2.76	2.68	2.15	3.23
Std. Deviation		1.124	1.088	1.183	1.005

As shown in Table 4.9.1, the highest percentage of the teachers (33%) rated "Salary" as a "high effect" factor. Whereas 30.8% of the teachers rated it as "medium effect," 20.9% and 15.3% of the teachers rated it as "no effect" or "little effect" respectively.

Table 4.9.1
Frequency and Percentage of Economic Factor: Salary

		Frequency	Percent	Cumulative Percent
Valid	No effect	93	20.9	20.9
	Little effect	68	15.3	36.2
	Medium effect	137	30.8	67.0
	High effect	147	33.0	100.0
	Total	445	100.0	

As shown in Table 4.9.2, the highest percentage of the teachers (30.8%) rated "Salary" as a "medium effect" factor. Whereas 28.3% of the teachers rated it as a "high effect," 19.8% and 21.1% of the teachers rated it as "no effect" or "little effect" respectively.

Table 4.9.2
Frequency and Percentage of Economic Factor: Benefits

		Frequency	Percent	Cumulative Percent
Valid	No effect	88	19.8	19.8
	Little effect	94	21.1	40.9
	Medium effect	137	30.8	71.7
	High effect	126	28.3	100.0
	Total	445	100.0	

As shown in Table 4.9.3, the highest percentage of the teachers (43.4%) rated “Doing other Business” as a “no effect" factor. Whereas 20.2% of the teachers rated it as a “high effect,” 18.9% and 17.5% of the teachers rated it as “little effect” or “medium effect” respectively.

Table 4.9.3

Frequency and Percentage of Economic Factor: Doing Other Business

		Frequency	Percent	Cumulative Percent
Valid	No effect	193	43.4	43.4
	Little effect	84	18.9	62.2
	Medium effect	78	17.5	79.8
	High effect	90	20.2	100.0
	Total	445	100.0	

As shown in Table 4.9.4, the highest percentage of the teachers (55.1%) rated “Incentives” as a “high effect” factor. Whereas 9.4% of the teachers rated it as a “no effect” factor, 13.3% and 22.2% of the teachers rated it as “little effect” or “medium effect” factor respectively.

Table 4.9.4

Frequency and Percentage of Economic Factor: Incentives

		Frequency	Percent	Cumulative Percent
Valid	No effect	42	9.4	9.4
	Little effect	59	13.3	22.7
	Medium effect	99	22.2	44.9
	High effect	245	55.1	100.0
	Total	445	100.0	

As shown in Table 4.9.5, the highest percentage (48.1%) of male teachers think “Incentives” is the most important economic factor while the lowest percentage (6%) think “Doing other

Business" is the most important factor. For the female teachers, the highest percentage (60.9%) think "Incentives" is the most important economic factor while the lowest percentage (9%) think "Doing other Business" is the most important factor.

The Pearson Chi-Square Test for the relationship between gender and the most important economic factor was significant, $\chi^2 = 14.430$, $p = .002$. There are 60.9 percent of the female teachers think that Incentives is the most important economic factor, while there are about 48 percent of the male teachers think so about the same economic factor. On the other hand, there are 34.6 percent of the male teachers think that Salary is the most important economic factor, while about the half of this percent of female teachers think that Salary is the most important factor. This indicates that teachers gender affect their opinion about the most important economic factor.

Table 4.9.5

*Gender * Most Important Economic Factor Cross-tabulation*

			Most Important Economic Factor				
			Salary	Benefits	Doing other Business	Incentives	Total
Gender	Male	Count	46	15	8	64	133
		% within Gender	34.6%	11.3%	6.0%	48.1%	100.0%
	Female	Count	57	37	28	190	312
		% within Gender	18.3%	11.9%	9.0%	60.9%	100.0%
Total		Count	103	52	36	254	445
		% within Gender	23.1%	11.7%	8.1%	57.1%	100.0%

As shown in Table 4.9.6, the highest percentage of teachers (57.1%) with experience of five years or less think "Incentives" is the most important economic factor while the lowest percentage (10.1%) think "Doing other Business" is the most important factor. For teachers

with 6-10 years of experience, the highest percentage (58.2%) think "Incentives" is the most important economic factor while the lowest percentage (6.8%) think "Doing other Business" is the most important factor. The highest percentage of teachers (55.5%) with more than ten years of experience think "Incentives" is the most important economic factor while the lowest percentage of the same group (6.4%) think "Doing other Business" is the most important economic factor.

The Pearson Chi-Square Test for the relationship between years of experience and the most important economic factor was not significant, $\chi^2 = 3.673$, $p = .721$. This indicates that teachers years of experience does not affect the teachers opinions about the most important economic factor.

Table 4.9.6

*Years of Experience * Most Important Economic Factor Cross-tabulation*

			Most Important Economic Factor				Total
			Salary	Benefits	Doing other Business	Incentives	
Years of Experience	5 or less	Count	42	20	19	108	189
		% within Years of Experience	22.2%	10.6%	10.1%	57.1%	100.0%
	6-10	Count	36	15	10	85	146
		% within Years of Experience	24.7%	10.3%	6.8%	58.2%	100.0%
	more than 10	Count	25	17	7	61	110
		% within Years of Experience	22.7%	15.5%	6.4%	55.5%	100.0%
Total		Count	103	52	36	254	445
		% within Years of Experience	23.1%	11.7%	8.1%	57.1%	100.0%

As shown in Table 4.9.7, the highest percentage of the teachers (55.6%) who have a Diploma think "Incentives" is the most important economic factor while the lowest percentage (11.1%) think "Benefits" is the most important economic factor. For the teachers with a

Bachelor's degree in education, the highest percentage (57.8%) think "Incentives" is the most important economic factor while the lowest percentage (5.3%) think "Doing other Business" is the most important factor. The highest percentage of the teachers (55.2%)with a Bachelor's in a non- educational major think "Incentives" is the most important economic factor while the lowest percentage(9.9%) think "Benefits" is the most important economic factor. The highest percentage of the teachers (70%) with other qualifications think "Incentives" is the most important economic factor while the lowest percentage (0%) think "Doing other Business" is the most important economic factor.

The Pearson Chi-Square Test for the relationship between teachers' qualifications and the most important economic factor was not significant, χ^2 =9.324, p = .408. This indicates that teachers' qualifications do not affect the teachers' opinions about the most important economic factor.

Table 4.9.7

*Qualifications * Most Important Economic Factor Cross-tabulation*

			Most Important Economic Factor				Total
			Salary	Benefits	Doing other Business	Incentives	
Qualification	Diploma	Count	5	3	4	15	27
		% within Qualifications	18.5%	11.1%	14.8%	55.6%	100.0%
	Bachelor in Education	Count	48	28	11	119	206
		% within Qualifications	23.3%	13.6%	5.3%	57.8%	100.0%
	Bachelor in non-Education	Count	46	19	21	106	192
		% within Qualifications	24.0%	9.9%	10.9%	55.2%	100.0%
	Others	Count	4	2	0	14	20
		% within Qualifications	20.0%	10.0%	.0%	70.0%	100.0%
Total		Count	103	52	36	254	445
		% within Qualifications	23.1%	11.7%	8.1%	57.1%	100.0%

4.3.3. Employment Factors

Research Question 3: From the perspective of a teacher who is still in the profession, what employment factors are associated with teacher attrition?

