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TEACHERS' PERCEPTIONS OF THE IMPACT OF EDUCATIONAL REFORMS IMPLEMENTED BY ABU DHABI EDUCATION COUNCIL ON TEACHER EFFICACY IN AL AIN PUBLIC SCHOOLS

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United Arab Emirates University

College of Education

TEACHERS' PERCEPTIONS OF THE IMPACT OF EDUCATIONAL
REFORMS IMPLEMENTED BY ABU DHABI EDUCATION
COUNCIL ON TEACHER EFFICACY IN AL AIN PUBLIC
SCHOOLS

Cherry Jean Dela Cruz Recio

This dissertation is submitted in partial fulfilment of the requirements for the degree
of Doctor of Philosophy

Under the Supervision of Professor Ali Ibrahim

November 2021

Declaration of Original Work

I, Cherry Jean Dela Cruz Recio, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this dissertation entitled “*Teachers’ Perceptions of the Impact of Educational Reforms Implemented by Abu Dhabi Education Council on Teacher Efficacy in Al Ain Public Schools,*” hereby, solemnly declare that this dissertation is my own original research work that has been done and prepared by me under the supervision of Professor Ali Ibrahim, in the College of Education at UAEU. This work has not previously been presented or published, or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

Student’s Signature:



Date: February 8, 2022

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Abstract (in English)

Teachers' self- efficacy has been considered as one of the main contributors to quality teaching and job performance of teachers. Teachers' self- efficacy may be influenced by factors such as educational reforms. The aim of this dissertation is to investigate teachers' perceptions on whether educational reforms implemented by ADEC from 2005-2017 contributed to their self-efficacy and influenced their abilities to carry out their teaching jobs. The second aim of this dissertation is to investigate whether teachers' perceptions of their self-efficacy differ in relationship to ADEC reforms based on a number of demographic factors such as gender, cycle, years of teaching experience, educational level, and nationality. Using exploratory mixed methods research, the four domains of self-efficacy of teaching and instruction, motivation, satisfaction, and professional development were identified from the open interviews with nine participants. The four domains were used in determining the influence of educational reforms on teachers' self-efficacy. Then, the results of the survey with 384 public school teachers showed disagreement with ADEC reforms on the four domains meaning that the reforms have not helped teachers improve their self-efficacy in the performance of their jobs. Male teachers showed more positive views on ADEC reforms than female teachers and the higher the level of education of teachers is, the more negative views they have on ADEC reforms. Furthermore, the study found that heavy workloads, work pressure, non-teaching related tasks, far too high curriculum content, teachers' lack of time to achieve their objectives in the classroom, and lack of quality PDs weaken teachers' self-efficacy. The study concludes that teachers need enough time, realistic objectives, and quality PDs to help them improve their teaching and instruction, promote motivation and satisfaction, which consequently enhance their self-efficacy.

Keywords: Teachers, Education, Self-efficacy, United Arab Emirates, Abu Dhabi Education Council, Education Reform.

Title and Abstract (in Arabic)

تصورات المعلمين عن تأثير الإصلاحات التعليمية التي ينفذها مجلس أبوظبي للتعليم على الكفاءة الذاتية للمعلمين في مدارس العين الحكومية

المخلص

تعد الكفاءة الذاتية للمعلمين أحد المؤثرات الرئيسية في جودة التدريس والأداء الوظيفي للمعلمين والتي قد تتأثر بعوامل مختلفة مثل الإصلاحات التعليمية. الهدف من الدراسة الحالية هو استطلاع تصورات المعلمين حول ما إذا كانت الإصلاحات التعليمية التي نفذها مجلس أبوظبي للتعليم من 2005-2017 قد ساهمت في زيادة كفاءتهم الذاتية وأثرت على قدراتهم في أداء وظائفهم التعليمية. واستهدفت الدراسة أيضاً استطلاع ما إذا كانت تصورات المعلمين حول كفاءتهم الذاتية تختلف في العلاقة مع إصلاحات مجلس أبوظبي للتعليم المختلفة بناءً على عدد من العوامل الديموغرافية للمعلمين مثل الجنس والمرحلة الدراسية وسنوات الخبرة في التدريس والمستوى التعليمي والجنسية. وباستخدام أسلوب البحث الاستكشافي المختلط تم تحديد المجالات الأربعة للكفاءة الذاتية وهي التدريس والتعليم والتحفيز والرضا الوظيفي والتطوير المهني. ومن ثم استخدمت المجالات الأربعة في التعرف على تأثير الإصلاحات التربوية على كفاءة المعلمين الذاتية. وقد أظهرت نتائج الاستبيان تأييد ضعيف لعدد 384 معلم في المدارس الحكومية لإصلاحات مجلس أبوظبي للتعليم على المجالات الأربعة للكفاءة الذاتية، مما يعني أن الإصلاح لم يساعد المعلمين على تحسين كفاءتهم الذاتية في أداء وظائفهم. وقد أظهر المعلمون الذكور آراء أكثر إيجابية حول إصلاحات مجلس أبوظبي للتعليم. كما وجدت الدراسة أنه كلما ارتفع المعلمون في الدرجة الأكاديمية مثل الدكتوراه، زادت وجهات نظرهم السلبية حول إصلاحات مجلس أبوظبي للتعليم. علاوة على ذلك، وجدت الدراسة أن أعباء العمل الثقيلة، وضغوط العمل، والمهام غير المتعلقة بالتدريس، ومحتوى المنهج الدراسي المرتفع للغاية، وقلة الوقت لتحقيق الأهداف في الصف الدراسي، وندرة برامج التنمية المهنية العالية الجودة من أهم الأسباب التي تضعف الكفاءة الذاتية للمعلمين. وقد خلصت الدراسة إلى أن القائمين على التعليم عليهم وضع أهداف واقعية، كما يجب عليهم توفير الوقت الكاف، وبرامج التنمية المهنية عالية الجودة لمساعدة المعلمين على تحسين التدريس والتعليم، وتوفير التعزيز والحافز والرضا، مما يرفع كفاءتهم الذاتية.

مفاهيم البحث الرئيسية: المعلمون، الكفاءة ذاتية، الإمارات العربية المتحدة، مجلس أبوظبي للتعليم، الإصلاح التعليمي.

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Dedication

To my beloved parents, family, and friends.

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List of Abbreviations

ADEC	Abu Dhabi Education Council Abu Dhabi Education and Knowledge
ADEK	Abu Dhabi Education and Knowledge
ADEZ	Abu Dhabi Education Zone
MAG	Madares Al Ghad
MoE	Ministry of Education
NMS	New School Model
PD	Professional Development
PPP	Public-Private Partnership

Chapter 1: Introduction

Educational reform is a global phenomenon that aims to promote nation-building (Kumatso, 2013), and education is a fundamental measure and foundation of a country's progress and development (Salama, 2015). Education reform is also a non-stop process and even industrialized countries like the United States of America and the United Kingdom continue to find ways on how education can be improved (Garcia, 2009). At present, the aim of education is to have schools prepare students to become competitive not only in their countries but also for an international society or global market (Kim, 2003) and therefore the educational systems undergo many reform initiatives.

Reform comes from policies enacted or practices enforced and is defined as planned efforts by external stakeholders who aim to restructuring existing educational systems or processes. Internal reforms are those initiated in schools by teachers and building administrators. Planned reform is needed to fill in the gap between the current state of education and its future goals. Reforms are generally carried out with the purpose of improving the current state to a better one. In the United Arab Emirates (UAE) in particular, education reforms emphasize on better preparation, accountability, standardization, and improved professionalism (Al-Zayoud, 2015; UAE Embassy in Washington, 2011; Azaza, 2018).

Accountability refers to being responsible for achieving the goals set by the higher administration, and in education, teachers' main responsibility is to prepare students in performing at higher levels and achieving their roles of being good members of the society. Having higher accountability in education drives all education stakeholders to be responsible in making the system capable of being responsive,

competitive, and productive (Dangara, 2016) to meet the goal of having globally competitive students.

Standardization aims to clearly streamline expectations from the curriculum and to have consistency in the teaching practices of teachers. In this regard, educational standards created by UAE educational policymakers tailored the curriculum that conforms with the set standards based on what they perceived necessary to improve the quality of education. Standardization also has embraced the professional learning of the teachers in the UAE who are required to have professional development training of 30 hours every school year (Buckner, Chedda, & Kindreich, 2016).

In terms of teachers' professionalization, in 2017, the UAE initiated the new system for teachers licensing known as Teacher and Educational Leadership Standards (TELS UAE) and Licensing Programme. This has been a combined effort of National Qualifications Authority (NQA), Ministry of Education (MoE) and the Department of Education and Knowledge, which standardizes teachers' qualifications of both Emirati and expatriate teachers in public and private schools and is expected to be fully implemented by 2021 (Ministry of Education, 2020).

Students in the UAE are expected to be equipped with skills required in the tertiary level to meet the demands of the knowledge-economy. With the country's focus on accountability, standardization and teacher professionalism, several reforms have been and are being carried out in the UAE. In 1980, the Ministry of Education (MoE) created Abu Dhabi Education Zone (ADEZ), which was responsible for licensing and issuing permits to educational institutions in the capital city, Abu Dhabi, of the UAE. After more than two decades from the creation of ADEZ, the Abu Dhabi Education Council (ADEC) came into existence in 2005 through a law signed by the

President of the UAE, His Highness Sheikh Khalifa Bin Zayed Al Nahyan (Department of Education and Knowledge, 2020). ADEC was mainly responsible for supervising, regulating and leading both private and public primary, secondary and tertiary levels of education in the Emirate of Abu Dhabi. In the following year, 2006, the Public-Private Partnership (PPP) for Public School Management was initiated by ADEC with the cooperation of the Ministry of Education (MoE) (Tabari, 2014). This partnership was created to enhance the quality of public education in the UAE by improving and modernizing facilities, reducing bureaucracy, updating the curricula and maximizing the use of information technology (UAE Embassy in Washington, 2011). PPP targeted to improve service delivery and control in educational institutions with the optimism of essentially improving system efficiency. In line with the aimed improvement, different areas of education such as curriculum (Tabari, 2014), budget allocation (Gallagher, 2019) and infrastructure which includes well-equipped buildings and computers (Barber, Mourshed, & Whelan, 2007) were also the highlights of the PPP.

Improving system efficiency is one way of developing professionalism in education such as improving the skills and capabilities of the stakeholders, primarily the teachers. Darling-Hammond (2015) emphasizes that improving the quality of graduates demands a lot from teachers who should have high quality education and preparation through high quality mentoring and professional development. This statement is also manifested in the goal of the New School Model (NSM), which ADEC started to implement in 2010, requiring all teachers to be well-versed with the learning standards in both the grades and subjects as well as in the improvement of every student in the class. The New School Model is an educational reform that covers various areas of education such as curriculum, teaching methods, environment, all

forms of resources, and even physical education (Buchler-Eden, 2012). The NSM transformed teaching in Abu Dhabi schools to using a system where students were taught bilingually; having Arabic medium for subjects such as Social Sciences and Islamic education while English is the language used for teaching Mathematics, Science and Information Technology. In the implementation of this new system, which is considered by education policymakers in Abu Dhabi as an important tool to achieve the Abu Dhabi Economic Vision 2030, native English teachers were recruited to teach English medium subjects (Azaza, 2018).

In 2017, ADEC which regulates schools and universities in Abu Dhabi was transformed through a presidential decree issued by H.H. Sheikh Khalifa Bin Zayed Al Nahyan, into a government department and was named as the Abu Dhabi Department of Education and Knowledge (ADEC, 2017; Masudi, 2017). The new educational system witnessed the implementation of the New Emirati School Model which has the primary goal of unifying all schools both public and private under the general jurisdiction of the Ministry of Education and under one standardized framework that is created on the best internationally recognized educational practices (Zaman, 2017). In this new system, ADEC now became responsible for regulating private schools whereas the public schools will be managed and supervised by the MoE to apply one educational system all over the UAE (Pennington, 2016). In this new system, it was stated, teachers will be ensured training on educational skills and deep knowledge and comprehension of the contents of the new curriculum (Zaman, 2017).

The UAE education system under the Ministry of Education is composed of different governing bodies such as ADEC, which is overseeing Abu Dhabi Emirate,

Knowledge and Human Development Authority (KHDA), which is responsible for private education growth and quality in Dubai, and Sharjah Private Education Authority (SPEA), which is the regulating body for private education entities such as nurseries, schools, centers and institutes in the emirate of Sharjah. With the unification of the curriculum, the challenge is now on the policymakers to find ways in providing and ensuring that teachers have access to the knowledge and skills they need to give students high quality teaching and learning.

1.1 Statement of the problem

In the criticism of education reform in the USA, Linda Darling-Hammond (1984) states,

“Most schools and teachers cannot provide the kind of teaching for all students that the new standards demand, not because they do not want to, but because they do not know how, and the system they work do not support them in doing so.”

The situation for teachers in the UAE does not differ significantly from other teachers Based on the findings of Kirk, Shuttle, and Hine (2008), when it comes to practicing their profession, teachers in any parts of the world have almost the same concerns such as diminishing teachers’ autonomy, resources inadequacy, behavioral and discipline issues in the classrooms, insufficient time to meet the expectations placed on them, and increasing number of mandated standardized tests that compress the already heavily loaded curriculum. Furthermore, situations such as insufficient preparation and teaching time, inadequate facilities and teaching materials, unnecessary interruptions, and various non-teaching related assignments weaken the

teachers' effectiveness in doing their job (Darling-Hammond, Wise, McLaughlin, & Bernstein, 1984). These factors lead to various negative feelings of teachers such as demotivation, burnout, stress, dissatisfaction and attrition (Frantz, 1994; Friedman, 2000; Meador, 2019).

