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Investigating Emirate Male Teachers Attrition in Elementary Schools

(influenced factors & policies needed)

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1. Chapter One

The introduction

Introduction:

Attrition among teachers is 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 (2008) show that there are fewer citizen teachers than non-national teachers. For example, in the academic year 2008, there were 23,530 teachers among them only 11,910 citizen teachers (Ministry of Education Strategy, 2008). At the end of academic year 2014, 60 teachers resigned. Among them 6 men and 54 women (Al Kaleej, 2014).

The UAE maintained an open-door policy to attract non-national labor from 1973, and the policy plays an important role in the development and rapid diversification of the economy from oil production into service industries. Non-nationals were employed for their diverse skills as well as their labour, and as the country moves through its economic development, UAE continues to attract commensurate skilled workers and professionals. (Al-Ali, J. (2008)

Therefore, UAE Government try to look for solutions to find opportunities for Emirati job seekers through Emiratization program in government centers, however, the government faced a challenges when the number of attrition percentage increased in some fields such as education field.

The rate of teacher attrition has become an concern to a policy makers in the educational ministries and councils around the world which lead to a series of problems in both developed and developing nations. In fact the rate of attrition differ from region to another. Schools are faced with a challenge of teacher attrition due to various reasons. Among these reasons is principal behaviors, teacher responsibilities, salary, teacher preparation, years teaching, school climate and relationships with colleagues. All of the reasons listed above are referred to as teacher attrition in this study. Teacher attrition affects schools across the globe of the economic status of a country. When teachers leave, the schools are disrupted.

Statement of the Problem:

The educational system has become overwhelmed with a high rate of teacher attrition.

Teacher attrition is an increasing problem for education systems in the whole region. This research investigated how the seven variables: principal behaviors, teacher responsibilities, salary, teacher preparation, years teaching, school climate and relationships with colleagues influenced Emirati male decisions to become teachers. The Ministry of Education data show that the number of Emirati male teachers is low. There are about (11%) of the total teachers are Emirati male teachers (Ministry of Education Strategy,2008). According to NAPO's 2005 statistics on no-show rates among males admitted to public universities "the largest percentage of Emirati men who did not pursue higher education joined either the police or military (33%), both of which require minimal education, while the second highest percentage (30%) were staying at home or recorded as 'looking for work'" (Ridge, 2009).

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. (Al Kaabi, 2005)

Purpose of the Study:

The purpose of this study is to investigate the factors that influenced Emirati male decisions to sustain in profession. In addition, the study will try to develop a policy or/and a model that helps the educational policy makers to overcome the shortage of Emirati male teachers. The study focused on seven factors: principal behaviors, school climate, teacher responsibilities, teacher preparation, salary, years teaching and relationships with colleagues. The findings of this study will enable policy makers in UAE education ministry and Abu Dhabi Education Council (ADEC) to implement strategies to effectively reduce the number of teachers leaving and discover the factors that will persuade teachers to stay in the school. Increasing numbers of teachers choose to leave the profession of teaching, will make our country as a whole is experiencing a teacher shortage.

The objectives of this study are:

- 1- To identify factors which influence Emirati male teacher attrition.
- 2- To examine challenges experienced by principals, policy makers and education administration with regards to attrition, if any
- 3- To find out how principals, policy makers and education administration manage these challenges.

Research Questions

The selected schools in Al Ain city is faced with high Emirati male teacher attrition. This study examines the trend of teacher perceptions of attrition and the independent variables by deal with the following questions:

- 1) What are the factors that influenced Emirati male decisions to sustain in profession?
- 2) What is the most important factor that influenced Emirati male decisions to sustain in profession?
- 3) What is suggest solution to overcome the shortage of Emirati male teachers?

Research Hypotheses:

There is relation between Emirati male decisions to sustain in profession and on seven factors which are principal behaviors, school climate, teacher responsibilities, teacher preparation, salary, years teaching and relationships with colleagues.

Significance of the study

Emirati male teacher attrition has had an massive negative impact on the selected school in Al Ain city. The effects of teacher attrition impact the entire organization. The main group that suffers the most from this problem is the student . Education administration are forced to hire emergency personnel to fill the vacant position to provide instruction to students . Most of the substitutes are placed in these positions and lack the suitable training to appropriately deliver the instructional program in the school thereby creating the instructional program implementation ineffective due to the lack of knowledge. The number of vacant positions in the school system and each individual school throughout the school year has increased . This problem can be seen in other seven Emirates in the UAE school systems. High attrition would be particularly problematic if those leaving

were the more able teachers. While teachers who have stronger academic backgrounds, measured by test scores and the competitiveness of their undergraduate institutions, are more likely to leave teaching(Boyd et al., 2005).