Table 4.10 reveals the means of employment factors associated with teacher attrition. As shown in the table, teachers rated "Paperwork" as the highest effect employment factor with a mean score of 3.07. The teachers rated "Taught Grade" as the second highest effect factor with a mean score of 2.93. "Taught Subject" and "Number of Periods" were rated third with the same mean, 2.91. Teachers rated "Class Size" fourth, with a mean score of 2.72. While "Administration Support" and "Parent Involvement" were rated fifth and sixth, with mean scores of 2.68 and 2.67 respectively, "Colleague Support" was rated the least employment factor with a mean score of 2.24.

Table 4.10

Means & Standard Deviations of Employments Factors & Standard Deviation

Factors	N	Mean	Std. Deviation
Administration Support	445	2.68	1.064
Class Size	445	2.72	1.082
Number of Periods	445	2.91	1.088
Colleague Support	445	2.24	.963
Parent Involvement	445	2.67	1.082
Paperwork	445	3.07	1.010
Taught Subject	445	2.91	1.097
Taught Grade	445	2.93	1.074
Valid N (listwise)	445		

As shown in Table 4.10.1, the highest percentage of the teachers (31%) rated "Administration Support" as being a "little effect factor." Whereas 15.5% of the teachers rated it as "no effect factor," 23.4% and 30.1% of the teachers rated it as a "medium" and "high" effect factor respectively.

Table 4.10.1

Frequency and Percentage of Employment Factor: Administration Support

		Frequency	Percent	Cumulative Percent
Valid	No effect	69	15.5	15.5
	Little effect	138	31.0	46.5
	Medium effect	104	23.4	69.9
	High effect	134	30.1	100.0
	Total	445	100.0	

As shown in Table 4.10.2, the highest percentage of the teachers (30.3%) rated "Administration Support" as a "high effect" factor. Whereas 18.5% of the teachers rated it as "no effect" factor, 22.5% and 29.2% of the teachers rated it as a "little" and "medium" effect factor respectively.

Table 4.10.2

Frequency and Percentage of Employment Factor: Class Size

		Frequency	Percent	Cumulative Percent
Valid	No effect	80	18.0	18.0
	Little effect	100	22.5	40.4
	Medium effect	130	29.2	69.7
	High effect	135	30.3	100.0
	Total	445	100.0	

As shown in Table 4.10.3, the highest percentage of the teachers (39.1%) rated "Number of Periods" as a "high effect" factor. Whereas 28.3% of the teachers rated it as a "medium effect" factor, 15.7% and 16.9% of the teachers rated it as a "no effect" and "little effect" factor respectively.

Table 4.10.3

Frequency and Percentage of Employment Factor: Number of Periods

		Frequency	Percent	Cumulative Percent
Valid	No effect	70	15.7	15.7
	Little effect	75	16.9	32.6
	Medium effect	126	28.3	60.9
	High effect	174	39.1	100.0
	Total	445	100.0	

As shown in Table 4.10.4, the highest percentage of the teachers (36%) rated "Colleague Support" as a "little effect" factor. Whereas 11.5% of the teachers rated it as a "high effect" factor, 25.6% and 27% of the teachers rated it as a "no effect" and "medium effect" factor respectively.

Table 4.10.4

Frequency and Percentage of Employment Factor: Colleague Support

		Frequency	Percent	Cumulative Percent
Valid	No effect	114	25.6	25.6
	Little effect	160	36.0	61.6
	Medium effect	120	27.0	88.5
	High effect	51	11.5	100.0
	Total	445	100.0	

As shown in Table 4.10.5, the highest percentage of the teachers (29.4%) rated "Parent Involvement" as a "high effect" factor. Whereas 18% of the teachers rated it as "no effect" factor, 26.1% and 26.5% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.10.5

Frequency and Percentage of Employment Factor: Parent Involvement

		Frequency	Percent	Cumulative Percent
Valid	No effect	80	18.0	18.0
	Little effect	116	26.1	44.0
	Medium effect	118	26.5	70.6
	High effect	131	29.4	100.0
	Total	445	100.0	

As shown in Table 4.10.6, the highest percentage of the teachers (44.7%) rated "Paperwork" as a "high effect" factor. Whereas 10.1% of the teachers rated it as "no effect" factor, 17.1% and 28.1% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.10.6

Frequency and Percentage of Employment Factor: Paperwork

		Frequency	Percent	Cumulative Percent
Valid	No effect	45	10.1	10.1
	Little effect	76	17.1	27.2
	Medium effect	125	28.1	55.3
	High effect	199	44.7	100.0
	Total	445	100.0	

As shown in Table 4.10.7, the highest percentage of the teachers (40.7%), rated "Taught Subject" as a "high effect" factor. Whereas 15.3% of the teachers rated it as "no effect" factor, 19.1% and 24.9% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.10.7

Frequency and Percentage of Employment Factor: Taught Subject

		Frequency	Percent	Cumulative Percent
Valid	No effect	68	15.3	15.3
	Little effect	85	19.1	34.4
	Medium effect	111	24.9	59.3
	High effect	181	40.7	100.0
	Total	445	100.0	

As shown in Table 4.10.8, the highest percentage of the teachers (40.7%) rated "Taught Grade" as a "high effect" factor. Whereas 13.7% of the teachers rated it as "no effect" factor, 20% and 25.6% of the teacher rated it as a "little" and "medium" effect factor respectively.

Table 4.10.8
Frequency and Percentage of Employment Factor: Taught Grade

		Frequency	Percent	Cumulative Percent
Valid	No effect	61	13.7	13.7
	Little effect	89	20.0	33.7
	Medium effect	114	25.6	59.3
	High effect	181	40.7	100.0
	Total	445	100.0	

As shown in Table 4.10.9, the highest percentage of male teachers (33.8%) think "Paperwork" is the most important employment factor while the lowest percentage (3%) think "Taught Grade" is the most important factor. For the female teachers, the highest percentage (27.9%) think "Paperwork" is the most important employment factor while the lowest percentage (2.6%) think "Colleague Support" is the most important factor.

The Pearson Chi-Square Test for the relationship between gender and the most important employment factor was not significant, χ^2 =13.743, p = .056. This indicates that the teaches gender does not affect the teachers opinions about the most important employment factor.

Table 4.10.9

*Gender * Most Important Employment Factor Cross-tabulation*

			Most Important Employment Factor								Total
			Adminis Support	Class Size	Number of Periods	Colleagues Support	Parents Involvement	Paper Work	Taught Subject	Taught Grade	
Gender	Male	Count	27	8	19	5	13	45	12	4	133
		% within Gender	20.3%	6.0%	14.3%	3.8%	9.8%	33.8%	9.0%	3.0%	100.0%
	Female	Count	45	16	48	8	27	87	44	37	312
		% within Gender	14.4%	5.1%	15.4%	2.6%	8.7%	27.9%	14.1%	11.9%	100.0%
Total		Count	72	24	67	13	40	132	56	41	445
		% within Gender	16.2%	5.4%	15.1%	2.9%	9.0%	29.7%	12.6%	9.2%	100.0%

As shown in Table 4.10.10, the highest percentage of teachers (62.5%) with experience of five years or less think "Parent Involvement" is the most important employment factor while the lowest percentage (25%) think "Class Size" is the most important factor. For the teachers with 6-10 years of experience, the highest percentage (41.7%) think "Class Size" is the most important employment factor while the lowest percentage (7.7%) think "Colleagues Support" is the most important employment factor. The highest percentage of teachers (33.3%) with more than ten years of experience think "Class Size" is the most important employment factor, while the lowest percentage of the same group (16.4%) think that "Number of Periods" is the most important employment factor.