Although teachers in the UAE are provided with most of the necessary teaching materials that help them in giving their lessons, the time given to them to prepare and execute their lessons that are based from heavily loaded curriculum is insufficient to fully attain the lesson objectives. Furthermore, the existence of controlling environment which includes having a number of external regulations placed on teaching methods and evaluation decreases teachers' motivation (Grabski, 2015). Most schoolteachers are provided with less or no support to make them ready to give students the necessary kind of teaching that meets the reform standard. The feeling of being unsupported dampens teachers' motivation to bring out the best in their teaching profession. This situation can lead to passivity of teachers, which is one of the characteristics of having low self-efficacy. In the study of Buckner (2017) in the UAE, teachers' satisfaction is significantly connected to various factors such as satisfaction with the teaching job, with the school environment as well as professional supports, administrative policies, chance of participating in the decision-making, and school-based leadership that are found to provide positive effects in increasing teacher satisfaction. The absence of any of these factors can decrease teacher satisfaction and motivation at work, which can contribute to low self-efficacy.

In spite of teachers being called the major stakeholders in the education system (Chaudhary, 2013), it is unusual that teachers' perceptions have not been the subject of studies as extensively as others such as leaders and policymakers (Darling-

Hammond, 2000). In many cases, teachers' perceptions are set aside and disregarded though a number of studies recognize the importance of inclusion and consultation with teachers as key educational stakeholders in any reforms. Smith (1997) emphasized that teachers' active participation in reform is essential and not optional if we want to have a true instructional reform. Childs-Bowen, Moller, & Scrivner (2000) and Guenzler (2016) further explain that when teachers participate in improving the quality of education, reforms are more likely to be successful and that educators should consider how the concept of reforms is perceived by teachers. The study by Bridich (2016) posits that teachers should have the feeling of inclusion from the very beginning of the reform implementation and that regardless of the good intentions of the legislators, any reform which does not include teachers usually fail at the implementation stage. When teachers are not given the opportunity to have an input on what they are asked to do, they are more likely to become skeptical and detached that lead them to reject what they think to be an imposition (Darling-Hammond & Richardson, 1999).

Teachers' frustration increases with the administrative demands that are excluding them from making critical decisions and preventing them from voicing their best judgments in practicing their profession (Corbett, 1991). Without inclusion or consultation, teachers feel passive and less motivated in terms of their participation in the reform implementation. This passivity of teachers can lead to having low self-efficacy knowing that they have no involvement in the educational reforms which they are implementing. According to Bridich (2016), the absence of teachers' input into educational policies implemented from the national level may create a troubled and skeptical nature of reform efforts.

In the UAE education system, teachers were not formally given involvement neither were they asked about their perceptions on whether reform for change is a necessity (Tabari, 2014). Inattentiveness on issues about teachers' participation in outlining education reform will harbor negative impression, which can possibly lead to a feeling of isolation and superficial reform participation. In this regard, without genuine involvement of the teachers in the reform implementation, the less effective the process will be. As noted by Sarason (1996), Metz (1988) and Fullan (2007) failure of any reform exists because of giving little or no attention and worse is neglecting teachers' perspectives during reform formulation. Sarason (1996) further explained that failures on school reforms happen when policymakers fail to consider the factors that are perceptible to the teachers.

Furthermore Fullan (2005) mentioned that if there will be less support from any one or more of the stakeholders to the reform implementation, less change will happen, thus, less accomplishment of goals. This situation makes teachers think that they are not equally important as the other education stakeholders such as parents and students in terms of implementing reforms. This study explores how teachers perceive education reforms in connection to their professional efficacy, which, according to Newkirk (2002) is considered to greatly contribute to students' academic performance.

The connection between teachers' efficacy and students' academic performance has been subject of earlier studies, which showed that teacher efficacy has a strong and direct impact on student academic performance in the class (Moran & Hoy, 2001). The impact of a teacher has the highest influencing factor on student achievement, and it can reach up to 75% of the variance in the performance of the students (Helms-Lorenz & Visscher, 2021; Wilson, Pollock, & Hamann, 2007). In the

study of Muijs (2006), teacher efficacy is found to be a strong predictor of increased students' academic performance. Teachers who are having high sense of efficacy tend to find ways on how to teach students to learn; on the contrary, teachers who are with low efficacy feel frustrated and discouraged and have negative expectations of students failing to learn what is being taught to them (Deemer, 2004). As Tschannen-Moran & Hoy (2001) reiterated, teacher efficacy is a proven powerful predictor of educational outcomes that include student achievement and motivation. In a related study, Shearn (2007) states that teacher efficacy is highly likely to bring improvement in the academic performance of the students. Furthermore, in the treatise, 'Self-Efficacy: The Exercise of Control' written by Bandura (1997), he reiterated that results or outcomes of an effort and the accomplishment of tasks are influenced by teacher efficacy.

The results of 2015 Program for International Student Assessment (PISA) a two-hour computer-based assessment with focus on science, reading, and math, revealed that 2015 UAE's scores are ways lower than one would expect for the country that puts huge investment on education (NRC, 2012). The PISA test determines the students' ability to reproduce knowledge and apply such knowledge in unfamiliar settings within and outside of school premises (OECD, 2016). In the 2018 PISA results, though the UAE has shown development in the disciplinary climate in school since 2009, the student performance is still comparatively poor when compared to the length of their study hours. The fact that students in the UAE have the longest hours for studying compared to other countries where students are having the least time for learning, there is lack of correlation between the duration of the studying time and the learning output (OECD, 2019).

With all these difficulties to meet at least the minimum standards of leading international academic assessment bodies, and with all the reforms that ADEC has been implementing to address the low academic performance of students, there is a significant need of the teachers' involvement in the reform implementation. However, Sarsar (2007) posits that teachers are totally excluded in planning for changes due to having the top-down and external management approach by ADEC, which takes away teachers' sense of ownership. According to Fullan (2005), one of the important factors that contribute to the success of reform implementation is having a widespread sense of ownership. However, ownership does not mean teachers should literally own such reforms, instead, they should continuously have the clear ideas, the skills, and commitment to find meanings on the new reforms being introduced to them. This commitment and meanings on the reforms is likely to promote teachers' belief that they are valued and can positively contribute to achieving the set goals of the introduced reforms. Thus, there is a need for reforms that will help teachers develop their sense of self-efficacy to fulfill educational objectives.

1.2 Purpose of the study

Successful educational reforms should target increasing teachers' self-efficacy as they are the ones entrusted with implementing reforms. The main purpose of this study is to determine the perceptions of teachers with regard to whether educational reforms implemented by ADEC in public schools over the period of 2005-2017 have influenced the teachers' efficacy to carry out their jobs. A second purpose of the study was to investigate whether teachers' perceptions of their self-efficacy in relationship to different ADEC reforms based on a number of demographic factors.

1.3 Research questions

The topic of this dissertation focuses on ADEC's education reforms in the UAE and their connection to teachers' self-efficacy, and therefore, this study has the following research questions.

- 1) How has ADEC reform influenced teachers' self-efficacy in the teaching and learning process from a qualitative point of view?
- 2) To what extent do teachers perceive the reforms implemented by ADEC improved their self-efficacy in the teaching and learning process?
- 3) Is there any significant difference between the perceptions of teachers on whether educational reforms contributed to their self-efficacy in terms of gender, cycle, years of teaching experience, educational levels, and nationality?

1.4 Significance of the study

A number of studies reveal that educational reform is influenced by several factors such as school culture and climate and teachers' efficacy (Stokes, 2016). Having limited studies dealing with teachers' perceptions on education reforms in the UAE, this study will provide additional information on teachers' perceptions on education reforms that are most likely beneficial to enhance teachers' efficacy in performing their jobs. Thus, this research will add to the body of knowledge about improving teacher efficacy through educational reforms.

This study will provide educational administrators, leaders, and scholars information on the importance of teachers' self-efficacy and the need to give it due attention in policy, practice, and research. Policymakers will also find this study

helpful in drafting educational regulations or programs that target improving teachers' self-efficacy especially at reform times. Educators might give more attention to the external and internal factors of teachers' self-efficacy on the results of this study. Finally, researchers might start to consider self-efficacy in their future publications in the UAE.

1.5 Limitations of the study

Limitations in this study exist from the small number of (9) participants who are purposively chosen for the three cycles and who answered the interview questions regarding the four dimensions of reforms: the profession, curriculum, classroom, and community in the qualitative research phase of the study. The study is also conducted only in the city of Al Ain which is the Eastern Region of Abu Dhabi and this is considered another limitation in the study not to include other areas under ADEC (Abu Dhabi and the Western Region called Al Dhafra Region which is formerly known as Al Gharbiyah). Since the number of female teachers is more than double the number of male teachers, it is also considered as a limitation of the study as results may have been different if more male teachers were included. The study is also limited to ADEC reforms and participants were asked to report on their experiences of reforms from 2010-2017. Data were collected in years 2018 and 2019 and this might have influenced their responses.

1.6 Definition of terms

1. Locus of control is defined by Kutanis, Mesci, & Övdür (2011) as supports that influence someone's attitude in the long-term. It has the two facets: internal and external loci of control which are both interpreting an individual's attitude on certain situations. In this study, locus of control is considered as the motivation

that drives teachers to respond to reform initiatives undertaken by ADEC either passively or actively.

2. Perceptions in this study are considered as related to teachers' personal thoughts about the reforms, which were implemented in ADEC schools and their feelings about how these reforms influenced their self-efficacy.
3. Reform in this study refers to the modifications introduced by ADEC in educational policies or practices and which teachers are asked to abide by or implement in school or in the classroom.
4. Self-efficacy is the motivation, willingness, and ability of a teacher to implement ADEC reform and bring about change in the teaching and learning process in the classroom to achieve the desired goals.

1.7 Organization of the study

Chapter 1 starts with the introduction, which comprises the problem statement, research questions, purpose, theoretical framework, significance of the study as well as its limitations and definition of terms.

Chapter 2 provides an overview of educational reforms implemented in the UAE from 1980 when Abu Dhabi Education Zone (ADEZ) was created and which became Abu Dhabi Education Council (ADEC) in 2005. It also contained a number of reforms, which were implemented by ADEC until it was renamed Abu Dhabi Education and Knowledge Department (ADEK) in 2017. Moreover, selected studies that are related to topics of teachers' self-efficacy, as perceptions of teachers on educational reforms, and the connections of these two factors were also reviewed. Chapter 3 has the description of the research design, study population and research methodology used in collecting and analyzing the data for the study. The succeeding

Chapter 4 contains the findings and results of the data analysis of both the quantitative and qualitative phases of the research which are analyzed using SPSS and NVivo respectively. Chapter 5 gives the summary of the study by discussing succinctly the findings and results of the study in light of the literature and the theoretical framework. It also includes conclusions and recommendations for future studies.

Chapter 2: Review of Related Literature

Teachers' efficacy started to bloom as a topic of research from two major bases. Firstly, the theory of Rotter (1966) on the Locus of Control (LOC) which states that teachers who have high level of internal locus of control have the belief that they could significantly influence student motivation and performance (Avery, 1999). People who have internal LOC believe that they have the ability to control their external environments, thus they are often confident and alert (Ng, Sorensen, & Eby, 2006). Secondly, the self-efficacy theory of Bandura that provides a mechanism relating to people's personal beliefs on their abilities to perform an organized course of action necessary to achieve a goal (Bandura, 1977a). People with strong self-efficacy find interest and commitment in activities they do toward achieving goals and they consider challenges and difficulties as something to overcome (Cherry, 2020). The self-efficacy of teachers is affected by other factors and one of them which this study is trying to explore and prove is educational reform which covers the curriculum and policies that involve teachers for implementation.

The fast-changing landscape of educational systems requires continuous improvement on pedagogical standards to promote high quality-education which requires teachers to cope with changes by enhancing their skills and professional standards (Bubb, 2004). Consequently, teachers are expected to intensify their knowledge of new ways of thinking and teaching strategies and educational innovations (Collinson et al., 2009) to keep themselves abreast with the rapid and demanding changes in the field of teaching. This implies certainty that teachers need to constantly learn to come into terms with educational reforms through professional development (Sancar, Atal, & Deryakulu, 2021).

As this study deals with the perceptions of teachers on education reforms and their impacts on teacher efficacy, educational reforms and change and how teachers accept reforms are discussed below followed by an overview of the UAE educational reform. Studies on teachers' self-efficacy and what influence them are presented next. The theoretical framework of the study is also presented with some examples of research studies which used this framework.

2.1 Educational reforms

Educational reform is considered as a way toward improving the present situation of the educational system and its stakeholders, especially the students. As educational reforms continue to evolve addressing various aspects such as civil rights to reduce social inequalities, accountability to improve students and school performance and social capital to help produce committed, skilled, compassionate, just and civil community members (Coleman, 1990), the demand for quality education continue to rise. Around the turn of the century, broader scope of educational reform such as education for life, work and citizenship (Strauss, 2015) have become parts of the curriculum. Curriculum development is the continuous pursuit of qualitative improvements in the curriculum's relevance and viability in response to societal change. However, changes in the curriculum results to curriculum overload when curriculum developers add new contents without deleting others or modifying the requirements (Voogt & Nieveen, 2019). More recently educational reforms focused on the development of standards-based reform as well as accountability, high stakes assessment, and the ever-increasing control and regulation on professional development (Cochran-Smith, 2001; Sandholtz & Scribner, 2006; Skerrett, 2010).

Teachers' role in the reform process is important particularly in the planning stage to have enough knowledge about the reform and its implementation process. Lack of knowledge can create fear of the unknown consequences of the reform (Ibrahim, Al Kaabi, & Zaatari, 2013). Further, it can lead to resistance which will decelerate the reform implementation and negatively impact the efficiency of the education system. In times of reform, teachers often modify their teaching to bring the reform into the classroom (Morgan, 2017) and if they are not well aware of the reform, this process is contested.

Garcia (2009) mentioned that to have effective implementation of the reform, sometimes the curriculum and instruction methods need to be customized systematically. In other times, addressing the established daily patterns and routines that are too common in schools is necessary to benefit from reform implementation. Having qualified staff (Hughes, 2016), abundant learning resources, and engaged administration (Haruthaithanasan, 2017) are significantly important factors to make reform beneficial for the teachers and students. While much is needed to have successful reforms in schools, it seems that the teachers themselves are overwhelmed by heavy teaching loads and administrative duties (Morgan, 2017) and that the heavy administrative and non-teaching tasks contribute to poor quality of teaching (Hartmann, 2013).