Limitations and Delimitations:

The researcher acknowledged might not go according to plan therefore she anticipated some limitations for an example I could have a technological problem with the dicta phone. The principal might be too busy on the day of the interview or have an unforeseen meeting and fail to notify me in advance. The principal might not be willing to answer some question seven though they may not be threatening in any way. There are some difficulties to interview the Emirati male teachers who already leave the profession. Moreover, researcher will face some challenge to get real statistics for the number of Emirati male teachers from Al Ain Education Zone because they keep these kinds of statistics for internal use only.

On the other hand, the delimitations describe how a study will be narrowed in scope because it will investigate Emirati male teachers in elementary schools in UAE 2013 only and there are big numbers of elementary schools in UAE, some of them far away from the center of city. For example, the study may focus on elementary teachers in Al-Ain city on the year 2013 who responded to my research instrument.

Definition of Terms:

The concepts involving to this study are clarified in Chapter two under the review of literature. The main concept is teacher attrition .Moreover, teacher retention, teacher turnover , teacher shortage, Supply & demand in Education field , leadership and school principals were also among these concepts. For the purposes of this study, the terms education ministries and Abu Dhabi Education Council (ADEC) will be used interchangeably. Following concepts are the main concepts we will find them among the study:-

Attrition: General meaning: is a reduction in the number of employees or participants that occurs when people leave because they resign, retire, etc., and are not replaced and this research is been used.

Intended meaning is the act or process of weakening and gradually defeating an enemy through constant attacks and continued pressure over a long period of time and in this research is different.

The study use attrition as leaving, exiting turnover of teacher from the teaching profession. Promotion to education administration is considered among teacher attrition.

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.

Abu Dhabi Education Council (ADEC) : is the educational authority for the emirate of Abu Dhabi which includes the city of Al Ain, and towns in the Western Region (or Al Gharbiya). From January 2008, ADEC became the supervising body of the Abu Dhabi Educational Zone (ADEZ), taking over the role from the UAE Ministry of Education.

Summary:

This chapter provided the background to my study and the rationale for the study which justified the need for the study. The entire study was introduced in Chapter One. It gave a to the point outline of what is going to unfold as the study progressed. Teacher attrition is a serious problem for the education field across different nations. Systems have not found a solution to this issue that has had a negative effect on student performance (Hanushek, Kain, O'Brien, & Ravin, 2004). The selected school is faced with resignations, turnover and retirements from all levels of teachers throughout the whole school year; making permanent instability for leadership, parents, and importantly, students. Resignations, turnover and unplanned retirements force school leaders to hire unqualified emergency teachers to fill vacant positions to provide service to students; avoiding a fall in instruction. This study is necessary to notify the selected schools in determining the factors that cause teachers to turnover. The findings and recommendations from this study will support the selected and other school systems in their implementation of initiatives to reduce teacher attrition and improve retention.

2. Chapter two

Literature Review

Introduction:

This chapter will include three parts in which the teacher attrition problem will be considered different approaches.

Part 1: The first part will focus on why some people leave their professions and look for another job. In this part researcher will explain main theories that give some explanation for the high rate of teacher attrition.

Part 2: The second part will focus on the teacher attrition factors . In this part a review of the previous studies is done and the key previous studies were summarized into four different approaches.

Part 3: The third part will focus on the teacher attrition in the United Arab Emirates which is the context of this study. In this part the UAE education environment background will be presented in order to make known the significance of this study in a country such as UAE. In this part the schooling and the teacher condition are also presented as well as the studies findings & results.

Part 1: Turnover professions:-

The study of Al Kaabi (2005) explained that 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 one of these theories to the problem of teacher attrition.

The common factors of turnover professions such as amount of salary , promotions, time work hours , vacations, authorities and good administration.

Career Mobility Theory

The study of Sumati Srinivas (2008) shows that The a new kind of labor mobility called technological mobility, defined here as the different levels of technological change experienced by workers as they change jobs over the course of their career.

Part 2:-Teacher attrition factors

The study of Heike and others (2014) tried to examine the retention and attrition in one urban region in the United State of America. Their study was building on recent large-scale studies of TFA retention and attrition that been developed by scholars like :Donaldson, 2012; Donaldson & Johnson, 2010, 2011.