The Pearson Chi-Square Test for the relationship between years of experience and the most important employment factor was not significant, χ^2 =22.531, p = .068. This indicates that

teachers years of experience does not affect the teachers opinions about the most important employment factor.

Table 4.10.10

*Most Important Employment Factor * Years of Experience Cross-tabulation*

			Years of Experience			Total
			5 or less	6-10	more than 10	
Most Important Employment Factor	Administration Support	Count	33	26	13	72
		% within Most Important Employment Factor	45.8%	36.1%	18.1%	100.0%
	Class Size	Count	6	10	8	24
		% within Most Important Employment Factor	25.0%	41.7%	33.3%	100.0%
	Number of Periods	Count	29	27	11	67
		% within Most Important Employment Factor	43.3%	40.3%	16.4%	100.0%
	Colleague Support	Count	7	1	5	13
		% within Most Important Employment Factor	53.8%	7.7%	38.5%	100.0%
	Parent Involvement	Count	25	8	7	40
		% within Most Important Employment Factor	62.5%	20.0%	17.5%	100.0%
	Paperwork	Count	51	44	37	132
		% within Most Important Employment Factor	38.6%	33.3%	28.0%	100.0%
	Taught Subject	Count	19	20	17	56
		% within Most Important Employment Factor	33.9%	35.7%	30.4%	100.0%
	Taught Grade	Count	19	10	12	41
		% within Most Important Employment Factor	46.3%	24.4%	29.3%	100.0%
Total		Count	189	146	110	445
		% within Most Important Employment Factor	42.5%	32.8%	24.7%	100.0%

As shown in Table 4.10.11, the highest percentage of teachers (23.1%) with a Diploma think "Colleague Support" is the most important economic factor while the lowest percentage (0%) think "Class Size" is the most important economic factor. For the teachers with a Bachelor's in education degree, the highest percentage (63.4%) think "Taught Grade" is the most important employment factor while the lowest percentage (30.8%) think "Colleague Support" is the most important factor. The highest percentage of the teachers (58.3%) with a Bachelor in a non-educational major think "Class Size" is the most important employment factor while the lowest percentage (29.3%) think "Taught Grade" is the most important employment factor. The highest percentage of the teachers (7.1%) with other qualifications think "Taught Subject" is the most important employment factor while the lowest percentage (0%) think "Colleague Support" and "Taught Grade" is the most important employment factor.

The Pearson Chi-Square Test for the relationship between teachers' qualifications and the most important employment factor was not significant, $\chi^2 = 23.980$, $p = .294$. This indicates that teachers' qualifications do not affect the teacher opinions about the most important employment factor.

Table 4.10.11

*Most Important Employment Factor * Qualifications Cross-tabulation*

			Qualifications				Total
			Diploma	Bachelor in Education	Bachelor in non Education	Others	Total
Most Important Employment Factor	Administration Support	Count	2	31	35	4	72
		% within Most Important Employment Factor	2.8%	43.1%	48.6%	5.6%	100.0%
	Class Size	Count	0	9	14	1	24
		% within Most Important	.0%	37.5%	58.3%	4.2%	100.0%

		Employment Factor					
	Number of Periods	Count	2	36	26	3	67
		% within Most Important Employment Factor	3.0%	53.7%	38.8%	4.5%	100.0%
	Colleague Support	Count	3	4	6	0	13
		% within Most Important Employment Factor	23.1%	30.8%	46.2%	.0%	100.0%
	Parent Involvement	Count	3	17	19	1	40
		% within Most Important Employment Factor	7.5%	42.5%	47.5%	2.5%	100.0%
	Paperwork	Count	10	58	57	7	132
		% within Most Important Employment Factor	7.6%	43.9%	43.2%	5.3%	100.0%
	Taught Subject	Count	4	25	23	4	56
		% within Most Important Employment Factor	7.1%	44.6%	41.1%	7.1%	100.0%
	Taught Grade	Count	3	26	12	0	41
		% within Most Important Employment Factor	7.3%	63.4%	29.3%	.0%	100.0%
Total		Count	27	206	192	20	445
		% within Most Important Employment Factor	6.1%	46.3%	43.1%	4.5%	100.0%

4.3.4. Teacher Preparation Factors

Research Question 4: From the perspective of a teacher who is still in the profession, what teacher preparation factors are associated with teacher attrition?

Table 4.11 reveals the means of teacher preparation factors associated with teacher attrition. As shown in the table, teachers rated the statement "Adequate in-service training" as the

highest teacher preparation factor effect with a mean score of 2.10. The teachers rated the statements "Adequate pre-service training" and "Adequate Knowledge and Skills in pre-service preparation" as second and third with mean scores of 2.04 and 2.09 respectively, whereas the statement "Adequate pre-service training in Managing Classrooms" was rated as the least effect factor, with a mean score of 1.84.

Table 4.11

Means and Standard Deviations of Teacher Preparation Factors

	N	Mean	Std. Deviation
Adequate pre-service training in Managing Classrooms	445	1.84	1.012
Adequate pre-service training	445	2.04	1.079
Adequate Knowledge and Skills in pre-service preparation	445	2.09	1.070
Adequate in-service training	445	2.10	1.034
Valid N (listwise)	445		

As shown in Table 4.11.1, the highest percentage of the teachers (51.2%) rated "pre-service training in Managing Classrooms" as a "no effect" factor. Whereas 9.2% of the teachers rated it as a "high effect" factor, 22.9% and 16.6% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.11.1

Frequency and Percentage of Teacher Preparation Factor: Managing Classrooms

		Frequency	Percent	Cumulative Percent
Valid	No effect	228	51.2	51.2
	Little effect	102	22.9	74.2
	Medium effect	74	16.6	90.8
	High effect	41	9.2	100.0
	Total	445	100.0	

As shown in Table 4.11.2, the highest percentage of the teachers (41.8%) rated "Adequate pre-service training" as a "no effect" factor. Whereas 14.2% of the teachers rated it as a "high effect" factor, 26.1% and 18% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.11.2

Frequency and Percentage of Teacher Preparation Factor: Pre-service Training

		Frequency	Percent	Cumulative Percent
Valid	No effect	186	41.8	41.8
	Little effect	116	26.1	67.9
	Medium effect	80	18.0	85.8
	High effect	63	14.2	100.0
	Total	445	100.0	

As shown in Table 4.11.3, the highest percentage of the teachers (38.4%) rated "Adequate Knowledge and Skills in pre-service preparation" as a "no effect" factor. Whereas 14.4% of the teachers rated it as a "high effect" factor, 28.1% and 19.1% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.11.3

Frequency and Percentage of Teacher Preparation Factor: Knowledge and Skills in Pre-service Preparation

		Frequency	Percent	Cumulative Percent
Valid	No effect	171	38.4	38.4
	Little effect	125	28.1	66.5
	Medium effect	85	19.1	85.6
	High effect	64	14.4	100.0
	Total	445	100.0	

As shown in Table 4.11.4, the highest percentage of the teachers (36.4%) rated "Adequate in-service training" as a "no effect" factor. Whereas 12.4% of the teachers rated it as a "high effect" factor, 29.4% and 21.8% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.11.4

Frequency and Percentage of Teacher Preparation Factor: In-service Training

		Frequency	Percent	Cumulative Percent
Valid	No effect	162	36.4	36.4
	Little effect	131	29.4	65.8
	Medium effect	97	21.8	87.6
	High effect	55	12.4	100.0
	Total	445	100.0	

As shown in Table 4.11.5, the highest percentage of male teachers (39.4%) think "Adequate in- service Training" is the most important teacher preparation factor. The lowest percentage of male teachers (14.4%) think "Managing Classroom" is the most important factor. For the female teachers, the highest percentage (43.6%) think "Adequate In-service Training" is the most important teacher preparation factor while the lowest percentage (10.3%) think "Managing Classroom" is the most important factor.