Furthermore, teachers' voice has the least volume in terms of reform and policy planning and teachers are seldom being asked to speak about their plight (Hargreaves & Shirley, 2011). Moreover, teachers' role in the policymaking process is vague and there seems to have disconnection between the teachers and the policymakers. This is emphasized in the study of (Hinnant-Crawford, 2016) that teachers believed their voice

is not being considered and their hard work to improve the quality of education is unseen and does not make any difference in the eyes of the policymakers. While teachers have a significant role in the implementation of reform, ironically, they have the least contribution, if at all, in any educational policymaking. Having less consideration to teachers' views and beliefs regarding the reforms, teachers may tend to adapt reforms superficially particularly when their values and beliefs do not come into terms with the beliefs underlying the reform (Stigler & Hiebert, 1999).

2.2 Teachers' acceptance of reform

Teachers' acceptance of reforms varies due to psychological, organizational, personal, and school culture-related factors (Ibrahim, Al Kaabi, & Zaatari, 2013). The manner on how teachers accept educational reforms is mainly based on their perceptions of the reform as either a threat or a reinforcement to their profession (Veen & Slegers, 2006). Educational reforms that need teachers to have huge changes in the way they teach will be a challenge for their self-efficacy beliefs because such reforms present the feeling of being inexperienced (Fabre & Knight, 2016). Further, when teachers perceived significant alterations in the context of expected performance, they are opted to have re-evaluation of their efficacy beliefs for their capability to do the tasks as required by the new educational reforms (Ross & Gray, 2006; Wu, et al., 2019).

Teachers' beliefs and professional identities affect the way they accept reforms (Hargreaves, Hopkins, & Leask, 2005). When teachers' professional identities are perceived to be threatened by reform, acceptance is hindered by resistance which occurs when teachers are not interested in change and when they are trying to keep the status quo (Ibrahim, Al Kaabi, & Zaatari, 2013). Moreover, when implemented

reforms are not congruent with a teacher's beliefs, they give teachers a feeling of being vulnerable, powerless (Tabari, 2014) and betrayed that can lead to anxiety and fear (Lasky, 2005). Thus, teachers may tend to have a skin-deep acceptance of reform which affects the accomplishment level (Pajares, 1996) because the process of choosing and performing the actions, as it should be if the reform targets their self-efficacy, is not genuinely initiated. In addition, superficial acceptance of reform occurs when teachers feel that their professional purposes and the inclusion of the realities in the field of teaching are excluded (Tabari, 2014). This is potentially one of the reasons why teachers have the tendency to find meaning on resisting rather than adopting reforms. In addition, teachers may find the adopted change vague on what they should do differently in its implementation stage, and this may result in teachers' modification of reform based on their perceptions of what the situation needs (Fullan, 2005). When modification is applied by teachers, it will reflect their beliefs that would directly affect both the teaching and learning processes in the classroom (Humphrey et al., 2006).

On the brighter side, teachers are capable of adapting themselves to the change, (Collie & Martin, 2017) when their values and beliefs come into terms with the beliefs underlying the change, and thus they may tend to introduce reforms with openness and excitement (Stigler & Hiebert, 1999). Further, when teachers have an understanding of how reform is to be done and why it is needed to be implemented, putting it into practice will have clarity (Ham & Dekkers, 2019) and that reform will not be adopted superficially. Therefore, how much teachers know about the reform will help them establish their beliefs as to whether it will have a positive impact on their teaching practices. In the same vein, it is building consensus regarding reform objectives and actively engaging all stakeholders, primarily teachers, can pave the way to success (OECD, 2015).

2.3 Overview of UAE education reform

In 1980, the Ministry of Education (MoE) created a complimentary organization, Abu Dhabi Education Zone (ADEZ) which was responsible for the licensing and permitting issuance to educational institutions in Abu Dhabi. The same institution was responsible for overseeing school programs and curricula. Under ADEZ, several initiatives were made to uplift the quality of education in Abu Dhabi such as introducing new curriculum, providing trainings for teachers, and constructing well-equipped school (ADEZ, 2009).

Under the law No. 24 of 2005, which was issued by His Highness Sheikh Khalifa Bin Zayed Al Nahyan, the President of the UAE, Abu Dhabi Education Council (ADEC) was established to be primarily responsible for the supervision, regulation and leadership of the educational development in Abu Dhabi for both public and private institutions including higher education (ADEC, 2013). Since the creation of ADEC in 2005, several reforms were made to achieve its goals of improving the quality of graduates to be globally competitive. In line with this goal, the Abu Dhabi Education Policy Agenda was created in 2008 with education as the number one priority in its long-term plan of transforming the society and economy in Abu Dhabi. Having education as the number one priority for the social and economic development of Abu Dhabi, a 10-year Strategic Plan was launched in 2009, which aims to tackle the problems being faced by public education.

In 2006, the capital city, Abu Dhabi led the reforms by establishing the Public Private Partnership (PPP) School Improvement Project and with the cooperation of ADEC, and the Ministry of Education (MoE) actively involved private education providers to partake and share internationally recognized quality of teaching and

learning practices in schools all over Abu Dhabi Emirate (Thorne, 2011). PPP is involved primarily in improving schools through advice from educational experts with the aim of improving schools by introducing best teaching practices in the classroom that will be provided through series of professional development programs for teachers (Dickson, 2013). Improving the quality of instruction and raising the student achievement in public schools were generally the foci of the PPP which started with the participation of 30 kindergartens and primary schools from the public sector in 2006 and then later was extended to 176 schools (TAMM, 2020).

Schools of Tomorrow (Madares Al Ghad) was launched in 2007 in the city of Dubai with the collaboration of the Ministry of Education (MoE) in forty-four schools where the mission, vision, and values of the Schools of Tomorrow were implemented (Prescott, 2011). One of the primary goals of MAG is to raise progressively the involvement of Emirati teachers as well as school administrators to become school and community leaders. Madares Al Ghad (MAG) aimed at the transformation of the teachers to help them develop and improve their skills, attitudes, and teaching that shift the teaching and learning process from a content-based to a more skill-based approach (Farah & Ridge, 2009). It has the vision of creating a world-class public school system to serve the UAE school children of all abilities and interests and to become the model for public education throughout the Middle East (Kannan, 2008). MAG also promoted the use of internet for the students to become internet savvy and English language proficient. This program focused on using English as the medium of instruction in both Mathematics and Science and having health education to be taught in bilingual curriculum for three subjects in Grades 1, 2, and 3 while at the high school level, English only will be the medium which aims to strengthen English language skills of students in preparation for university studies (Ahmed, 2010) MAG has brought a

radical change to the process of teaching and learning in some government schools as it contributed to the decrease in the number of students who are required to take a foundation year at universities (Farah & Ridge, 2009).

In 2008, ADEC through the participation of key stakeholders, clearly defined the vision, principles, and objectives for the capital's education system (ADEC, 2013). In the following year, 2009 ADEC started to implement reform through their program, 'Abu Dhabi Education Reform: The Road to 2030' in which they clearly stated their six priorities that are expected to be fully implemented by 2018. The program stipulated the immediate and long-term strategies that must be tackled to meet the global and local demands in terms of education. For the teacher development, both immediate and long-term strategies include uplifting the skills and capabilities of school leaders and teachers. This is combined with upgrading the public-school facilities, upgrading the curriculum standards in subjects such as Arabic, Civics and Islamic Studies (Matsumoto, 2012).

In 2010, ADEC introduced the New School Model (NSM), a comprehensive reform on educational curricula which started its implementation in all KG and grades 1 to 3 classes within the Abu Dhabi Emirate (ADEC, 2013). This reform borrowed structures from international reform movement in organizing curriculum including the learning standards and outcomes with focus evaluation and test standardization. NSM aimed at developing and improving not only the school curricula but also the teacher professional qualification, principal leadership, school environment and the entire school community in general (Simpson O., 2013). Abu Dhabi NSM aims to promote bi-lingual learners who are expected to be academically proficient in both Arabic and English. These two media of instruction are being taught by Arabic-medium teachers

(AMTs) and English-medium teachers (EMTs) (Mullis, Martin, Foy, & Hooper, 2016). ADEC organized a set of learning standards and outcomes for all the subjects with focus on the two languages. The outcome-based curriculum of the NSM focuses more on developing the set of skills and knowledge that emphasizes on critical thinking and identity in terms of culture and nationality, and raising the level of understanding of students in each of the subjects being taught in school (Azaza, 2018). This is supported by the study of Wong and Snow (2000) which indicated that it is necessary for teachers to understand student backgrounds and culture, prior experiences, and language diversity which is important for effective and successful classroom management practices that will be appropriate to address students' needs. Under the NSM program, students are expected to get most of their learning by actually doing the activity and exploring rather than simply listening and watching (Kaabi, 2015). This requires all teachers to be well-versed with the learning standards in both the grades and subjects as well as in the improvement of every student's performance in the class through utilizing different resources to match the learning outcomes.

The objectives of NSM include fostering a child-centered learning environment that has the support not only of the teachers but also of the family and the community. The program has its full support on the enhancement of home-school relationship through effective home-school communication (ADEC, 2013) which is considered as a factor that can help significantly in improving student academic performance (American Federation of Teachers, 2007). Since the program includes reform in the entire school organization which includes the roles of the principals and teachers as well as the parents in the learning process of students, challenges and difficulties emerged particularly on the part of the teachers. Teachers experienced

challenges in the implementation as they need to transform their teaching strategies and methodologies from having specified learning resources (textbooks) to relying on to themselves to be resourceful to provide the relevant materials suited to the program objectives. In the NSM program, teachers are the ones responsible to design curriculum and create learning resources that will fit the NSM provided detailed learning outcomes for all the subjects (Kaabi, 2015).

Under the NSM program, the highly centralized management of schools has been changed to a more decentralized and participatory decision-making management wherein the principals' responsibilities and accountabilities are enhanced. Principals are responsible and accountable for all the school affairs such as continuous improvement and raising standards, effective and efficient resource management, school organization and administration, leadership capacity building within the school, and engagement of parents and community in the education of the learners.

In terms of teachers' role, they are responsible for student learning and for their own professional development. Teachers need to have sound professional judgement to provide a plan for learning opportunities based on the needs of each student. They are expected to work with a team and create a healthy work atmosphere where they are given flexibility and opportunity to initiate changes that are related to instructional matters. Teachers have roles in decision-making in areas such as school improvement plan, policies on behavior management, school climate, selection of materials based on ADEC policy, teaching methods and strategies, and staff development (Azaza, 2018). Further, they are asked to keep an open communication with parents through school visits, parent meetings, and workshops to provide the necessary support for students' learning (Kaabi, 2015).

In September 2017, the beginning of the new school calendar, the Ministry of Education together with ADEC started to implement the standardization of its education system aligning the curriculum, assessments, and examinations in both public and private schools which are expected to follow the Ministry of Education curriculum called 'The Emirati School Model' (Zaman, 2017). This New Emirati Model School came into existence from the collaboration between the Ministry of Education and ADEC which both aim to improve standards within homogenous framework to produce graduates based on the best international standards and to meet the expectations of the UAE people (Langton, 2017). The Ministry of Education implemented the reform in line with the leaders' vision of achieving sustainable education which highlights the important role of technology in the education process, the necessity of continuous lifelong learning, latest curricula, innovative lifestyle, and having a new generation that has pride in its national identity and possesses the skills required in a knowledge-based economy (Ministry of Education, 2019). This reform is expected to lead the way to having a generation that is creative and competitive to bring about comprehensive progress and development to the country (Zaman, 2017), which is in line with the current trend in education that focuses more on technological involvement of the young generations to the utilization of technology and to improve soft skills such as complex problem-solving, critical thinking, managing people and emotional intelligence (Barnard, 2019).

The education reforms in the UAE try to develop a world-class education system for the benefits of both students and the country. In fact, reforms in terms of curriculum, resources, facilities and infrastructure, and information and communication technology are the foci towards achieving educational goals of leveling up students' academic performance to an internationally competitive level

(Simpson C., 2013; Azaza, 2018). The New Emirati School Model provides teachers educational trainings which are expected to give them the skills, knowledge and comprehension on topics that are within the rich and new curricula. Furthermore, teaching methods that will be adopted in the classrooms will be unified as well as the criteria to measure educational outputs of the students.

According to the Ministry of Education and ADEK, the 'The Emirati Model School' will serve the best education for the students who are the most important resource of the country (Langton, 2017). The new curriculum is expected to create a unified standardized educational system in all schools across the country with the fundamental goal of producing graduates who are capable of meeting international standards as well as the expectations and hopes of the UAE people (Langton, 2017). This curriculum change is further supported with technologically advanced classrooms (Nasir, 2019).

To support upgrading the quality of education in the country, the UAE government allocated AED10.41 billion for education in 2020 having a significant portion of the budget for both Information and Communication Technology (ICT) and Education Technology (EdTech) (Farid, 2020). Such allocation was made to include immersive learning which inculcates zeal and passion to do experiment through effortless learning for all the educational stakeholders such as the students, educators, and parents. Using technology, the UAE is inspired to build 'classroom of the future' through the help of immersive learning in which students are virtually exposed to immersive experiences that reinforce the teaching and learning in the classroom thus, assuring the knowledge retention of students in the classrooms (Slamecka, 2011; Farid, 2020). Having the important role of technology in the educational system, it is highly

likely that students will have enough motivation to finish their schools and pursue higher level of education.

UAE Vision 2021 National Agenda (Sahib, 2017) states that a total modification of the present educational system and teaching methods is necessary to achieve a top-rating education system for all schools, colleges and universities which must be equipped with the state of the art education system where students are aimed to be among the top in the global level in terms of reading, mathematics and science combined with excellent knowledge of the national language, Arabic. Furthermore, the national vision aims to increase the graduation rate of high schools to international levels and for all schools to be with exceptional leaders and teachers with international accreditation. Smart systems and devices which will serve as fundamental for both the teachers and students for projects and research are also part of such vision.

The success and achievement of students helps boost teacher efficacy (Martin & Mulvihill, 2019), which enhances teacher performance, and job satisfaction (Kumari & Pandey, 2011; Achurra & Villardon, 2012). Improving teachers' efficacy means enhancing their personal belief about themselves through improved curriculum and teaching methods (Hartmann, 2013). Improved teacher efficacy, curriculum, and teaching methods will result in quality of teaching in the classroom which will have valuable contribution to the students' learning. Furthermore, to improve the teaching and learning process in the classroom, teachers must also be equipped pedagogically to have the skills and ability of integrating technology into their teaching strategies in the classrooms (Khan, 2014).