In order to accomplish their study, the researchers utilized both qualitative and quantitative methods. For example they utilize the qualitative method to study retention as this method will allowed them to know more of the teachers stories and perspectives . this method helped them to move beyond static and stereotypical representations. The researchers also used the quantitative survey data serves to generalize the professional pathways chosen by corps members. They then followed these method with a qualitative interview that help them to explain the trends in greater depth and recount the stories of individual corps members.

There are three research questions that guided this research:

- (a) What do TFA corps members generally do after the 2-year commitment?
- (b) What shapes corps members' professional decisions after teaching for 2 years?
- (c) What are the overall trends in TFA corps member retention and attrition?

The most important finding of this study were: about 65% of leavers returned to further their education. “There are also about 64% of lingerers chose to stay at their original placement school these individuals highlighted the positive environmental factors as pertinent to this decision, as they enjoyed their students, colleagues, administrators, and schools.” The study concludes that with evolving factors that influence decisions, corps members ‘decisions to leave, linger, relocate, or last in teaching are complex. The teachers decision to stay or leave is highly affected by factors like historical, environmental, the initial commitment to teaching, classroom and school environments, and career, economic, and personal considerations.(Heineke, Mazza & Wagner, 2014)

Lee Schaefer (2013) has conducted a very unique study to know more about the teachers who leave the profession in their first years. The researcher became very interested in studying the phenomena of those teachers who leave their profession in very beginning years of their career. The purpose of this study was to investigate two things: first the experiences that shaped beginning teachers' careers. And second, why do so many beginning teachers leave the profession?

To conduct this study the researcher used a very unique methodology where she moved through a three-stage research process. Using autobiographical narrative inquiry. In this stage the researcher engaged in writing a series of stories about her experiences as a beginning teacher. The second stage was to conduct a review of the literature, analyze the studies to identify how the problem of early career teacher attrition was conceptualized. The third stage was offering a different conceptualization of the phenomenon of early career teacher attrition.

The findings of the study indicated that there are two main ways that teacher attrition is conceptualized: the first method is to frame the problem situates the focus on the individual teacher that is, the focus is on the person. The second method is to look at the organizational context of beginning teachers, that is, with a focus on the context.

- Individual conceptualizations:
 - 1) Burnout: where teachers become negative towards those with whom they work, and develop a negative sense of self-worth.
 - 2) Teacher demographics: research suggests that age, gender, and ethnic background are related to teacher attrition. Attrition rates are higher for younger, less experienced teachers.
 - 3) Quality teachers: studies found that teachers with higher academic ability are more likely to leave teaching careers early. Other researchers noted it is the best and brightest new teachers who appear, most likely, to leave.

- Contextual conceptualizations:
 - 1) Discourses of support: Lack of support is often listed as a cause of beginning teacher attrition. Studies found that "school contexts promote individualism and

competitiveness that lead to feelings of isolation". Isolation is one of the main reasons for teachers to leave the profession.

- 2) Living with students: student discipline is seen as a cause of beginning teacher attrition. Studies found that students' attitudes towards learning were a major frustration for beginning teachers.
- 3) Other: beginning teachers left teaching because they were not involved in school decisions and were paid low salaries.(Schaefer , 2013)

The study of The Ji Y. Hong (2012) tried to find answers to these questions:

- (1) How do leavers and stayers differ in terms of the value, self-efficacy, emotions and beliefs?
- (2) How do the psychological constructs function in perceiving and interpreting the external environment?
- (3) How are the psychological factors related to teachers' decision to leave the career?

Method: The nature of the study need a qualitative approach to facilitate describe teachers' perceptions to their career decision . The sample was 7 were leaver who already left the teaching and 7 who are currently teaching . All participants had gone through the Secondary Science Teacher Certificate Programme at a large south-eastern university in the USA and had five years of teaching experience or less.

Result: The most important results in this study were:

1. both leavers and stayers had intrinsic interests in working as a teacher.
2. both groups identified similar challenges of working as a teacher, such as classroom management and effective
3. delivery of lessons. However, leavers showed weaker self-efficacy beliefs than stayers, who tended to get more support and help from school administrators.
4. leavers held beliefs that imposed heavy burdens on themselves, which may have created stress and emotional burnout. Unlike leavers, stayers often reported their strategies to prevent them from being burned out by setting boundaries establishing relationship with students.