The Pearson Chi-Square Test for the relationship between gender and the most important teacher preparation factor was not significant, χ^2 =1.769, p= .622. This indicates that the teachers gender does not affect the teacher opinions about the most important teacher preparation factor.

Table 4.11.5

*Gender * Most Important Preparation Factors Cross-tabulation*

			Most Important Preparation Factors				
			Managing Classroom	Adequates Pre-service training	Adequate Knowledge and Skills	Adequate in-service training	Total
Gender	Male	Count	19	26	35	52	132
		% within Gender	14.4%	19.7%	26.5%	39.4%	100.0%
	Female	Count	32	61	83	136	312
		% within Gender	10.3%	19.6%	26.6%	43.6%	100.0%
Total		Count	51	87	118	188	444
		% within Gender	11.5%	19.6%	26.6%	42.3%	100.0%

As shown in Table 4.11.6, the highest percentage of teachers (37.6%) with experience of five years or less think "Adequate In-service Training" is the most important teacher preparation factor while the lowest percentage (14.3%) think "Managing Classroom" is the most important factor. For the teachers with 6-10 years of experience, the highest percentage of them (40.7%) think "Adequate In-service Training" is the most important teacher preparation factor while the lowest percentage (9.7%) think "Managing Classroom" is the most important factor. The highest percentage of teachers (52.7%) with more than ten years of experience think "Adequate In-service Training" is the most important teacher preparation factor while the lowest percentage (9.1%) think "Managing Classroom" is the most important teacher preparation factor.

The Pearson Chi-Square Test for the relationship between years of experience and the most important teacher preparation factor was not significant, $\chi^2 = 10.276$, $p = .113$. This indicates that teachers years of experience does not affect the teaches opinions about the most important teacher preparation factor.

Table 4.11.6

*Years of Experience * Most Important Preparation Factors Cross-tabulation*

			Most Important Preparation Factors				Total
			Managing Classroom	Adequate pre-service training	Adequate Knowledge and Skills	Adequate in-service training	
Years of Experience	5 or less	Count	27	35	56	71	189
		% within Years of Experience	14.3%	18.5%	29.6%	37.6%	100.0%
	6-10	Count	14	30	42	59	145
		% within Years of Experience	9.7%	20.7%	29.0%	40.7%	100.0%
	more than 10	Count	10	22	20	58	110
		% within Years of Experience	9.1%	20.0%	18.2%	52.7%	100.0%
Total		Count	51	87	118	188	444
		% within Years of Experience	11.5%	19.6%	26.6%	42.3%	100.0%

As shown in Table 4.11.7, the highest percentage of teachers (44.4%) with a Diploma think "Adequate In-service Training" is the most important teacher preparation factor while the lowest percentage (11.1%) think "Managing Classroom" is the most important teacher preparation factor. For the teachers with a Bachelor's degree in education, the highest percentage (44.2%) think "Adequate In-service Training" is the most important teacher preparation factor while the lowest percentage (9.2%) think "Managing Classroom" is the most important factor. The highest percentage (38.7%) of the teachers with a Bachelor's in a non- educational major think "Adequate In-service Training" is the most important teacher preparation factor while the lowest percentage of the same group (14.7%) think "Managing Classroom" is the most important teacher preparation factor. The highest percentage of the teachers (55%) with other qualifications think "Adequate In-service" is the most important teacher preparation factor while the lowest percentage (5%) think "Managing Classroom" is the most important teacher preparation factor.

The Pearson Chi-Square Test for the relationship between teachers' qualifications and the most important teacher preparation factor was not significant, $\chi^2 = 7.615$, $p = .573$. This indicates

that the teachers' qualifications do not affect the teacher opinions about the most important teachers preparation factor.

Table 4.11.7

*Qualifications * Most Important Preparation Factors Cross-tabulation*

			Most Important Preparation Factors				Total
			Managing Classroom	Adequate pre-service training	Adequate Knowledge and Skills	Adequate in-service training	
Qualifications	Diploma	Count	3	7	5	12	27
		% within Qualifications	11.1%	25.9%	18.5%	44.4%	100.0%
	Bachelor in Education	Count	19	36	60	91	206
		% within Qualifications	9.2%	17.5%	29.1%	44.2%	100.0%
	Bachelor in non-Education	Count	28	40	49	74	191
		% within Qualifications	14.7%	20.9%	25.7%	38.7%	100.0%
	Others	Count	1	4	4	11	20
		% within Qualifications	5.0%	20.0%	20.0%	55.0%	100.0%
Total		Count	51	87	118	188	444
		% within Qualifications	11.5%	19.6%	26.6%	42.3%	100.0%

4.3.5. Social-Cultural Factor

Research Question 5: From the perspective of a teacher who is still in the profession, what social-cultural factors are associated with teacher attrition?

Table 4.12 reveals the means of social-cultural factors associated with teacher attrition. As shown, teachers rated “Social Appreciation” as the highest effect social-cultural factor with a mean score of 3.07. The teachers rated “Appropriateness of Teaching for my Gender” as the second high effect social-cultural factor. “Social Prestige” was rated the least social-cultural factor with a mean score of 1.42.

Table 4.12

Means and Standard Deviation of Social-Cultural Factors

	N	Mean	Std. Deviation
Social Appreciation	445	3.07	1.098
Appropriateness of Teaching for my Gender	445	1.42	.811
Social Prestige	445	2.42	1.249
Valid N (listwise)	445		

As shown in Table 4.12.1, the highest percentage of the teachers (49.9%) rated "Social Appreciation" as a "high effect" factor. Whereas 21.6% of the teachers rated it as "medium effect" factor, 14.2% and 14.4% of the teachers rated it as a " no effect" and "little effect" factor respectively.

Table 4.12.1

Frequency and Percentage of Social–Cultural Factors: Social Appreciation

		Frequency	Percent	Cumulative Percent
Valid	No effect	63	14.2	14.2
	Little effect	64	14.4	28.5
	Medium effect	96	21.6	50.1
	High effect	222	49.9	100.0
	Total	445	100.0	

As shown in Table 4.12.2, the highest percentage of the teachers (75.1%) rated "Appropriateness of Teaching to my Gender as a "no effect" factor. Whereas 12.4% of the teachers rated it as "little effect" factor, 8.5% and 4.0% of the teachers rated it as a "medium" and "high effect" factor respectively.