However, some teachers find it difficult to integrate technology into the teaching and learning process due to several reasons such as knowledge gap and lack

of various trainings to cope with the radically changing technology (Gebremedhin & Fenta, 2015). In this connection, according to Dr Ali Alkarni, the director of the Arab Bureau for Education in the Gulf (2014), having investment in technology will not improve learning provided that teachers are trained enough on the effective use of technology and digital resources, which are expected to increase students' motivation and create among students a positive attitude to learning. The utilization of new materials or technology can be considered as a minor change if there is no alteration to be done in teaching strategies. Consequently, no matter how great the materials are, if the teaching strategies are not effective, and teachers are not efficacious enough to perform the tasks then the desired improvement in the academic performance of the students whose performance will be one of the bases of evaluating success of an educational system would still have a long way to go.

2.4 Teachers' self-efficacy

Bandura (1986) defined self-efficacy as a belief to oneself that is in the innermost part of human functioning, which requires an individual to possess two important factors; the requisite knowledge and skills and the confidence of having the ability to do the required task successfully in spite of having challenges. Bandura (1977a) has proposed that efficacy and outcome expectations are the two cognitive sources of motivation. The outcome expectations refer to an estimate of an individual that a particular action will lead to a specific outcome while the efficacy expectations point to one's belief that he or she has the capability to do the necessary action to achieve the desired outcomes. Therefore, self-efficacy beliefs determine the way people think, act, and motivate themselves that can increase or decrease the ability to come up with the desired outcomes (Turnage, 2011). According to (Bandura, Freeman,

& Lightsey, 1999), self-efficacy is about judgment on personal capability and if an individual believes that he or she has no will power to produce results, he or she will not make any attempt. In other words, self-efficacy is one's own judgement of how good an individual can do courses of action needed within specific context of a situation (Tendekai, 2020). Simply, individuals who have high self-efficacy choose to undertake tasks; on the contrary, those who have low self-efficacy find ways to avoid tasks (Bandura, 2010).

For teachers, having higher self-efficacy means being more resilient in facing challenges in teaching than those with lower self-efficacy (Bandura, 1977b; Vaezi & Fallah, 2011). New teachers were found to have significantly lower self-efficacy than teachers who have been teaching for years (Moran & Hoy, 2007). In this regard, those teachers who have long years of teaching experience do more experiments in terms of teaching methods and teaching materials and have increased positive interactions with students (Henson, 2001). This is related to what Bandura referred to as mastery experience. In fact, Bandura (1977b) considers mastery experience, which is gained through taking on challenges and succeeding with them, to be the most influential factor among the four sources of self-efficacy. The other three factors are vicarious experiences (or seeing other role models succeed), verbal or social persuasion (or receiving positive feedback while undertaking a task), and emotional and physiological states (or learning how to manage anxiety and keep a good mood). According to Bandura (1977b), these four factors could determine the extent to which one will succeed or fail within a particular situation (Yada et al., 2019).

According to Threntan, Silvern, and Brogdon (1985), self-efficacy of teachers was identified as a significant source of both motivation and commitment to teaching.

Self-efficacy was also found to be a strong determiner of a teacher's effectiveness, which is one of the measures on assessing teachers' performance (Tschannen-Moran & Hoy, 2001; Protheroe, 2008; Klassen & Chiu, 2010). Teachers' self-efficacy has also been linked to satisfaction of teachers (Caprara, Barbaranelli, Borgogni, & Steca, 2006; Skaalvik & Skaalvik, 2009). These scholars found that teachers are more satisfied when they are confident in accomplishing their teaching tasks or achieving their teaching-related goals. Skaalvik and Skaalvik (2010) posited that job satisfaction has a positive relation to teacher autonomy and self-efficacy. Further, teachers who are having high self-efficacy were found to have reduced job stress and increased job satisfaction (Troesch & Bauer, 2017) and teachers who have enhanced self-esteem are more capable of decreasing the pressure of stress (Vaezi & Fallah, 2011). In this regard, the capacity of a teacher to cope with stress can be attributed to how efficacious he or she is in facing stressors.

The study of Barakat and Harz Allah (2010) revealed an interesting and challenging research finding about teachers' knowledge, which is one of the three important factors that internally influence teachers to have high self-efficacy. They found that one of the main reasons to having low academic performance among students is the teachers' lack of required knowledge of the latest educational and psychological theories. This lack of knowledge is attributed to weak teacher efficacy, which leads to weak students' performance. In this regard, self-efficacy of the teachers can be a predictor of how their students perform academically (Freeman, 2008). Moreover, efficacy of teachers either on an individualized or collective measure is considered as one of the most significant predictors of student achievement (Tsakiridou & Polyzopoulou, 2014) which is further supported by the study of Barakat and Harz Allah (2010) stating that there is a significant connection between teachers'

efficacy and students' performance. The same conclusion was supported by Buric and Moe (2020) who found that teachers with high self-efficacy were successful in making students engaged, they favored students' learning and motivation, and provided good classroom management.

Self-efficacy is a significant component of teacher performance (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hoffman, 2012), which has direct effect on classroom processes such instructional and emotional support as well as classroom organization (Lev, Tatar, & Koslowsky, 2018). More generally, teacher's efficacy is found to be also linked to the health and organizational climate of a school, which include collaboration among teachers, effective instruction and high expectations for students (Brown, 2009).

A number of studies have found gender relationship with teacher efficacy (Tabak, Akyildiz, & Yildiz, 2003; Vural & Hamurcu, 2008; Gurbuzturk & Sad, 2009), namely, having female advantage over their male counterparts. Other studies did not find gender to have an effect at all in terms of teachers' self-efficacy. For example, using Teacher Efficacy Scale (TES) of Gibson and Dembo (1984), found female teachers to have significantly higher level of personal efficacy than that of male teachers, though there was no statistically significant level of difference in their general teaching efficacy. Further, Gavora (2011) found that female teachers believed to have higher levels of skills and abilities to conduct teaching and facilitate learning in the classroom than male teachers do. Additionally, Ehrich, Woodcock and West (2020) found that female teachers have superior level of dispositional trait of efficacy, which was considered a significant factor in determining teachers who are effective versus those who are struggling with the profession. Historically, teaching is

associated with mothering and caring for children (Acker, 1995; Meiner, 2002) and being good or efficacious teacher has been connected with teachers who care for and make sacrifices for the students (Sabbe & Aelterman, 2007).

The teachers' struggles in connection to their profession vary from different aspects such as curriculum adaptation, educational reform policy and innovation, teaching loads and other increasing and overwhelming tasks that enormously impacted the teachers' everyday activities (Ballet & Kelchtermans, 2009). According to Liu and Ramsey (2008), teachers struggle with everyday planning and preparation and heavy teaching workloads. In addition, teachers feel less satisfied with the heavy workload that leads to time pressure and doing much of the preparation even beyond working hours (Skaalvik & Skaalvik, 2017). In the context of the UAE, Ibrahim and Al Taneiji (2019) found that English Medium Teachers (EMTs), who were assigned 30 teaching periods per week, felt their heavy teaching loads gave them dissatisfaction. Further, teacher efficacy is negatively affected by job dissatisfaction, which results from the feeling of being unsupported, especially in times of educational reforms that attempt to provide corrective measures (Matier, 2007).

2.5 Factors relevant to teachers' self-efficacy

Teachers are the gatekeepers or sometimes called as the front-liners in terms of reform implementation for they are the first ones to bring the educational reform into action. Teachers are affected by many factors and based on a review of literature, it was found that teacher self-efficacy is affected by factors such as instruction, adapting education to individual students' needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with changes and challenges (Skaalvik & Skaalvik 2007). These scholars argued that while each

dimension is treated as one, all of them lead to increasing or decreasing teacher self-efficacy. Other studies about teacher self-efficacy highlighted that professional development (Donohoo, 2017; Donnel & Gettinger, 2015; Skaalvik & Skaalvik, 2017) job satisfaction, and teachers' motivation are among the factors that may increase or decrease teacher self-efficacy (Skaalvik & Skaalvik, 2017). In this section, these factors are highlighted.

2.5.1 Professional development (PD)

Professional Development (PD) or sometimes called as Continuing Professional Development (CPD) or Teachers' Professional Learning (TPL) has been the focus of many countries because such PD or CPD or TPL is regarded as a driver to implement educational reforms (Day & Sachs, 2004) and to improve teacher quality (Frankheim & Hielt, 2011). Professional development for teachers has also been considered as one strategy to overcome the deep-rooted quality problem and enhance learning experience of the students, problem-solving ability, and providing student-centered teaching methods (Gemeda, Fiorucci, & Catarci, 2013) that will give contribution to the quality of education in the classroom. PD is necessary to maintain an individual's requisite knowledge, skills, and attitudes to succeed in a job (Murnane & Levy, 1996; Darling-Hammond, 2000). In addition, PD is one of the ways for the practitioner to continually refine skills and practices to cope and address new challenges (McKnight, 2018) and make an important difference in the qualifications and capabilities of teachers in performing their teaching tasks (Cochran-Smith, 2001).

Continuous professional development programs are provided for teachers to improve teaching methods and strategies that are expected to uplift teachers' efficacy and nurture the professional growth of teachers (Orsini, 2004), which can be

considered as a robust predictor of students' learning (Hong, Toquati, & Molfese, 2013). In many European countries, a minimum number of hours for PD for teachers is considered as a teacher's right and practicing such right is linked to career progression (Catalano, Albulescu, & Stan, 2020). This implies that teachers' career development is not just a choice but a right that must be given and practiced. PD is a teacher's right, a choice to make and a process for career development promoting and supporting teachers' professional growth (Clarke & Hollingsworth, 2002). Supporting teachers' professional growth means designing the PD process which focuses on teachers' needs, prospects, emotions, motivations, and dreams (Korthagen, 2017). In the study of Avalos (2013), professional development is about the learning of the teachers and transforming such learning or knowledge into practice for their students' growth. Avalos (2013) also added that professional development requires both cognitive and emotional involvement of teachers and that not all forms of professional development, even those that have been proven to have positive impact, are relevant to all teachers. This means that teachers' needs in terms of their professional development vary and that every education system should tailor professional development to their teachers' needs.

It is acknowledged that PD enhance teachers' knowledge and skills, which improve classroom teaching; however, PD should provide teachers time to apply their newly gained knowledge and skills in order for the PD to work as they are intended to. Teachers' training as part of their professional development has a great potential to improve and sustain change when the training is done with follow up and collegial discussions and not just as a one-shot workshop (McKnight, 2018). According to Nabhani and Bahous (2010) the traditional approach to professional development is

often having a format of top-down, short-term workshop or seminar which does not work because they are held outside the school sites.

In another study, Sandholtz and Scribner (2006) argued that many training models that are provided to teachers are typically traditional in-service approaches which depend on outside experts that have relatively short-term activities and limited follow-up, thus ending up with being away from the main concerns of teachers and from their practices in the classrooms. Researchers have determined multiple limitations to these approaches such as having minimum interaction among teachers and limited gain of knowledge, separation from teachers' every day's tasks and the lack of knowledge transfer into classroom activities (Fullan, 2005; Lieberman, 1995; Miller, 1998).

The report conducted by ADEC (2010) on public school teachers revealed that a number of teachers have not participated in any PD and pursuing further education by going to higher educational institution is not considered as very important. However, many teachers admitted that they attended PD activities which are provided by schools or sponsored by ADEC. In the study of Buckner, Chedda, and Kindreich (2016) about professional development, they presented some barriers to teachers' participation such as the lack of incentives, conflicting work schedules, and lack of relevance of material. The lack of incentives dampens teachers' interest while conflicting work schedule is most common among female teachers. These scholars also questioned the relevance of trainings as they were patterned from Western countries and when implemented here in the UAE, they turned out to have different results as adaptation to the context was not considered. Other barriers such as the timing, accessibility, staff motivation, marketing and financial issues (Drage, 2010;

Fernandez-Manzanal, et al., 2015) drive teachers away from attending professional development programs. Similar factors such as lack of incentives and the timing of the PD which conflicts with work schedule were found to be the two most common reasons of teachers for not getting involved in PD activities (Badri, Alnuaimi, Mohaidat, Yang, & Rashedi, 2016). They also found that majority of the teachers who attended PD activities were not given any monetary reward for participating in career enhancement activities being held outside the working hours. This can be an indication that teachers' participation in PD may be enhanced should there be some pecuniary compensation for attending PDs outside the working hours. Giving monetary incentives is a source of extrinsic motivation that will increase teachers' intention to practice better their profession through the skills to be gained from the PD.

Professional development is an important factor considered to have significant influence on self-efficacy. Professional development programs are designed to improve various aspects of the teaching profession like dealing with behavioral problem, classroom evaluation and instruction (Donoho, 2017). Making PD available for teachers means paving the way to enhance teachers' skills and abilities to perform their jobs. Furthermore, PD could influence teacher's knowledge and skills, which can change one's self-efficacy, thoughts, and perceptions. Educational reforms are expected to support teachers by providing continuous assistance through curriculum guides, and teachers' resources such as materials and supplies that are expected to promote quality teaching for quality learning of students.

2.5.2 Job satisfaction

Jobs satisfaction has been defined as an affection that an employee feels towards his or her work (Price, 2001; Skaalvik & Skaalvik, 2010, 2011). Job

satisfaction can also be seen as an emotional state, which is a result of the appraisal of a person's job; it may refer to either positive or negative evaluation that people make about their jobs (Locke, 1976). From being a feeling, attitude, or individual's preference, job satisfaction is referred to as the degree to which employees are happy in doing their jobs (McCloskey & McCain, 1987). It also includes teachers' positive and negative self-evaluations of teaching experiences which could have been motivated intrinsically or extrinsically (Skaalvik & Skaalvik, 2011). According to Porter and Lawler (1968), job satisfaction is divided into internal and external satisfaction factors where internal factors are directly work-related such as feeling of independence, achievement, self-esteem, and feeling of being in control of what is being done. They refer to the external factors as those that are not directly related to work but can affect job satisfaction such as camaraderie, good welfare and utilities, good school climate, good working condition, and constant involvement.