5. The study provides meaningful insight about challenges beginning teachers' face, their needs and better ways to prepare and train them to avoid attrition.(Hong, 2012)

The purpose of Andrea Gallant & Philip Riley (2014) study, was to discover what nine beginning teachers required to

remain in the classroom . The study was guided by these questions:

1. Describe becoming a teacher?
2. Describe your teaching experience(s)?
3. Describe the decision to leave teaching?

Method. The sample of this study was nine beginning teachers who left classroom teaching within five years of entering and within three years of exit. To collect the data for this study, the researchers used both qualitative method (completed leaving stories) and quantitative method (semi-structured interviews).

Result. Teacher attrition is highly important issue. The researchers found the following suggestions to be the most important in teacher attrition. The suggestions are listed below:-

1. the concept of arrested development as a useful way to explore existing data repositories and as a focus for new qualitative studies into the issue.
2. A phenomenological approach uncovered new ways of describing some of the issues involved in early career attrition an

lead to expanded theorizing about the problem in future research projects.(Gallant & Riley 2014)

This study of Hardy C. A. (2006), tried to examine beginning teachers' perceptions of how their school experiences during their first year of teaching had helped them to develop as teachers. The study was guided by 40 questions asked include three main categories as following 1) The background data on the beginning teachers' schools. 2) Personal teachers personal timetables and in-service experiences 3) provided the insight into beginning teachers perceptions about the teaching year.

Method. The sample of this study was The 33 beginning teachers in the present study were mainly teaching in English state comprehensive schools where the National Curriculum in Physical Education had been implemented. The research was based on range of mixed-sex and single-sex classes in a variety of physical education activities, and many had designated mentors.

Result. 1. The absence of a structured professional induction programme for the beginning teachers in the present study lead to senior staff in schools are either unaware of the powerful impact of the first year of teaching on the personal and professional life of a teacher or are too busy, or unable, to design and implement such a programme and as a result increase the ratio of teachers attrition.(HARDY, 2006)

The purpose of John Buchanan, Anne Prescott & others (2014) study, was to discover a large-scale longitudinal study on early career teachers' decisions to remain in or leave the profession. The study was guided by this questions: 1) Why do some early career teachers choose to remain in the profession and why do others choose to leave?

Method. The sample of this study was 122 ECTs who volunteered for the series of interviews, 54 were selected.. To collect the data for this study, the researchers used quantitative method (semi-structured interviews).

Result. The finding of this study that teacher education programs and school leaders need to focus on developing and supporting the five attributes listed in the study, in their graduates and beginning teachers.

It further highlights the importance of support for teachers that will help them through the challenges of the early years.

A teacher 'helpline' might be one way of offering such support across distance and with anonymity.

Finally, we contend that teachers need recognition and affirmation, and that this process facilitates the development of the resilience that is essential if teachers are to thrive in the profession.(Buchanan, Prescott, Schuck, Aubusson & Burke, 2014)

The purpose of Nancy C. Patterson & Julie A. Luft (2002) study was to study how helpful is induction program for beginning teachers. As the purpose of these programs was set to ease the transition from novice to professional and in turn encourage teachers to remain in the profession. The induction programs in the USA is prominent and widespread, in both the institutional and private sectors. This study is trying to investigate to what extent these programs are helping in keeping the beginning teachers in the profession. It tries to understand the nature of attrition among these supported beginning science teachers, to understand why these teachers have left the profession in spite of strong induction support.

The method: this is a case study analysis. To collect the data for this study the researchers used surveys, interviews, observations, and field notes. Data were collected from one science focused induction program in the United States. The cases of eight beginning secondary science teachers who participated in the program but nevertheless chose to leave teaching.

Most important finding: Findings indicate that teachers left because they were either out of place in the profession, or they had lost patience with their working conditions.

Teachers out of Place: some teachers leave teaching because they discover that teaching is not the job that suits their characteristic or they don't have the skills and qualifications to work as a teacher.

Teachers Out of Patience: The contexts in which teachers work are directly related to their reasons for leaving. Factors like salary, quality of life and future career are associated with teachers attrition.

These study concluded that the induction programs might help some beginning teacher to "survive", yet these programs, regardless of their quality, cannot be expected to reduce attrition in contexts that do not support the purposes of induction.