Table 4.12.2

Frequency and Percentage of Social-Cultural Factors: Appropriateness for my Gender

		Frequency	Percent	Cumulative Percent
Valid	No effect	334	75.1	75.1
	Little effect	55	12.4	87.4
	Medium effect	38	8.5	96.0
	High effect	18	4.0	100.0
	Total	445	100.0	

As shown in Table 4.12.3, the highest percentage of the teachers (36.0%) rated "Social Prestige" as a "no effect" factor. Whereas 29.7% of the teachers rated it as a "high effect" factor, 15.5% and 18.9% of the teachers rated it as a "little" and "medium effect" factor respectively.

Table 4.12.3

Frequency and Percentage of Social–Cultural Factors: Social Prestige

		Frequency	Percent	Cumulative Percent
Valid	No effect	160	36.0	36.0
	Little effect	69	15.5	51.5
	Medium effect	84	18.9	70.3
	High effect	132	29.7	100.0
	Total	445	100.0	

As shown in Table 4.12.4, the highest percentage of male teachers (68.9%) think "Social Appreciation" is the most important social-cultural factor while the lowest percentage (0.8%) think "Appropriateness for my Gender" is the most important factor. For the female teachers, the highest percentage (80.3%) think "Social Appreciation" is the most important social-cultural factor while the lowest percentage (3.9%) think "Appropriateness for my Gender" is the most important factor.

The Pearson Chi-Square Test for the relationship between gender and the most important social-cultural factor was significant, χ^2 =14.171, p = .001. There are about 16 percent of the female teachers think that Social Prestige is the most important social-cultural factor, while there about the double of this percentage of male teachers think that Social Prestige is the most important factor.

Table 4.12.4

*Gender * Most Important Social-Cultural Factors Cross-tabulation*

			Most Important Social-Cultural Factors			
			Social Appreciation	Appropriateness for my Gender	Social Prestige	Total
Gender	Male	Count	91	1	40	132
		% within Gender	68.9%	.8%	30.3%	100.0%
	Female	Count	248	12	49	309
		% within Gender	80.3%	3.9%	15.9%	100.0%
Total		Count	339	13	89	441
		% within Gender	76.9%	2.9%	20.2%	100.0%

As shown in Table 4.12.5, the highest percentage of teachers (82%) with experience of five years or less think "Social Appreciation" is the most important social-cultural factor while the lowest percentage (2.6%) think "Appropriateness for my Gender" is the most important factor. For the teachers with 6-10 years of experience, the highest percentage (69.7%) think "Social Appropriation" is the most important teacher preparation factor while the lowest percentage (3.5%) think "Appropriateness for my Gender" is the most important factor. The highest percentage of teachers (77.3%) with more than ten years of experience think "Social Appropriation" is the most important social-cultural factor while the lowest percentage (2.7%) think "Appropriateness for my Gender" is the most important social-cultural factor.

The Pearson Chi-Square Test for the relationship between years of experience and the most important social-cultural factor was not significant, $\chi^2 = 7.071$, $p = .132$. This indicates that teachers years of experience does not affect the teachers opinions about the most important social-cultural factor.

Table 4.12.5

*Years of Experience * Most Important Social-Cultural Factors Cross-tabulation*

			Most Important Social-Cultural Factors			Total
			Social Appreciation	Appropriateness for my Gender	Social Prestige	
Years of Experience	5 or less	Count	155	5	29	189
		% within Years of Experience	82.0%	2.6%	15.3%	100.0%
	6-10	Count	99	5	38	142
		% within Years of Experience	69.7%	3.5%	26.8%	100.0%
	more than 10	Count	85	3	22	110
		% within Years of Experience	77.3%	2.7%	20.0%	100.0%
Total		Count	339	13	89	441
		% within Years of Experience	76.9%	2.9%	20.2%	100.0%

As shown in Table 4.12.6, the highest percentage of teachers (77.8%) with a Diploma think "Social Appreciation" is the most important social-cultural factor while the lowest percentage (7.4%) think "Appropriateness for my Gender" is the most important social-cultural factor. For the teachers with a Bachelor's degree in education, the highest percentage (73%) think "Social Appreciation" is the most important teacher preparation factor while the lowest percentage (2.5%) think "Appropriateness for my Gender" is the most important factor. The highest percentage of the teachers (81.6%) with a Bachelor's in a non-educational major think "Social Appreciation" is the most important social-cultural factor while the lowest percentage (3.2%) think "Appropriateness for my Gender" is the most important social-cultural factor. The highest percentage of the teachers (70%) with other qualifications think "Social Appropriation"

is the most important social-cultural factor while the lowest percentage (0%) think "Appropriateness for my Gender" is the most important social-cultural factor.

The Pearson Chi-Square Test for the relationship between teachers' qualifications and the most important social-cultural factor was not significant, χ^2 =9.185, p= .163. This indicates that the teachers' qualifications do not affect the teachers opinions about the most important social-cultural factor.

Table 4.12.6

*Qualifications * Most Important Social-Cultural Factors Cross-tabulation*

			Most Important Social-Cultural Factors			Total
			Social Appreciation	Appropriateness for my Gender	Social Prestige	
Qualifications	Diploma	Count	21	2	4	27
		% within Qualifications	77.8%	7.4%	14.8%	100.0%
	Bachelor in Education	Count	149	5	50	204
		% within Qualifications	73.0%	2.5%	24.5%	100.0%
	Bachelor in non-Education	Count	155	6	29	190
		% within Qualifications	81.6%	3.2%	15.3%	100.0%
	Other	Count	14	0	6	20
		% within Qualifications	70.0%	.0%	30.0%	100.0%
Total		Count	339	13	89	441
		% within Qualifications	76.9%	2.9%	20.2%	100.0%

4.3.6. Open-ended Question

To find out the most important reasons mentioned by teachers for staying and leaving the professions, the researcher followed these steps:

- For each question (leaving and staying) the researcher left three lines for the participants to write down the most important reasons to leave and to stay.

- The participants' answers were categorized in common themes. The researcher found that there are about forty themes mentioned as the most important reasons.
- These themes were computed to find out the percentage and the frequency.

1- *If you decided to stay in teaching, what would be the most important reasons?*

As shown in Table 4.13.1, the highest percentage of teachers (20.9%) think the most important reason for them to stay in the profession is a "great social mission." In addition 15.9 % of the teachers think "I like teaching" is the most important factor for them to stay while 11.7% think "I need the salary" is the most important.

Table 4.13.1

Reason for Staying

Reason	Frequency	Percent
Great social mission	130	20.9
I like teaching	99	15.9
I need the salary	73	11.7

2- *If you decided to leave teaching, what would be the most important reasons?*

As shown in Table 4.13.2, the highest percentage of the teachers (15.2%) think "too much work "is the most important reason for them to leave teaching. In addition 11.6 % of the teachers think "low salary" is the most important reason and while 11.3% of the teachers cite "no allowances" as the most important one.

Table 4.13.2

Reason for Leaving

Reason	Frequency	Percent
Too much work	153	15.2
Low salary	117	11.6
No allowances	114	11.3

4.4. Part II: Constructed Interviews Analysis

4.4.1. Interview Question 1

How do you describe the teacher attrition in your educational zone?