Job satisfaction plays a significant role in the lives of schoolteachers. It is a moderating factor of the teaching process, social interaction, professional self-actualization, and professional development and that teachers' work motivation determines teachers' activities and teaching processes (Bjekić, Vucetic, & Zlatic, 2014). It has the role of motivating teachers to provide students excellent education (Kumari, 2013). It is a construct that does not only sustain effective teachers, but also improves learning experiences of students they teach (Skaalvik & Skaalvik, 2011). Teachers who are satisfied with their job will be in a position to attain educational objectives (Ansa-Hughes, 2016), and attaining the educational objectives can be one of the proofs of being efficacious teachers (Caprara, Barbaranelli, Steca, & Malone, 2006; Spector, 1997) self-efficacy as a strong contributor to teachers' job satisfaction. Further, teacher satisfaction is a very significant factor that promotes teachers' well-

being and prevents burnout (Skaalvik & Skaalvik, 2017). Avalos (2013) also found that teacher satisfaction increases in relation to professional development activities that meet teachers' needs and expectations when these activities contribute to improving their curricular understanding, which, in turn, increases their self-efficacy.

Findings of Liu and Ramsey (2008) revealed that teachers' job satisfaction is negatively influenced by inadequate planning and preparation and heavy teaching workloads. Moreover, Evans and Olumide-Aluko (2010) and Ingersoll (2001) found that dissatisfaction of teachers at work decreases their commitment and increases the risk of quitting from their job, which implicitly indicates that self-efficacy is not high enough to uplift teachers' job satisfaction. Another factor that decreases the teacher satisfaction is the mounting quantity of non-teaching related tasks, particularly in the form of paperwork. The study of Sergiovanni (1967) found that personal achievement, recognition, and the sense of responsibility were the most significant factors that influence teacher satisfaction. After half a century, these findings were confirmed in the book of Herzberg (2017) which found that satisfaction usually comes from intrinsic factors such as achievement, job recognition, and work that is challenging, interesting and that gives the sense of responsibility. Thus, the teachers are more likely to have high sense of job satisfaction in schools where leadership is practiced in a way to help them fulfill these intrinsic factors (Ainley & Carstens, 2018; Jameson & Torres, 2019). Rewards given either intrinsically or extrinsically bring satisfaction in the workplace which certainly affect job performance (Karsli & Iskender, 2009).

In the UAE context, from 2009 until 2012, there was a continuous increase on the percentage of teachers' satisfaction index from 70.1 to 79.5; however, the professional development for teachers was one of the measures in which teachers were

least satisfied about (ADEC, 2012). Buckner (2017) posited that teachers' level of engagement or investment is more likely to provide quality teaching than teachers' satisfaction as quality teaching needs time to design and prepare activities for students. She further explained that there is a need for a better understanding of what do teachers need to keep their utmost level of satisfaction and involvement.

In the study of Ibrahim and Taneiji (2019), factors such as school's working condition, recognition or appreciation, opportunity for promotion, and passion for teaching, are found to have influence on teachers' satisfaction. The main argument in this study was that in addition to the intrinsic factors which could lead directly to teachers' satisfaction, the above factors affect teachers not necessarily by making them satisfied but by decreasing their levels of dissatisfaction. Dissatisfaction occurs when frequent changes are made within the education system (Morgan, 2017; Ibrahim & Taneiji, 2019), when teachers have low level of dedication for teaching and when teachers do not have any participation in the preparation of policy that concerns them (Ibrahim & Taneiji, 2019).

Aldridge and Fraser (2016) also found that appreciation given by the school principal to the teachers can enhance teacher satisfaction. They argued that when teachers' efforts are not given due appreciation by their principals, the level of their job satisfaction and self-efficacy decrease. More generally, Morgan (2017) found that a school environment that is healthy, safe, and stable can ensure that learning will take place, and that can help in promoting teacher satisfaction.

2.5.3 Motivation

Motivation is the 'drive' that an individual has in order to do something that brings a feeling of satisfaction upon fulfilling the goals. According to Dessler (1986), most psychologists have a common belief that when any of our important needs are not met, it will ultimately bring motivation down. At work, motivation is a set of energetic forces that come from within as well as beyond an individual's being to perform work-related behavior (Pinder, 2008). It is a psychological process that results from the interaction between an individual and the environment (Latham & Pinder, 2005). Motivation combined with the ability of an individual to perform the task is expected to have significant role in achieving goals. Therefore, motivation could mean how hard an individual is willing to work to achieve a goal (ACCA, 2017).

One theory which explains motivation is the Learned Needs Theory of an individual by McClelland (1965), which states that all humans have three motivators; namely a need for achievement, a need for affiliation, and a need for power. The theory further states that one of these three motivating factors will be a dominant motivating driver of an individual and such motivating driver will depend on one's characteristics. In other words, if a person has a strong need for achievement, he/she will be motivated to behave in a way that is expected to satisfy such need (Pardee, 1990). The need for power is an emotional drive of an individual toward status in the society, influence, and control over other people and this include winning in competitions. In education, this power is usually associated with leaders who find it as a means to motivate teachers. The third need is the need for affiliation which is a drive of an individual to be liked and accepted by others. This is supported by the fact that teachers, being part of the educational system, cannot work in isolation. An individual who has a strong

motivation to be agreeable and be with others in a collaborative working relationship has strong need for affiliation (James & Jane, 2019).

Another influential theory in the field of motivation is the self-determination theory which states that development of intrinsic motivation and internalization of extrinsic motivation is being enhanced by social environments that provide support to the innate needs for competence, autonomy, and relatedness of an individual (Deci & Ryan, 2000). It is a theory of human motivation and well-being which explains how and why sustainable motivation and action exist (Ryan & Deci, 2017). Teachers' competence refers to teachers' ability to provide clarity and support to learning activities and developing knowledge, and to maximize student understanding (Jang, Reeve, & Deci, 2010). It is the feeling of having the ability to positively influence the students in their learning which strongly indicates the competence of an individual (Skinner, 1996). Autonomy refers to how much independence and control a teacher has in regard to practicing teaching (Ingersoll & May, 2012) which includes classroom activities, course content, teaching methods, and assessing students' learning (Ozturk, 2012). The level of autonomy a teacher has in terms of teaching can be either negative or positive depending on how it affects the teaching and learning process in the classroom. Relatedness is the need to have a feeling of belongingness and connection with others and to provide warmth and support (Furrer & Skinner, 2003). Relatedness is similar to the need for affiliation which is one of the needs in the learned needs theory of McClelland, Ponitz, Messersmith, and Tominey (2010) which states that being affiliated with others is one of the motivators of an individual to exert effort toward achieving a goal. It is the need of an individual to belong which demands the need to have company and attachment. According to Maslow (1943, 1970) the need to

belong is the third in the hierarchy of basic human needs which requires the need to have someone to provide company.

Stipek (2002) made an assumption that all teachers have motivation theory that can either be intrinsic or extrinsic. For teacher candidates, altruistic, service-oriented goals, desire to work with children and adolescents, and intellectual fulfillment serve as the main intrinsic motivations in choosing teaching as their career (Brookhart & Freeman, 1992; OECD, 2015). In a recent study, Deshields (2020) found that teachers willingly engage in having work expansion for the purpose of meeting both the needs of their students as well as achieving their intrinsic and basic psychological needs such as competence, relatedness and autonomy satisfied. Osman and Warner (2020) stated that the motivation of an individual to initiate a task is primarily due to the belief that s/he can fulfill the task successfully. This thought is related to the findings of Durksen, Klassen, and Daniels (2017) which concluded that teachers' sense of efficacy is one of the key motivation beliefs that influences the professional behavior of the teachers. From this finding, it can be said that the professional behavior can be the mirror of a teacher's initial motivation in becoming a teacher and such motivation will be reflected on his or her engagement and career development aspirations. Moreover, the study of Adu (1993) and Essuman, Tachie-Menson, Essel, and Essuman (2007) revealed that social service followed by doing an activity showing participation and moral values are the most satisfying intrinsic factors for employees and teachers while salary or compensation, working condition service, policies and practices, and advancement and recognition are the four most dissatisfying factors.

Salary, workloads, and unheard grievances are found to be the main reasons for teachers to resign from their work. Emirati teachers were overworked and

underpaid, and their grievances are unheard that made them to resign (Al Nowais, 2016). Such resignation, according to one member of the Federal National Council (FNC) from Ras Al Khaimah causes shortage of teachers for some school subjects. Attrition rate is usually high among inexperienced teachers ranging from 20-25% range (Grissmer & Kirby, 1987), and this is supported by Wise et al. (1987) who reported that an estimate of 40% of new teachers quit teaching within the first two years. In a more conservative finding, Jacobson (1988) discovered that during the first five to seven years of teaching, teachers were most vulnerable to leave the profession. Recent studies identified factors such as work conditions, student achievement, administrative support, school facilities, and initial placement as contributors to teachers' decision to leave their profession (Kelly & Northrop, 2015; Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008).

Extrinsic motivation of an individual has the primary concerns on behaviors done for reasons that is beyond their innate satisfactions (Ryan & Deci, 2020). In the study of Chivore (1988), Haig-Brown (1992), and Yong (1995), salary, job security, and career status were considered important extrinsic motivators. Teacher motivation level differs between men and women. More men were found to be more motivated by financial rewards and opportunities for promotion than women; however, lack of such extrinsic motivators, salary and professional growth and opportunities serve as sources of discouragement for teachers particularly among men (Carson, 2013). Extrinsic motivation is likely to disappear quickly and can lead to short-term well-being and achievement (McEown & Oga-Baldwin, 2019). Aside from low salary and lack of career advancement, Carson (2013) summarized that teachers in the UAE as well as those around the world have similar reasons such as lack of administrative support, students' behavior, lack of respect to both profession and teachers, problems with

classroom management, and big number of classes which demotivated them to stay in the teaching profession.

Self-determination theory proposes that it is the quality of motivation that sustains an individual desire to achieve a goal. Since behaviors of individuals can be driven by several extrinsic factors such as imposed rewards and punishments and intrinsic factors including internal rewards of self-esteem for success and avoidance of being anxious, shameful or guilty due to failure, it can be argued that one's ego where self-esteem is, depends on the outcomes of one's action (Ryan & Deci, 2019) and that outcomes either negative or positive can be observed vividly through the action of an individual.

2.6 Theoretical framework of the study

Rotter's (1966) Locus of Control belongs to his social learning theory. It is based on a principle which implies that people believe to have two factors that control them: internal and external controls. Locus of control and teacher efficacy are significantly related to educational variables such as student achievement (Brophy, 1979), and teacher's ability to adopt innovation (Guskey, 1988) and teacher's strategies and classroom management (Webb & Ashton 1986). Internal locus of control, according to Rotter, means that individuals tend to take on responsibilities and be accountable for their actions and the results. Furthermore, their behavior is not easily affected by the opinion of others, and they do better in doing tasks based on their own belief of effectively doing them. They are, according to some researchers, considered to be smarter and have a higher tendency toward success than those individuals who have external locus of control. In terms of learning, individuals who have internal LOC tend to engage in learning processes more than individuals having

external LOC because the former believe that achieving the goals of learning activities depends on their will and effort (Severino, Aiello, Cascio, Ficarra, & Messina, 2011) which can be strengthened when combined with personal interest. In a similar vein, it can be assumed that teachers having personal interest in teaching profession manifest more internal locus of control to promote student performance (Toussi & Ghanizadeh, 2012). Further, individuals with an internal locus of control will usually use intrinsic motivation (Elliot & Dweck, 2005), which is the extent individuals perceive the situations as the outcomes of their efforts and actions that are within their control (Deci & Ryan, 2000).

External locus of control is the belief of an individual that whatever happens in every situation, whether good or bad, is the result of factors that are beyond his/her control such as the surroundings, the people around, or the higher authority (Davies, 2020). People who have strong external locus of control have the tendency to conform to what others will say and tend to have greater satisfaction in a nonresponsive environment. Individuals who are having external locus of control lack the ability to see any relationship between their behaviors and consequences resulting to their being unresponsive to any reinforcement (Ng, Sorensen, & Eby, 2006). They tend to consider life conditions either negative or positive as caused by someone or situation that is responsible and accountable for whatever circumstances are at hand (Joe, 1971).

When it comes to education, teacher Locus of Control (LOC) and its connection to quality teaching has been the subject of educational research. Teachers have the tendency to adopt either internal or external locus of control in terms of performing their jobs. Brookover and Lezotte (1979) defined teacher LOC as teachers' perceptions about personal control or responsibility on students' performance. Cheng

and Soudack (1994) pointed out that LOC is a strong indicator of teachers' job attitudes. They emphasized that internal LOC of a teacher brings more positive job attitude when it comes to organizational commitment, intrinsic and extrinsic satisfaction, social and influence satisfaction, clarity of role and feeling of job challenge. In times of reform, teachers might adopt either internal or external locus of control and this will influence their perceptions and practices toward reform implementation. More specifically, when teachers believe that reform can make a difference to bring about improvement in the teaching and learning process (for them as teachers and for their students), they will support such reform to be successful because they have positive attitude toward it, and it resonates with their internal locus of control.

On the contrary, when change is initiated from above and implemented without input from teachers, teachers believe that whatever the result of the reform is, it is something that is not within their control. Having this in mind, they can respond passively to it and consider it beyond their capability to respond actively. They find satisfaction in a non-responsive environment and will be less likely to exert effort to improve and achieve success. In addition, teachers who perceive any reinforcement as being the outcome of circumstances, other people and luck beyond personal control has external LOC, thus any outcome will be considered as something beyond their domination. In other words, one's external locus of control attributes any outcomes to fate or luck and that there is always someone or something that is responsible to any circumstance that is currently existing. This can lead to the assumption that teachers having external LOC are inclined to give others or something the credit or blame regarding any results of an event but not to themselves.

Figure 1 below shows the characteristics of both internal and external locus of control by Rotter (1966) from which Bandura's self-efficacy theory was patterned.