Part 3: Teacher Attrition in the UAE

The rapid economic growth of the UAE nations and the reliance on a large expatriate work force has resulted in a situation whereby UAE nationals are a minority in their country. (Godwin,2006)

The supply of foreigners cannot easily be reduced, while the best alternative is to try to upgrade the quality of national workers and make them more competitive in the job market. This effort has increased the pressure on the educational system to produce larger number of skilled nationals who are able to enter the work force so the Ministry of Education (MoE) need to find ways to get more national teachers into schools.(Al kaabi, 2005)

Al kaabi study explained that 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. (Al kaabi, 2005)

Summary

This chapter provided studies reviewed to study which impact emirate male teachers attrition study. The entire aspects of study was introduced in Chapter two. It gave a view of three parts in which the teacher attrition problem will be considered in different approaches. The first part will focus on why some people leave their professions and will explain main theories that give some explanation for the high rate of attrition in general. The second part will focus on the teacher attrition factors and the key previous studies were summarized into four different approaches. The third part will focus on the teacher attrition in the United Arab Emirates which is the context of this study. In this part the UAE education environment background will be presented in order to make known the significance of this study in a country such as UAE. In this part the schooling and the teacher condition are also presented as well as the studies’ findings & results. Teacher

attrition is a serious problem for the education field across different nations that why there are many studies analyze the issue.

3. Chapter three

Method

Introduction

The purpose of this study is to investigate the factors that influenced Emirati male decisions to sustain in profession. In addition, the study will try to develop a policy or/and a model that helps the educational policy makers to overcome the shortage of Emirati male teachers. The study focused on seven factors: principal behaviors, school climate, teacher responsibilities, teacher preparation, salary, years teaching and relationships with colleagues. Both quantitative and qualitative research methods will be used in this study.

Research Design

In the quantitative method which is usually used in many research; most of research studies are descriptive in nature. The descriptive method is efficient in investigating a different of educational issues. It is used with the assessment of attitudes, opinions, preferences actions.

In the qualitative method, a positivistic aspect which was used experienced by participants in the sample. Unlike the quantitative method, which uses numbers and statistics, the qualitative method is depend on the analysis of non-numerical data, such as interviews. This approach explore the research setting in order to understand the way things happen, why they are that way, and how the participants in the context perceive them (Gay & Airasian, 2000).

Both qualitative and quantitative methods were used to explore this study. For the quantitative method, researcher use survey which was built to collect data from Emirati male teachers regarding teacher attrition. The survey contains seven groups of questions, each indicate one of the seven factors which aims to investigate the study. These seven factors are resulting from earlier studies. The literatures suggest these seven factors for

teacher attrition: principal behaviors, school climate, teacher responsibilities, teacher preparation, salary, years teaching and relationships with colleagues (Al Kaabi, A. , 2005 ; Buchanan, J., Prescott, A. & others , 2013 ; Gallant, A., & Riley, P. , 2014).

The survey instrument will be send to teachers which are in the profession in United Arab Emirates public schools. The aim of the survey instrument is to gather data from teachers regarding the factors that affect their decision to continuous in their career or to leave . The survey will be conducted online survey, which is done through email, is fast, cheap, and easy to modify but can be manipulated and is geared towards young respondents. The qualitative method of the study will gather the data using personal interviews with participants in order to make a decision from their experiences the factors related with UAE local teacher attrition.

Sample

The sample in this study will come from all UAE local males teachers who still are in the profession as teachers in public schools. It will assume that teachers which are in the profession would have a better understanding of some factors, such as teacher responsibilities, teacher preparation, salary, years teaching and relationships with colleagues. The teachers in the profession would be more willing to provide information about what they consider will be affect their decisions to stay or to leave teaching.

The Ministry of Education (MoE) statistics (2008) show that there are fewer citizen teachers than non-national teachers. For example, in the academic year 2008, there were 23,530 teachers among them only 11,910 citizen teachers(Ministry of Education Strategy,2008). At the end of academic year 2014, 60 teachers resigned. Among them 6 men and 54 women) (Al Kaleej, 2014).By using Table 4.2 (Gay & Airasian, 2000), the appropriate male sample size will be 234. The sample also will be divide based on the educational zones. There are ten educational zones in UAE, and the researcher will find 23 participants from each zone.

The qualitative method of this study will use a personal interview aspect to gather data from five selected areas which have a high number of teachers. The purpose of interviewing the male teachers is to know their opinions about teacher attrition. The male teachers will give information about what they think are the most important factors linked

with teacher attrition. They will be a very good source in providing data about teachers who had already left teaching.