The directors described "teacher attrition" in their educational zone as a significant problem and a highly noticeable phenomenon. The directors think the number of national teachers is few compared to the international teachers in their educational zones. There is also a noticeable difference between the number of male teachers and female teachers, with a smaller percentage of male teachers compared to female teachers. The following phrases are cited from the teachers' answers on this question:

"There is a low percentage of citizens working in the Abu Dhabi zone compared to the international teachers. Although we have the highest number of local male teachers in the UAE, still the number is too low and not even close to the female numbers. We can't say that there is attrition in female teachers, despite the number being low compared to the intentional teachers. In fact, the number of females is increasing gradually every year. On the other hand, the male teachers number around 350, most who came from the nearby educational zones because they were looking for better salaries, but the number is unfortunately decreasing instead of increasing."

"It is really an obvious problem, as there is only a very small number of citizens who work in the teaching field. In some schools, we don't even have a single local teacher."

4.4.2. Interview Question 2:

From your experience, what are the most important factors of teacher attrition in your educational zone?

Four out of five educational zones' directors think the "economic factor" is the most important one that leads a teacher to leave school. Of the economic factors, they believe salary, incentives, lack of promotion, and attractions of other jobs are the most important ones. The following phrases are cited from the directors' answers on this question:

> "Of course they leave for a better salary, but not just the salary, --people in other jobs receive allowances, houses, medical insurance and many other things..."
>
> "They look at their friends in other jobs; how they came to be in better positions than them... those friends who have graduated with them and started working at the same time"

On the other hand, the five directors think "teacher preparation" is the least important factor. They also believe the "social-cultural factor" is the second most important factor, of which social prestige and social appreciation are the most important social-cultural factors. These were some of their words:

> "Unfortunately, there is no social prestige for teacher in our society, as the image of a teacher is still lower than that of a foreigner with a low economical and social status"

The directors think the "employment factor" is the third most important factor. They believe the number of periods, class preparation, paperwork, and the ministry' rules and regulations are the most important employment factors.

> "No doubt, it is a very hard job -- they teach 20 to 24 periods weekly, correcting the students' work…they continue working for hours after their work; preparing for the next day's classes"

4.4.3. Interview Question 3

How would you respond to this statement: The social-cultural factor is the most important factor for teacher attrition in the UAE"?

The five directors agree with this statement but they think it is truer in the case of male teachers than of female teachers. The directors believe the teachers in the UAE society have low social prestige compared to other jobs, especially in the army or other governmental sectors. Four directors out of five think the low social prestige associated with teaching as a profession in the UAE society is a result of the historical image of teacher who was, for a good period of time, one of those expatriates with a low social and economic status. One out of five directors thinks the low social prestige came from the low economic status of the profession compared to other professions.

Here are some of their words:

"No one looks to the teaching as an attractive job….once I made a visit to an elementary school and asked the students (all males) who of them wanted to be a teacher in the future. Not one of the students raised his hand, but when I asked who of them wanted to work in the army, 90% of them raised their hands….it is in our culture and it will be hard to change this image of the teacher".

" Many things have been changing in our society…..teaching was a female's job a few years ago… but even the girls now like to find a job in *Etisalat* (a phone company) or other sectors even if it is a mixed sector"

4.5. Summary

Chapter IV presented discussion and analysis of the findings obtained from the study. Both quantitative (questionnaire) and qualitative (interview) methods were used in gathering data for this study. The results for the questionnaire were presented in three parts. The first part included the demographic information about the teachers who participated in this study. They

were asked to provide some personal information such as their gender, age, qualification, years of experience, educational zone they teach in, location (urban or suburban), subject they teach, and grade they teach. The second part included closed questions that were categorized into five groups. The first group posed questions about the personal factors, the second group posed questions about the economic factors, while the third group posed questions about the employment factor. The fourth group posed questions about the teacher preparation factors while the last group posed questions about the social-cultural factors. The finding of these questions were analyzed and displayed in three different kinds of table: a) Tables that display the means and standard deviation of each group of questions; b) Tables that display the frequency and percentage of each item in each group of questions; and. c) Tables that display the frequency and percentages of the most important factor of each group according to the gender, qualification, and years of experience of the participants. Part three of the questionnaire presented two open-ended questions where the teachers were asked to list reasons why they would stay or leave the profession.

In the last section, a report on structured interviews with five educational zone directors was presented to determine their views about factors influencing teacher attrition in their educational zone in particular, and in the UAE in general. The results of these interviews were analyzed qualitatively.

5. CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

In Chapter IV, data were presented regarding which factors are associated with teacher attrition in UAE public schools. This chapter presents a summary of the study, conclusion and recommendations.

5.1. Summary of the study

The purpose of this study was to examine the factors associated with the high attrition rate among UAE citizen teachers. Based on previous studies, the factors associated with teacher attrition are composed of personal, economic, employment, teacher preparation, and socio-cultural factors. The factors investigated in this study investigated are, similarly personal factors, economic factors, teacher preparation, employment factors, and socio-cultural factors.

The study was guided by five research questions:

1. From the perspective of a teacher who is still in the profession, what personal factors are associated with teacher attrition?
2. From the perspective of a teacher who is still in the profession, what economical factors are associated with teacher attrition?
3. From the perspective of a teacher who is still in the profession, what employment factors are associated with teacher attrition?
4. From the perspective of a teacher who is still in the profession, what teacher preparation factors are associated with teacher attrition?
5. From the perspective of a teacher who is still in the profession, what socio-cultural factors are associated with teacher attrition?

Two kinds of data collecting methods were used in conducting this study. For the quantitative method, a questionnaire was constructed and distributed to UAE teaches in the public schools. 594 questionnaires were distributed to the nine educational zones and 445 completed questionnaires were obtained with a 75% reply rate. The survey was divided into three parts (See appendix A):

- The first part asks questions about the demographic information of the participant, such age, gender, qualifications, years of experience, and the educational zone that the participant works in.
- The second part has five sets of questions that are categorized based on five attrition factors. These factors are: personal, economic, employment, teacher preparation, and socio-cultural factors.
- The third part of the questionnaire has two open-ended questions that aim to find out what reasons make teachers stay and what reasons make them leave the profession.

For the qualitative method, a personal interview method was used to collect data from five educational zone directors.

The finding of these questions were analyzed and displayed in three different kinds of table: a) A table that displays the mean and standard deviation of each group of questions. b) Tables that display the frequency and percentage of each item in each group of questions. c) Tables that display the frequency and percentages of the most important factor of each group according to their gender, qualification, and years of experience of the participants. The results of these interviews were analyzed qualitatively.

5.2. Discussion and Conclusion

5.2.1. Personal Factors

Although the largest number of the teachers in this sample that think "teaching is a stressful job" has the highest effect on their decision to leave the profession with a mean valued at 3.31, "teaching requires accountability" and "teaching is a social mission" seemed to have a high effect on teachers' decisions as well, with a score mean valued at 3.19 and 3.11 respectively. A statistical significant relation ($p < .0005$) was found between gender and the most important personal factor perceived by teachers in this study. Whereas the highest percentage of male teachers felt that "teaching is a stressful job", the highest percentage of female teachers felt "teaching requires accountability" to be the most important factor. In contrast, no statistical significant relation was found between the most important personal factor and the variables of teachers' years of experience and teachers' qualifications.

The answers obtained from the directors suggested that there are relationships between teachers' decisions to leave and personal factors, such as the stressful feelings of responsibility and accountability for teaching the children of others.