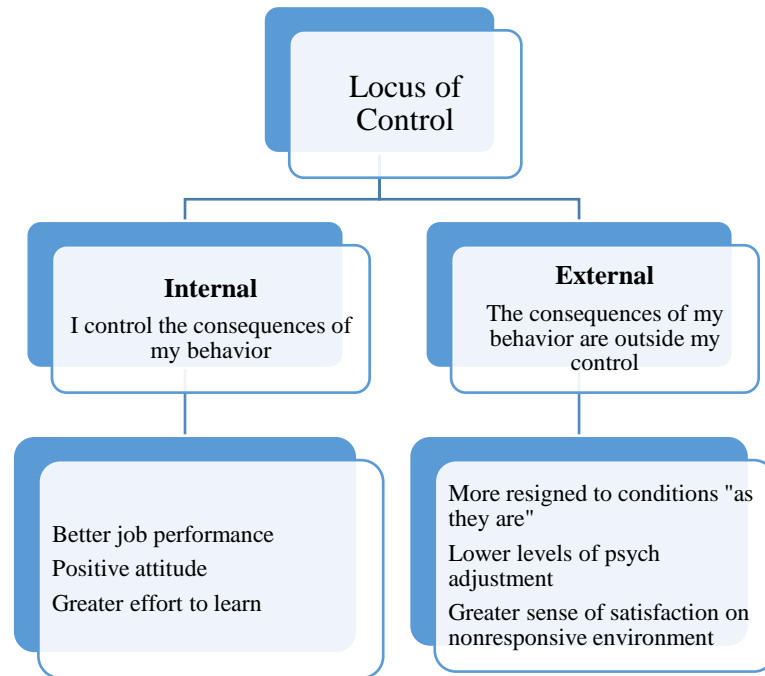


Figure 1: Rotter's Locus of Control

The social learning theory and clinical psychology of Rotter (1954) represents personality as an interaction of a person with his or her environment and in order to understand one's behavior, the two important factors of the individual and his or her environment must be taken into account. The individual refers to one's life history of learning and experiences while his or her environment refers to those known stimuli in which he or she responds to. For Rotter, the personality and behavior are changeable once there is a change in the environment which also changes the way a person thinks (Mearns, 2019). Rotter's (1966) Locus of Control which was originally named as Locus of Control and Reinforcement is a generalized expectancy in which people's behavior can be predicted across situations. Rotter's theory was modified by Bandura (1977b) who came up with the self-efficacy theory. This theory states that the beliefs

in one's capabilities to perform an act to achieve a goal is self-efficacy and it is based on four areas namely mastery of performance accomplishment, vicarious experience, physiological and emotional states, and social persuasion as shown in Figure 2.

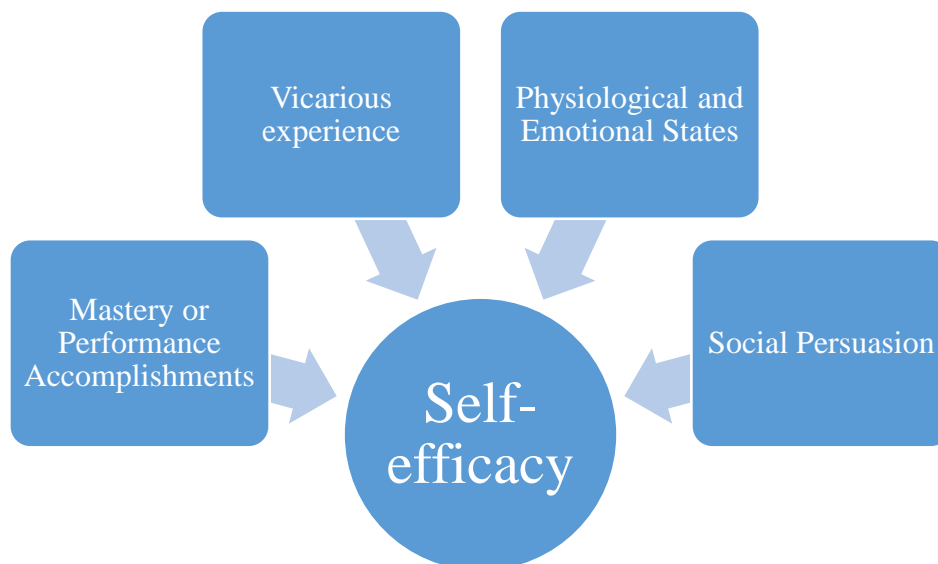


Figure 2: Bandura's Self-efficacy Theory (1977)

Defined as the belief of an individual to accomplish a task and bravely face the challenges of life, self-efficacy is considered by Bandura (1977b) as a theory that consolidate behavioral change in humans. This implies that having self-efficacy strengthens one's capabilities to bring about change in the current situation for something better. In other words, a person with high self-efficacy has the courage and the skills to face the challenges to attain the desired goal. The theory is important not only for choosing behaviors in occupations and social relationships, but also for everyday behaviors (Bandura, Freeman, & Lightsey, 1999). In terms of education, Bandura (1977b) asserts that learning for most human beings is achieved through observation, imitation, and having a role model. Observation and repetition of perceptual responses gives the observer a capacity to evoke images of the modeling

stimuli although they are no longer physically around. The imitation learning, although initially according to Piaget (1962) was not an expression of higher intelligence, was found to be an important expression of learning among humans (Meltzoff & Moore, 1995). Based on the viewpoint of motor learning, a teacher's demonstration is the starting point of one's own learning that can speed up the learning process (Schaal, 1999). In the classroom setting, the way teachers view their ability to teach partly determines how they structure students' learning and respond to their needs (Bandura, Freeman, & Lightsey, 1999).

Pendergast, Garvis, and Keogh (2011) emphasized that there should be a need to improve the outcomes of teaching and learning and that the beliefs and behaviors of the teachers and the influence of the environment should be prioritized. Such behavioral change can only be understood through the perceived self-efficacy of an individual, which is either based on external environmental factors or on one's own conscious decisions. According to Bandura (1986), the most influential among the four sources of efficacy are the mastery experiences which are the main sources of information for appraising self-efficacy. Other sources, vicarious observation of the role models, physiological responses and emotional states, and social persuasion come second (Pfitzner-Eden, 2016). Further importance of mastery experiences is found when such experiences are supported with verbal persuasion by a mentor who serves as the role model. According to Bandura (1997) persuasion alone, is less powerful than mastery and vicarious experiences. However, it can enhance one's efficacy beliefs when an evaluation that reflects an individual's capabilities is given positively and sincerely (Schunk, 1984).

Vicarious experience explains how an individual appraises his or her capabilities in connection to achievements of those people who serve as source of inspiration. The act of comparing one's capabilities of achieving goals to those of others involves role modeling. Aside from the act of the role models, the type of comments they give has impacts on those individuals who admire them (Stuart, 2006). De-valuative feedback that comes from a role model can decrease one's self-efficacy and in the same way, evaluative feedback can enhance a person's self-efficacy (Hattie & Timperley, 2007).

The concept of role model is manifested in four fundamental processes such as attention, retention, motivation, and production (Bandura, 1999). The process of attention has the main purpose of giving an attentive attention on the behaviors and activities of the role models and perceived them accordingly (Kilinc, Harmanci, & Yildiz, 2018). From this perspective, the role model's behavior and activities are performed by someone who aims to achieve what has his or her role model had achieved. In layman's term, an individual considers a role model as a source of inspiration or motivation that paves the way to making the process of achieving a particular goal with lightness of heart and willingness to face challenges.

Physiological and affective state is the fourth source of Bandura's self-efficacy theory. Based on the study of Poulou (2007) and Yada et al. (2019), affective state does not predict self-efficacy, however, it mediates self-efficacy through the processes of cognition. Moreover, physiological and affective state together with the mastery experience is found to be more prominent in an individualist culture whereas vicarious experience and verbal persuasion are more influential in a collectivist culture. In both

cases, it was found that the four sources of self-efficacy overlap and mediate each other (Bruce & Ross, 2008).

Rotter's (1966) LOC concept and Bandura's self-efficacy theory (1977a) are used in this study to explain teachers' response to educational reforms enacted by ADEC/ADEK. These two theories were used in this study as both of them are rooted from social learning theory. For Rotter, a person's behavior does not occur only as a form of reflex action due to an actual stimulus because it is also an outcome of interaction among various factors such as learning histories, life experiences, and stimulus that came from both inside and outside of a person's awareness (Nowicki & Duke, 2017). The self-efficacy theory of Bandura states that there is evident discrepancies between theory and practice; however, such discrepancies can be reconciled by assuming that cognitive processes which can mediate change are influenced and modified by having mastery that comes from performing a task effectively (Bandura, Freeman, & Lightsey, 1999). It is assumed that an individual's self-efficacy is significantly influenced by mastery in doing certain tasks. More specifically, the theory will explain how the reforms were or were not perceived by the teachers as impacting their self-efficacy and therefore improving their teaching practices in the classrooms or themselves as teachers.

Reform will be seen as an action that include internal and external influencing factors. Factors that are internally influencing teachers are confidence, motivation and self-knowledge, which are predictors of having high self-efficacy, leading to an assumption that teachers can judge themselves as effective in improving students' performance. Externally, teachers-efficacy is affected by factors that are beyond their control such as educational policies, curriculum developments, and resource-related

factors. These all have significant impacts on teachers' practices, which are one of the determiners of how efficacious a teacher is in the classrooms where the teaching and learning processes take place.

Chapter 3: Research Methodology

The main purpose of this study is to determine the perceptions of teachers in regard to whether educational reforms implemented by ADEK in public schools have influenced the teachers' efficacy in performing their jobs. In this chapter, the research design used to fulfil this purpose will be described together with the tools of gathering the data to answer the research questions. The methods of identifying and selecting the sample from the population, acquisition of permits to conduct the interviews and distribute questionnaires to public schools, and analysis of data will also be discussed.

3.1 Research design

This study used exploratory mixed methods research design with the primary purpose of having qualitative findings to be the basis of the quantitative phase of the research (Creswell & Clark, 2011). Mixed methods approach is the outcome of reconciling the discrepancies between the qualitative and quantitative research approaches and in which data can be both narrative and numeric (Teddlie & Tashakkori, 2009). Teddlie and Tashakkori (2009) explained that mixed methods research has a major advantage of enabling the researcher to ask questions providing confirmation and exploration of theory for verification. In this study, the sequential exploratory design was used with the proposition that an exploration is required. Usually this is needed due to one of three main reasons: 1) unavailability of the instrument; 2) unknown variables; and 3) unavailable theory or framework to guide the study (Creswell & Clark, 2011). The unavailability of the instrument which can appropriately answer the research questions in this study was the basis of employing the exploratory sequential design. This research design will help in searching out for the opportunity of gaining diverse views from qualitative approach in which results

will then be integrated with the quantitative approach through constructing a survey questionnaire to answer quantitative research questions. According to Teddlie and Tashakkori (2009), mixed methods research design decreases uni-method bias, thus providing wider perspective about the research subject. Furthermore, mixed methods research design provides an opportunity to answer queries in both numerical and narrative forms (Bryman, 2006). Figure 3 below shows the timeline on how this study has been done from the time the participants were selected and interviewed for the qualitative phase in which the interviews were encoded and analyzed using NVIVO Pro 11 and results were integrated and used to construct survey questionnaire for the quantitative phase.

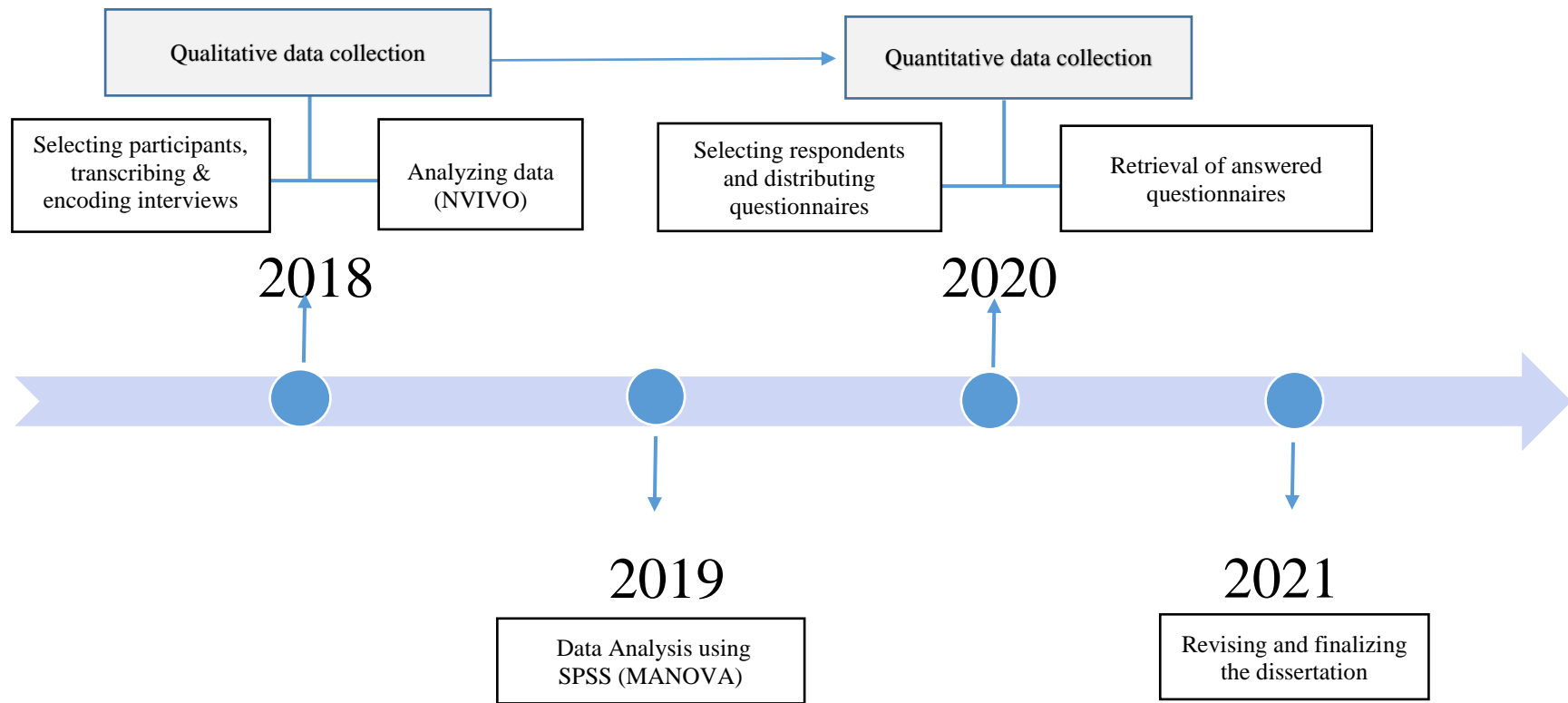


Figure 3: Timeline of the study

The first question of this study asks, “How does ADEK reform influence teachers’ self-efficacy in the teaching and learning process?” At this phase, data were collected through a qualitative interview technique, which provided a direct interaction with teachers and letting them talk about their insights, views and perceptions on the educational reforms. Qualitative methods of data gathering are usually used to obtain data through interviews with open-ended questions, diaries or journals, and classroom observations (Zohrabi, 2013). Through qualitative interviews, the researcher was able to have in-depth understanding of teachers’ point of views and experiences (McQuerrey, 2017) that are relevant in providing answers to the first question in this research. Relying on the participants’ view of their situation during the implementation of reforms, the researcher used a constructivism paradigm wherein individuals created their own subjective meanings about the objective reality wherein the new knowledge obtained was connected to prior knowledge.