These participants are 26 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 male teachers were asked questions to collect more deeply information about teacher attrition from their point of view. The following are the main questions that will be asked:

1. How do you describe the Emirati male teacher attrition rate in your school?
2. From your experience, what are the important factors of Emirati male teacher attrition in your school?
3. How would you respond to this statement: Teacher responsibilities factors are the significant reason for male teacher attrition in the UAE?
4. What policies or/and model that helps the educational policy makers to overcome the shortage of Emirati male teachers?

Instrumentation

Two types of instruments will be used by researcher in this study. For the quantitative research questions, a survey instrument will be constructed to gather data from the male teachers which still in their profession regarding the factors that they think influence their decision to stay or to leave their career. By reviewing the related literature, the researcher came up with the most important factors that affect the decision of teachers to stay or to leave teaching. Based on earlier studies, five important factors contribute to the high rate of teacher attrition (Al Kaabi, A. , 2005) . The survey will be divide into eight sections, each of section ask about how exacting factors contribute to teacher attrition (See appendix).

The first section will aim to collect demographic information about the participant, such as age, gender, and the school that the participant works in.

The second part of questions will aim to gather data about how the principal behaviors contribute to teacher attrition.

The third section of questions will aim to gather data about how school climate contribute to teacher attrition.

The fourth part of questions will aim to gather data about how teacher responsibilities contribute to teacher attrition.

The fifth group of questions will aim to collect data about how teacher preparation contribute to teacher attrition.

The sixth part of questions will aim to gather data about how the salary contributes to teacher attrition.

The seventh group of questions will aim to collect data about how years of teaching contribute to teacher attrition.

The eighth part of questions will aim to gather data about how , relationships with colleagues contributes to teacher attrition.

Data collection procedures

The first step in collecting data for this study will be contacting the Ministry of Education and Youth and Abu Dhabi Education Council to get a permission request to allow the researcher to collect data from the Emirati male teachers in the public schools. Once the permission will be obtain, the Emirati male teachers of the randomly-selected schools will be contact by emails to explain to them the nature of the study, and asked for their help. Since there will be limited available data in the Ministry of Education & Abu Dhabi Education Council about all schools that have more Emirati male teachers who are still working and who leave the profession, the researcher will ask the school principals about the number of Emirati male teachers in their schools. Based on the data will obtain from the schools principals, the researcher will find out what schools have the highest number of Emirati male teachers. For every educational zone, four male schools will be selected, based on the number of the sample. To make the samples better representative, for each educational zone, two schools were selected from the rural areas and another two from the suburban areas. Based on the scheduled times with Emirati male teachers of the schools, the researcher will send online survey. The time of collecting data differ from one school to another: for example, some teachers school will finished the online survey in the same day while the researcher will wait other school teacher from one week to two weeks.

After researcher will finish gather the data from the teachers, the researcher will start interviewing the directors and Emirati male teachers of five educational zones. The first stage will be to contact their schools by the emails and ask for an appointment with them. Based on the scheduled appointment, the researcher will visit the director office and male Emirati teacher to interview them face to face. The researcher will ask different questions that were prepared previously. All the interviews will be conducted in the schools and last for about fifteen minutes for each participants.

Data Analysis

These steps will follow to analyze the data for this study:

1. Steps to analyze quantitative data

- The data was coded and entered.
- The SPSS program was used to measure the descriptive statistics. means, median, mode, percentage, and standard deviation will be illustrated .
- Moreover, the researcher will used ANOVA to analysis the data between more than mean and different independent variables.

2. Steps to analyze qualitative data

- The directors' & Emirati male teachers interviews will gather the data.
- Data will organize through a process of classification program.
- Data will interpreted based on the connections, aspects between them.

Validity

In order to make the instrument measures what it is should be to, the researcher will follow these procedures: First, by reviewing the related literature, it will found that many studies indicators the importance of these seven elements: principal behaviors, school climate, teacher responsibilities, teacher preparation, salary, years teaching and relationships with colleagues. Second, the instrument will bereviewed by three doctoral professors with research experience related to this topic of study. Third, the instrument will be revised based on the feedback and adjustment. To increase accuracy, the validity of the version of the survey was verified by an English language specialist. Researcher

will make sure the content is related to the topic by reviewing it with experience specialist.

Pilot

The instrument was used in one pilot study to minimize misinterpretation of the questions and concepts. The pilot study will be done in the first week of September and the teachers were from Al Ain educational zone. This group was not a part of the study sample, but its feedback is used in adding, deleting, and replacing some words to ensure the clarity of the instrument.

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