The related literature supports the findings of this study. For example, the ILO-UNESCO Joint Committee (1994) report concluded, regarding an international survey which revealed that 25 to 33 percent of teachers suffered significantly from stress, that stress was a major factor affecting teacher attrition. Benham and O'Brien (2002) also found that teachers ranked the pressures of increased accountability as their primary reason for leaving the profession.

5.2.2. Economic Factors

Although the largest numbers of the teachers taken from this sample think that "Incentive" has the highest effect on their decision, with a mean valued at 3.23, "Salary" and

"Benefits" seemed to have a high effect with score means valued at 2.76 and 2.68 respectively. A statistical significant relation (p=.002) was found between gender and the most important economic factor perceived by teachers in this study. Despite the fact that the highest percentage of both male and female teachers feel that "Incentive" is the most important economic factor, the percentage of female teachers is noticeably higher than the percentage of male teachers. In contrast, the percentage of male teachers who felt that "Salary" is the most important economic factor is higher than the percentage of female teachers. On the other hand, no statistical significant relation was found between the most important economic factor and the variables of teachers' years of experience and teachers' qualifications.

The answers obtained from the directors suggested that economic factors have the strongest effect on teachers' decisions to leave the profession. Salary, allowance, houses, medical insurance and other job attractions were suggested as the most economic important factors.

The related literature supports the findings of this study. For example, Macdonald (1999) argues that in developed countries such as the USA and Britain, 65 and 89 percent of teachers respectively think that salary is the most important reason for leaving the profession. Furthermore, Chapman (1994) thinks that increasing salary is the "single most direct and effective way to reduce attrition". Theobald (1996) also found that, in the USA, male teachers and the majority of experienced female teachers' decisions to remain in teaching was most influenced by the comparison of teaching- with non-teaching salaries.

5.2.3. Employment Factors

Although the largest numbers of the teachers in this sample think that "paperwork" has the highest effect on their decision for leaving the profession, with a mean valued at 3.07, "grade

taught", "subject taught" and "number of periods" seemed to have a high effect on teachers' decisions too, with a score mean valued at 2.93, 2.91 and 2.91 respectively. Apparently, no statistical significant relation (p=.056) was found between gender and the most important employment factor perceived by teachers in this study. The highest percentage of both male and female teachers felt that "paperwork" is the most important employment factor. Whereas male teachers think that "grade taught" is the least important employment factor, female teachers felt that "colleagues' support" is the least important employment factor. On other hand, no statistical significant relation was found between the most important employment factor and the variables of teachers' years of experience and teachers' qualifications.

The answers obtained from the directors suggested that employment factors such as number of periods, class preparation, paperwork, and the Ministry's rules and regulations are the most important factors that affect the teachers' decisions.

The related literature supports the findings of this study. For example, in the study of Tye and O'Brien (2002), increased paperwork was found as the second most important factor for leaving teaching as perceived by teachers who had already left teaching. Also, the study of Kirby and Grissmer (1995), found that some subjects have a higher attrition rate than others. For example, the attrition rate was found to be the highest among physics, chemistry, English and biology's teachers, and the lowest among mathematics teachers. On the other hand, Billingsley (1993) argues that grade level is related to teacher attrition. It is found that secondary teachers leave sooner than elementary teachers.

5.2.4. Teachers Preparation Factors

Although the largest numbers of the teachers in this sample think that "Adequate in service training" has the highest effect on their decision for leaving the profession, with a mean

valued at 2.10, “Adequate knowledge and skills in pre-service training” and “Adequate pre-service training” also seemed to have a high effect on teachers’ decisions, with a score mean valued at 2.09 and 2.04 respectively. Apparently, no statistically significant relation was found between gender, teachers’ years of experience and teachers’ qualification on one hand, and the most important teacher preparation factor perceived by teachers in this study on the other hand. This suggests that gender, qualifications, and years of experience have no effect on teachers’ preparation factors.

The answers obtained from the directors’ interviews suggested that teachers’ preparation is an important factor, but they do not think that it has a strong affect on teachers’ decisions to leave the profession. They justified this by pointing out that there are many in-service workshops and training that could help teachers to overcome his/her lack of teaching preparation.

The related literature supports the findings of this study. For example, Schwab (1995) found that those teachers who have graduated from a five-year teacher’s education program, stay in teaching much longer than do those who undergo the four-year teacher’s program. Furthermore, Darling-Hammond (2003) argues that one half the teachers who had received training in teaching, who practiced teaching, and who received feedback on their teaching left the profession in comparison to those who had no training.

5.2.5. Social-Cultural Factors

Although the largest numbers of the teachers in this sample think that “Social appreciation” has the highest effect on their decision for leaving the profession, with a mean valued at 3.07, “Social prestige” also seemed to have a high effect on teachers’ decisions, with a score mean valued at 2.4. A statistical significant relation (p=.001) was found between gender and the most important socio-cultural factor perceived by teachers in this study. Despite the fact

that the highest percentage of both male and female teachers feel that "Social appreciation" is the most important socio-cultural factor, the percentage of female teachers is noticeably higher than that of the male teachers. In contrast, the percentage of male teachers who felt that "Social prestige" is the most important social-cultural factor is higher than the percentage of female teachers. On the other hand, no statistical significant relation was found between the most important socio–cultural factor and the variables of teachers' years of experience and teachers' qualifications.

The answers obtained from the interviews with the directors of the educational zones suggested that the socio-cultural factor is the second most important factor affecting the teachers' decisions. The job prestige and the social appreciation were mentioned as the most important socio-cultural factors.

The related literature supports the findings of this study. For example, Marlow and Inman (1997), in talking about social appreciation, wrote:" Teachers who do not feel supported by [the] community are likely to become disillusioned with [their] chosen profession…they often feel pressure to improve in some undefined and sometimes unrealistic way, a feeling that can contribute to the decision to leave teaching"(p.3). Furthermore, Murphy (1993) thinks that teaching does not have a real professional status. He thinks that teachers do some jobs that make their work less prestigious than other jobs.

5.2.6. Other Important Findings

- The answers obtained from the interviews with the directors of the educational zones suggest that there is a high rate of teacher attrition in the UAE, especially among male teachers. From their perspective, this high rate of teacher attrition is occurring because

there is no national strategic plan to keep teachers in the profession, and to attract others to become teachers.

- About 21 % of the participant teachers in this study think that the reason that would make them stay in teaching is that "teaching is a great social mission". Lortie (1975) called it "service appeal". He thinks that some teachers believe that teaching is not just a profession, but see it as a special mission for their society. Those teachers believe that they are doing a valuable service to their country, participating in "protecting" the culture of the society.
- About 16 % of the participant teachers in this study think that the reason that would make them stay in teaching is that "they like teaching". According to King's study (1993), some people get attracted to working with young people, and they feel that their abilities are well suited to teaching. Lortie (1975) called it "continuation appeal". He thinks that some people enjoy the school environment, and that they choose to remain in an environment they like.
- About 12% of the participant teachers in this study think that the reason that would make them stay is that "they need the salary". Lorite (1975) called it "second career appeal". He thinks that for some people, although it is not a job they like, teaching is a second career in which there always seems to be positions available.
- About 15% of the participant teachers in this study think that the most important reason that would make them leave the profession is "too much work".
- About 12% of the participant teachers in this study think that the most important reason that would make them leave the profession is "low salary". According to the study of

Theobald and Gritz (1995), lowering teachers' salaries by $ 3000 increased the percentage of teachers choosing to leave from 31% to 43%.