The quantitative stage of this paper had a 23-item questionnaire covering the 4 themes identified in the qualitative phase such as teaching and instruction, motivation, work satisfaction, and professional development. The items were scored by teachers on a 5-point Likert scale ranging from Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1). The results of this questionnaire were used to answer the two quantitative research questions namely, “To what extent do teachers perceive the reforms implemented by ADEK improved their self-efficacy in the teaching and learning process?” and “Is there any significant difference between the perceptions of teachers on whether educational reforms contributed to their self-efficacy in terms of gender, cycle, years of teaching experiences, nationality and educational level?”

3.2 Population and sample

This study was conducted in Al Ain school district/city in the eastern part of Abu Dhabi where the researcher currently resides. The researcher collected data from the schools within the city, as going to other cities was a difficult task for any researcher who lives in Al Ain. Though the western region, Al Dhafra is also under ADEK, it is almost two-hour drive away from Al Ain. Aside from the distance, it was difficult to collect data from other emirates and cities that are following other educational systems which are not the same as what ADEK had.

There was a total of 106 government schools in Al Ain. Al Ain is one of the ancient permanently inhabited regions in the world and is declared as a UNESCO World Heritage Site. Among the 106 government schools, only eighty-five (85) offered cycles 1, 2, and 3 education (K-12 grades). Kindergarten schools were excluded from this study as the researcher deemed that educational reforms can be felt more by teachers who are teaching higher levels than KG.

Prior to collecting data and as part of the protocol, the researcher had to approach the principals or vice principals to have a short introduction regarding the research and to show the permit issued by ADEK (see Appendix E). As the researcher did not have direct access to all teachers, survey questionnaires were given to the school principals or vice principals who gave the survey questionnaires to heads of departments. The department heads distributed the questionnaires to teachers within their respective departments. At the time of data collection, there were 19 schools that offered cycle 1 education (grades 1, 2, 3, and 4). Seventeen schools offered cycle 2 education (grades 5, 6, and 7, 8), and eleven schools offer cycle 3 education (grades 9, 10, 11, and 12) and thirty-eight (38) schools offered common cycles or co-education.

The respondents for this study were teachers from Cycle 1 to Cycle 3 (grades 1-12). The term ‘cycles 1, 2 and 3’ is similar to primary, intermediate and secondary. Those teachers who had taught the ADEK curriculum for at least a year are the respondents for the questionnaires in this study as the newly hired teachers may not have enough knowledge and relevant information about the curriculum which was used in the public schools.

Retrieval of the answered questionnaires from each school was done with different durations as schools had various programs, and other curricular and extra-curricular activities during the time the questionnaires were distributed. The principal asked the researcher to leave her phone number to be contacted to collect the answered questionnaires.

3.2.1 Interview participants

The participants in the qualitative phase of the study were selected using the purposive sampling method in which three (3) schools for each cycle were visited and the researcher came up with a total of 9 respondents to answer the open-ended questions in the interview. The permission letter issued by ADEK through the request of the university served as pass for the researcher to visit schools and talk to principals or vice principals who initially chose available teachers to sit for an interview. Although teachers were chosen by the school heads, they were asked first if they are willing to be interviewed by the researcher.

During the interview, each participant was requested to read and sign the consent letter about audio recording the entire interview for the purpose of transcribing

for analysis. All the participants signed the consent letter and none among them showed any hesitation to be interviewed and audio recorded.

All the 9 schools which were visited have meeting rooms where the interview with the participants was held. The interviewees included eight female teachers and one male teacher. Three of these teachers were Emirati, three were from South Africa, one British, one American, and one Canadian. Table 1 provides a summary of their demographics.

Table 1: Demographic information of interview participants

Names	Gender	Cycle	Nationality	Years of Teaching Experience
Mary	Female	1	South African	9-12
Mariam	Female	3	Emirati	18-above
Sofia	Female	2	South African	5-8
Claire	Female	3	American	5-8
Fatima	Female	3	Emirati	9-12
Lucy	Female	1	British	5-8
Martha	Female	1	South African	9-12
Hamda	Female	2	Emirati	17-above
Tyler	Male	2	Canadian	1-4

3.2.2 Survey sample

For the quantitative phase, respondents were selected using non-probability sampling in which Al Ain government schools were selected based on their location where most teachers can be reached easily during their breaktime to respond to the

questionnaire. However, in some cases, the researcher contacted department heads and secretaries who willingly accepted the questionnaires, distributed them to teachers and retrieved them after few days to be collected by the researcher. Because schools have a number of academic activities, most of the times, the researcher was requested to come back to collect some remaining questionnaires.

The questionnaire required respondents to provide some demographic information. These included their gender, years of teaching experience, and educational levels which was categorized into three levels Bachelor, Masters, and Doctorate. Educational level was used as it may be one factor that might affect self-efficacy of the teachers. Gender was also included in the questionnaire as it may reveal any significant difference between male and female teachers' perceptions about ADEK reforms. The years of teaching experience was also considered as an important factor as Kfoury (2016) argued that teachers who have long years of experience have higher level of efficacy compared to others. The UAE has more than 200 nationalities and its schools teach about 16 curricula (Razgova, 2015), giving them culturally diverse places of learning. This is one of the reasons that the nationality of the participants is also included in the survey questionnaire of this study. Table 2 provides more information about the sample.

Table 2: Demographic variables of the questionnaire sample

Variable		Frequency	Percentage
Gender	Male	122	31.8
	Female	262	68.2
	Total	384	100
Age	21-25	8	2.1
	26-30	26	6.8
	31-35	76	19.8
	36-40	129	33.6
	>41	145	37.8
	Total	384	100
Country	UAE	236	61.5
	United Kingdom	19	4.9
	USA	13	3.4
	Canada	3	0.8
	Australia	3	0.8
	Ireland	5	1.3
	South Africa	24	6.3
	Syria	11	2.9
	Egypt	26	6.8
	Jordan	21	5.5
	Sudan	2	0.5
	Philippines	1	0.3
	Tunisia	8	2.1
	India	12	3.1
Total	384	100	
Number of Year Teaching (Public)	<4	29	7.6
	4-6	59	15.4
	7-9	71	18.5
	10-12	66	17.2
	>13	159	41.4
	Total	384	100
Number of Year Teaching (Private)	Did not teach	336	87.5
	1-3	40	10.4
	4-6	3	0.8
	7-9	3	0.8
	10-12	0	0
	>13	2	0.5
Total	384	100	
School level taught	Cycle 1	127	33.1
	Cycle 2	81	21.1
	Cycle 3	176	45.8
	Total	384	100
Educational Qualifications	Bachelor	295	76.8
	Masters	81	21.1
	Doctorate	8	2.1
	Total	384	100

Table 2 shows the questionnaire respondents in this study with a total of 384 teachers consisting of 122 males (31.8%) and 362 females (68.2%) who were all from public schools in Al Ain. One hundred and twenty-seven were cycle 1 teachers, 81 cycle two, and 176 cycle three teachers. The majority of respondents were Emirati, followed by Egyptian, South African, Jordanian, and American teachers. Other nationalities are from India, Syria, Tunisia, Sudan and Philippines.

As expected, majority of the teachers 304 (79.3%) were of Arab nationalities comprising the highest number from the UAE with total of 236 (61.5%) followed by 26 (6.8%) teachers from Egypt, then teachers from Jordan, 21 (5.5%). Syrian teachers were 11 (2.9%), Tunisian teachers were 8 (2.1%), and Sudanese teachers were 2 (0.5%). The remaining 20.7% of the respondents is a mixed of Western and Asian teachers led by South African teachers, 24 (6.3%), followed by those teachers from the UK who were 19 (4.9%), those from the US were 13 (3.4%), teachers from Ireland were 5 (1.3%) and from both Canada and Australia were 3 respectively totaling to 6 (1.6%). From Asian descent, there were teachers from India who were 12 (3.1%), and one (0.3%) was from the Philippines.

The age of the teachers is grouped into 5 with 5 years interval. From 21-25 age bracket which has the lowest number, there were 8 (2.1%) respondents. This is followed by age bracket from 26-30 with 26 (6.8%) respondents. The age bracket 31-35 has 76 (19.8%) of the total respondents. The last two age brackets, 36-40 and 41 above have 129 (33.6%) and 145 (37.8%) of the entire respondents, respectively.

Most of the teachers have been teaching in the public schools for more than 13 years with 159 (41.4%) in the 13 - above bracket followed by 71 (18.5%) teachers who have 7-9 years of teaching experience, 66 (17.2%) teachers have 10-12 years of public-

school teaching experience, 59 (15.4%) teachers had 4-6 years, and the least, 29 (7.6%) teachers among the respondents had below than four years.

Majority of the teachers, 336 (87.5%) did not have any private school teaching experience. Forty (10.4%) of the respondents had less than four years of teaching experience in the private schools the brackets of 4-6 and 7-9 years have 3 (0.8%) each with a total of 6 (1.6%). Only two (0.5%) teachers had more than 13 years of teaching in the private schools while no teacher belongs to 10-12 years bracket.

Among the 384 respondents, 176 (45.8%) teachers were teaching cycle 3. Teachers who were teaching cycle 1 had a total of 127 (33.1%) and teachers who were teaching cycle 2 were 81 (21.1%). In terms of educational qualifications, most teachers, 295 (76.8%) had Bachelor degree, 81 (21.1%) teachers had finished Masters while 8 (2.1%) among the respondents had graduated from Doctorate.

3.3 Data collection instruments

Interview is one of the several methods in collecting qualitative data to explore research subjects' opinion regarding a research topic. It can provide an explanation about a behavior, a phenomenon, and even experiences that may answer questions that are currently important to some groups of people. The interview has a total of 15 questions addressed to the 9 interviewees. The entire interview questions can be found in Appendix A.

3.3.1 Interviews

The qualitative data were collected through interviews with teachers from different public schools. The interviews were conducted after acquiring a letter from the university issued by the College of Education which was then electronically

forwarded to Abu Dhabi Education and Knowledge Authority research department together with the other legal documents of the researcher. Upon receiving the permit from the research department of ADEK, school visits for the interviews started. The researcher went to purposively selected schools on the scheduled days advised by the principals or vice principals at almost the same time in the morning when teachers haven't started teaching yet. It was done to increase reliability of teachers' answer to the interview and to avoid biases due to factors such as stress and fatigue that teachers may experience if the interview will be done in the middle of the day. Another reason for conducting the interview in the morning is to avoid some environmental factor such as noise that may happen when students are on their break or in the case of some schools, when students are moving from one classroom to another. However, there are some schools wherein teachers are the ones moving from one classroom to another.

This study utilized open-ended interview questions to look deeper into the teachers' perceptions about education reforms, which were implemented by ADEK in public schools.

The open-ended interview questions were constructed with the assistance of the research adviser as well as colleagues. They were initially pulled out of previous studies on self-efficacy and various literature on ADEK school reform particularly in the professional standards for teachers which contain four key areas focusing on the learners (please see attached Appendix F). Table 3 summarizes the qualitative interview questions given to the participants with reference to previous local and international studies in addition to ADEC Professional Standards for Teachers.

Table 3: Summary of references used as guide to the construction of the interview questions

Qualitative research question	Relevant literature review	Interview questions
<p>How has ADEC reform influenced teachers' self-efficacy in the teaching and learning process from a qualitative point of view?</p>	<ol style="list-style-type: none"> 1. Teacher self-efficacy and teacher burnout: A study of relations (Skaalvik & Skaalvik, 2010). 2. Education Reform in the UAE: An Investigation of Teachers' Views of Change and Factors Impeding Reforms in Ras Al Khaimah Schools (Tabari, 2014). 	<p>What do you think about teaching in the UAE?</p> <p>Do you think ADEC reform is necessary?</p> <p>How do you feel about it?</p> <p>In your own opinion, what factors can contribute to the success of educational reforms?</p> <p>As a teacher, do you think you should have a direct participation in educational reform? How?</p>
	<ol style="list-style-type: none"> 3. Conceptualizing time lag in curriculum change – an exploration of the literature (Voogt & Nieveen, 2019). 	<p>Do you think the current curriculum would help you achieve the educational goal of ADEC? Why?</p> <p>Do you think there are some parts of the curriculum that should be structured/changed/modified to meet the needs of the students at ADEC?</p> <p>How do you respond to the requirements of ADEC in meeting standards for the curriculum?</p>

Table 3: Summary of references used as guide to the construction of the interview questions (Continued)

Qualitative research question	Relevant literature review	Interview questions
	<p>4. Teacher autonomy for improving teacher self-efficacy in multicultural classrooms: A cross-national study of professional development in multicultural education (Choi & Mao, 2020).</p> <p>5. Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress (Klassen & Chiu, 2010).</p> <p>6. "There's going to be community. There's going to be knowledge": Designs for learning in a standardised age (Skerrett, 2010).</p> <p>7. Teachers' self-efficacy and the sources of efficacy: A cross-cultural investigation in Japan and Finland (Yada et al., 2019).</p> <p>8. Toward Professionalizing Teaching in the UAE: An Investigation of Emirati Public Secondary School Teachers' Understanding of Their Profession in Dubai (Almarzouqi, 2015).</p>	<p>What aspect of the classroom today promote further learning of students?</p> <p>Is there any aspect that does not contribute to the learning process of students in the classroom? Why do you think so?</p> <p>How does your classroom meet the standards of ADEC? (How do you make your classroom meet ADEC standards?)</p> <p>Based on your personal experience, do reforms influence your job performance? If yes, how? If no, why?</p> <p>How do you think reform affects your personal efficacy in doing your job?</p>

Table 3: Summary of references used as guide to the construction of the interview questions (Continued)

Qualitative research question	Relevant literature review	Interview questions
	<p>9. Policy options for Improving Teacher Satisfaction in the United Arab Emirates (Nethercott & Buckner, 2017).</p> <p>10. Motivation and collaboration: The keys to a developmental framework for teachers' professional learning (Durksen, Klassen & Daniels, 2017).</p>	<p>Do you think that ADEC reform related to engagement of community is successful? Why or Why not?</p> <p>How would you describe your relationship as a teacher with the local and global communities?</p> <p>What can you say about the changes ADEC has made in the professional qualifications of teachers?</p>

There are four dimensions of ADEK reform such as the profession, the curriculum, the classroom, and the community. From these dimensions as well as other related literature, the interview questions were constructed. Unstructured and generally open-ended questions are made to elicit different views and ideas from the participants regarding the four dimensions of reforms that they were asked to implement in the teaching and learning process in the classroom.