- About 11% of the participant teachers in this study think that the most important reason that would make them leave the profession is "no allowances". According to Thompson (1995), the additional allowances paid to science and mathematics teachers prove that this has worked very well in keeping those teachers in the profession.

5.3. Suggestions and Implications

These are some suggestions and implications the researcher thinks that it would be helpful to be considered by the educational policy makers in the UAE. Most of these suggestions are based on the data obtained from teachers and the educational zones directors, other suggestions are based on the researcher personal experience.

5.3.1. Personal Factors

Since the highest percentage of teachers in this study think that teaching is a stressful job, it is suggested that policy makers spend more effort to make teaching a less stressful job. This can be done by many different means. For example, the role of the supervisor should be changed to be more supportive and co-operative rather than only remaining an administrative and observational role.

5.3.2. Economic Factors

- It is suggested that the policy makers should increase the teachers' salaries to an amount that encourages the current teachers to stay, and attract others to the profession of teaching. .

- It is suggested that the policy makers should keep the annual allowance continuous, and that it should not be stopped for any reason while the teacher is still in the profession. This strategy was used in some countries in the region, and it worked very well in making teaching an attractive job.
- It is suggested that the policy makers should make teaching a profession with attractive incentives. These can be done though many things such as medical insurance, housing or long-term loans with no interest for building a house.

5.3.3. Employment Factors

- It is suggested that the policy makers should reduce the amount of paperwork for teachers. This can be done through computerizing grading, reports and the "daily lesson preparation".
- It is suggested that the policy makers should reduce the workload of teachers. The number of periods should not exceed 18 per week.
- It is suggested that teachers of some subjects with many branches have a smaller workload than other teachers. For example, those who teach Arabic, which has more than four different branches, should teach a smaller number of periods than those who teach geography.

5.3.4. Teachers Preparation Factors

- It is suggested that the policy makers should pay more attention to the in-service training for teachers. This can be done through constantly providing workshops and training.

- It is suggested that teachers should continue taking university courses every five to seven years. That would keep teachers in touch with the developments occurring in his/her specialization and in the field of education field in general.
- It is suggested that teacher education programs should be opened in other universities.

5.3.5. Social-Cultural Factors

- It is suggested that the policy makers should work on improving the professional prestige of teaching. This can be done by differing means, such as national awards, opportunities to participate and attend conferences in and out of the country. It can also be done through improving the work conditions of teachers in schools, such as providing an office with a telephone line, and a personal computer for every single teacher.
- It is suggested that the policy makers should work on improving the social appreciation aspect of teaching. This can be done by differing means, such as media, where the role of teachers could be presented through the creation of a decent and respectable image.

5.3.6. Other Important Findings

- National Vision: It is suggested that a strategic plan should be developed to "emertize[3]" the teaching profession. It is important to reach at least an acceptable percentage of national teachers within the coming years for many reasons. One important reason is to protect national identity, since the numbers of citizens are very small compared to the number of non-citizens in the total population.

[3] Emeritezation is a national campaign that aims to make all jobs to be occupied be UAE citizen when it is possible.

- It is suggested that the policy makers should work in increasing the numbers of the citizen male teachers as it is very few comparing to the female teachers. This can be achieved initially by increasing the males' numbers in the teachers education colleges. Some special attractions ideas would increase the number of males in the university such as monthly allowance.

5.4. Recommendations for Further Studies

- The sample for this study was drawn from teachers who are still in the profession. Therefore, it would be recommended for future studies to be done on those teachers who have already left teaching. It is expected to be very difficult to find teachers who left the profession and most of the time they are not interested in participating in any study related to their previous profession. It would be helpful for the Ministry of Education to ask every resigned teacher to fill out a survey about why he/she is leaving. Filling out a prepared survey about the reasons behind leaving the profession should be a condition for the resigned teacher to receive his/her final check.
- The instrument that was used to collect data from teachers was a questionnaire. Therefore, it would be recommended for future studies to use another data collection method, such as by means of interviews.
- It would also be recommended for future studies to be done within the group of pre-service teachers, to gauge their perspectives on teaching.
- It is recommended for future studies to be done on males teachers to see why the leave more than females do.

- It is recommended for future studies to focus on the relation between subject and teacher attrition.

APPENDIX

Teacher Attrition Factors Survey

I. Demographic information:

1	Age	25 or less	26-30	31-36	36-40	More than 40
2	Years of experience	Less than 5	6-10		More than 10	
3	Gender	Female			Male	
4	Subject you teach					
5	Stage you teach	Elementary		Middle	Secondary	
5	Educational zone	----------				
6	Educational degree	Bachelor in education		Bachelor in non-education	Diploma	other

II. Personal factors

Please indicate the degree to which the following items affect your decision to leave teaching.

No.	Factor	Not at all	Little Effect	Medium Effect	High Effect
1	A mission more than just a job				
2	Accountability				
3	Stressful job				
4	Students' discipline				

Other personal factors ……..

From the above please indicate the most important personal factor that you think would your decision to leave teaching:

Item number: .....

III. Economic Factors:

Please indicate the degree to which the following items affect your decision to leave teaching.

No.	Factor	Not at all	Little Effect	Medium Effect	High Effect
1	Salary				
2	Teaching benefits (e.g. housing, long holiday)				
3	Personal business after work hours				
4	Teaching incentives (e.g. annual increasing salary, rewards)				

Other economic factors…….

From the above please indicate the most important economic factor that you think would affect your decision to leave teaching.

Item number: .....……

IV. Employment factors:

Please indicate the degree to which the following items affect your decision to leave teaching.

No.	Factors	Not at all	Little Effect	Medium Effect	High Effect
1	Administration's support				
2	Class size				
3	Number of periods				
4	Colleagues' support				
5	Parents involvement				
6	Paperwork				
7	Subject that I teach				
8	Grade that I teach				

Other employment factors…….

From the above please indicate the most important employment factor that you think would affect your decision to leave teaching:

Item number: .....……

V. Teacher preparation factors:

Please indicate the degree to which the following items affect your decision to leave teaching.

No.	Factors	Not at all	Little Effect	Medium Effect	High Effect
1	Managing classroom				
2	Pre-service training				
3	Pre-service skills and knowledge				
4	In-service training				

Other teachers preparation factors……..

From the above please indicate the most important teacher preparation factor that you think would affect your decision to leave teaching:.

Item number: .....……

VI. Social-cultural factors:

Please indicate the degree to which the following items affect your decision to leave teaching.

No.	Factors	Not at all	Little Effect	Medium Effect	High Effect
1	Social Appreciation				
2	Appropriate job for my gender				
3	Prestige				

Other social –cultural factors…….

From the above please indicate the most important social-cultural factor that you think would affect your decision to leave teaching:

Item number: .....……

VII. If you decided to leave teaching, the most important reasons would be:

- ……..
- ……..
- …….

VIII. If you decided to stay in teaching, the most important reason would be:

- ……..
- ……..
- ……..

IX. Please add any other suggestions or comments that you think are important to teacher attrition:

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End of the survey.

Thank you very much.

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