The first question in the interview states “What do you think about teaching in the UAE?” This initial question is given a follow up question: “How do you feel about it? which aims to elicit more information which may lead to other dimensions of reforms.

The interviews consisted of three parts wherein part I was about the four dimensions of reform namely: 1) the profession dimension which has one general question and a follow up question 2) the curriculum dimension had 3 questions, 3) the classroom dimension had one question, and 4) the community dimension had two questions. The profession dimension asked about the teachers’ thoughts and feelings in teaching in the UAE. The curriculum asked about the teachers’ perceptions on how the curriculum helped achieve the educational goals of ADEK. The classroom dimension asked about the aspects of today’s classrooms that promote further learning of the students. A follow up question to support the main query about the classroom was about aspects that teachers think that do not contribute to students’ learning. The community dimension has two questions having the first one focused on how successful was ADEK reform in regard to having the community engagement in the educational affairs of the schools while the second one was asking about the

descriptions of the relationship that teachers had with the local and global communities.

Part 2 is about teachers' responses to reform, and it has two questions. The first one is about teachers' professional qualifications and the second is about how teachers meet the classroom standards of ADEK.

The third part has 6 questions about the factors that influenced teacher-efficacy in terms of educational reforms. In this part, questions about the necessity of reforms, teachers' opinion on what can contribute to the success of educational reforms and their influence on teachers' job performance, and whether teachers' personal efficacy in doing so was affected by reforms (See Appendix A for the list of the interview questions).

The entire interview of all the nine participants lasted for three hours and thirty-four minutes with a minimum of 20 minutes for the individual interview and a maximum of thirty-five minutes. The principal who was the first person approached by the research has made sure that a paper issued by ADEK is available with the researcher. Then, the principal checked the teachers' schedule to see who are available to sit for the interview. All the 9 schools that were purposely visited by the researcher assigned the meeting room to be the place to conduct the interview on a one-to-one basis. Each of the participants were verbally given assurance of the confidentiality of the data they would give in addition to a consent form they signed which highlighted that their privacy will be highly protected and that their responses will be used for research purposes only. After obtaining permission from each of the interviewees, the entire interviews were audio-recorded and transcribed in a Microsoft Word file and pasted into NVIVO Pro software for analysis.

3.3.2 The questionnaire

The second phase of the study was the quantitative phase in which numeric data using a questionnaire were collected. The permit issued by ADEK was used and presented to school principals who endorsed the researcher to his/her secretary or to different department heads to distribute the questionnaire to teachers. Based on the results of the qualitative interviews and juxtaposition of them with the literature review, five themes have emerged namely curriculum change/modification, motivation, professional development and growth, teaching and instruction, and work satisfaction. The table below contains ten studies which have also helped in determining themes in which questions in the survey questionnaire have been constructed for the quantitative phase. Various themes are found in these studies which contain and discuss the subject matters that can be found written under their titles. Themes such as instruction, curriculum, job satisfaction, motivation, and professional development were identified and they strengthen the themes found in the qualitative part of this study.

Table 4: Dimensions of Self-efficacy from selected literature reviews

<p>Teacher self-efficacy and teacher burnout: A study of relations (Skaalvik & Skaalvik, 2010)</p>	<p>Teacher Change Model (A Model for Increasing Reform Implementation and Teacher Efficacy: Teacher Peer Coaching in Grades 3 and 6 Mathematics) (Bruce & Ross, 2008)</p>	<p>Profiles of Teacher personality and relations with teacher self-efficacy, work engagement and job satisfaction by Perera, Granziera and McIlveen (2018)</p>	<p>Teacher self-efficacy and site-based management as a decentralization strategy by NewKirk (2002)</p>	<p>Self-efficacy: Toward a unifying Theory of Behavioral Change (Bandura, 1977a)</p>
<ol style="list-style-type: none"> 1. Instruction 2. Adapting education to individual student's needs 3. Motivating students 4. Keeping discipline 5. Cooperating with colleagues and parents 6. Coping with change and challenge 	<ol style="list-style-type: none"> 1. Current instructional practice 2. Student achievement 3. Teacher self-assessment 4. Peer input 5. Innovative instruction through PD support 6. Goal setting and effort expenditure 7. Motivation 	<p>Using effective instruction strategies Managing classroom Engaging students Job satisfaction</p>	<ol style="list-style-type: none"> 1. Instruction 2. Curriculum 3. School resources 4. Disciplinary procedures 5. Age 6. Gender 7. Educational degree 8. Years of teaching experience 9. Grade level assignment 10. Years of teaching at present school 	<ol style="list-style-type: none"> 1. Mastery Experiences (knowledge and skills attainable) 2. Vicarious Experiences - role model 3. Verbal Persuasion 4. Emotional and Physiological States 5. ***Imaginal experiences <p>***James Maddux</p>

Table 4: Dimensions of Self-efficacy from selected literature reviews (Continued)

Integrating person and situation perspectives on work satisfaction: A social-cognitive view (Lent & Brown, 2006)	Teacher effectiveness through self-efficacy, collaboration and principal leadership (Sehgal, Nambudiri, & Mishra 2017)	Continuing Education for High School Resource Teachers and their sense of Self-Efficacy (Dubé, Granger, & Dufour, 2015)	Elementary school teachers' acceptability of school reform: Contribution of belief congruence, self-efficacy, and professional development (Donnell & Gettinger, 2015)	Sources of Efficacy for First Year Teachers (Shearn, 2007)
<ol style="list-style-type: none"> 1. Work satisfaction 2. Engagement with and progress at valued-work-related goals (involvement) 3. Experience or expect favorable work conditions 4. Belief on capability to perform major work tasks 5. Environmental support 6. Possession of dispositional tendencies amenable to experiencing satisfaction with work 	<ol style="list-style-type: none"> 1. Instruction/facilitating/delivery of course information 2. Discipline 3. Collaboration 4. Principal leadership 	<ol style="list-style-type: none"> 1. Teaching strategies 2. Classroom management 3. Students' engagement 	<ol style="list-style-type: none"> 1. Instruction 2. Progress monitoring/Evaluation 3. Professional development 4. Years of teaching experience 5. Teachers' belief 	<ol style="list-style-type: none"> 1. Professional Development 2. Self-Satisfaction with Professional Performance 3. Administrator Interpersonal Support 4. Likelihood of Retention for Five Years in the Profession 5. Motivation 6. Helpfulness of Colleague Feedback

Under each theme, the researcher devised 10 questionnaire items, which were assessed further by different faculty members in the university and some educators from other institutions abroad. The five themes were decreased to four namely motivation, work satisfaction, teaching and instruction, and professional development. The theme of work motivation had 4 statements, the satisfaction theme had 6 statements, Professional Development (PD) ended up having five (5) statements, and the teaching and instruction theme had eight statements making the total of 23 statements in the instrument for the quantitative part of the research.

The theme on motivation described the factors of ADEK reform that provided motivation for teachers while the work satisfaction theme presented the factors that made teachers satisfied at their work. The theme or domain of professional development assessed teachers' perceptions of training and other support provided by ADEK to help them with the reforms. The teaching and instruction theme, which had the greatest number of statements declared the aspects of ADEK reforms which enhanced teachers' skills in doing their jobs in the classrooms. The four groups of statements can be found in Appendix C.

The questionnaire items were written in both Arabic and English to make sure that both Arabs and non-Arab respondents would find it easy to answer. The questionnaires were distributed to 18 schools in Al Ain which offer cycles 1, 2, and 3 education.

3.4 Validity and reliability of the questionnaire

Validation, according to Creswell and Clark (2011), is the accuracy assessment of collected information. Face validity of the survey used was determined by a rating done by experts from the university and outside educational institutions with

consideration to clarity, importance, and relevance of the statements to research questions. Then, Principal Components Factor Analysis using Oblimin Rotation was performed on the data to examine the structure of the questionnaire/measure. Four factors were obtained accounting for 60.88% of the variance. Table 5 shows which items loaded onto which factor. The internal reliability of each factor was assessed. Factors 1, 3 and 4 all generated an alpha value in excess of 0.65, these items combined to create scales. In the case of scale 2, the alpha was as low at 0.47. Item 20 was deleted to produce an alpha value of 0.85 for the scale.

Table 5: Items loading onto each factor, the name of the constructed scale and the associated reliability

Factor	Item	Scale Name	Cronbach's alpha
1	1) With ADEK curriculum reform, I became more motivated to teach. 2) ADEK teacher evaluation reform motivated me to perform better. 3) ADEK reform made my students more motivated to study. 4) ADEK reform included ways to motivate teachers to perform better.	Motivation	0.79
2	5) The school management makes me feel satisfied at work. 6) I am satisfied with my workload assigned by ADEK. 7) Academic success of my students gives me satisfaction. 8) ADEK curriculum design provided me with enough time to achieve daily objectives. 9) Teaching new ADEK curriculum makes me happy and satisfied at work. 10) I am satisfied with my salary in ADEK system.	Work Satisfaction	0.85
3	11) ADEK reforms have enriched my content knowledge. 12) ADEK curriculum change has helped me improve students' engagement. 13) ADEK reforms have helped improve my classroom management strategies. 14) ADEK curriculum content was appropriate to the levels of my students. 15) ADEK reforms have enhanced my skills in teaching students with special needs. 16) ADEK reforms have enhanced my skills in using differentiated instruction. 17) ADEK reforms have improved my student assessment and evaluation methods. 18) ADEK curriculum reform has helped me become more engaged in teaching my subject(s).	Teaching and Instruction	0.66
4	19) ADEK Professional Development (PD) has helped me grow as a teacher. 20) ADEK's Professional Development (PD) focused on my career advancement. 21) ADEK's Professional Development sessions were given at convenient times for me. 22) ADEK's Professional Development (PD) helped me learn new teaching strategies. 23) With ADEK's PD programs, I became more confident teaching my subject.	Professional Development	0.78

3.5 Data analysis

The interviews with teachers for the qualitative part were recorded, transcribed and then analysed through the use of Nvivo Pro 11 version. In this study, data from the transcripts were coded in Nvivo Pro 11 which helped in organizing and analysing the answers of the participants of interview questions. Moreover, other data sources from ADEK reports and other studies and articles related to the topic of this research were also used in Nvivo in order to identify the vital themes. Using Nvivo Pro 11, the researcher was able to code data into nodes and child nodes and then identified significant quotations that support these ideas. Then, the researcher organized these into common themes which resulted to five themes such as classroom management, teaching and instruction, work satisfaction, motivation, and professional development. These five themes were reduced to four after the second encoder who has completed doctorate degree and used NVIVO Pro 11 in her data analysis has done the second coding. The initial five themes were reduced to four themes deleting classroom management, which was included in teaching and instruction theme. The final four themes from the data were teaching and instruction, work satisfaction, motivation, and professional development and growth. Findings on these themes are reported in Chapter 4.

For the quantitative phase of the research, statistical analyses using Statistical Package for Social Sciences (SPSS) were used to answer the research questions. At first, descriptive analyses which used frequencies, percentages, means and standard deviation were applied to allow presenting data more meaningfully and interpret them simply.

The study had three independent variables: gender, educational level, and length of service or years of teaching experience. The dependent variables in this study were motivation, satisfaction, teaching and instruction, and Professional Development (PD). Since this study had more than one independent variable, multiple analysis of variance (MANOVA) was used to determine the correlation between the independent variables and dependent variables.

A 2-gender (male/female) x 3 service (1-2years/3-4years/5+years) x 3 education level (Bachelors/Masters/Doctorate) MANOVA was conducted on the combined dependent variables which consisted of the four sub-scales: Motivation; Satisfaction; Teaching; and Professional Development (PD). The four dependent variables, although constructed on the basis of factor analysis and having high internal consistencies, also correlated together with significant correlations between all four scales. These inter-correlations provide justification for using MANOVA analysis. Table 6 shows the inter-correlations of the four sub-scales.

Table 6: Correlations between the four sub-scales (in all cases, n=384, p<0.001)

	Motivation	Satisfaction	Teaching	Professional Development
Motivation	X	0.79	0.84	0.80
Satisfaction	0.79	X	0.78	0.75
Teaching	0.84	0.78	X	0.87
Professional Development	0.80	0.75	0.87	X

For each of the three independent variables, Mahalanobis distances were calculated, to look for outliers in the data, as MANOVA can be susceptible to outlying data. In each of the 3 independent variables (gender, education and service), no outliers were identified. As such, the assumptions for MANOVA were met and the analysis was conducted.

Chapter 4: The Results of the Study

The main purpose of this dissertation is to explore teachers' perceptions on whether the reforms implemented by ADEC in public schools have contributed to increasing their self-efficacy. The second purpose is to identify whether gender, the school cycle where teachers teach, their years of teaching experiences, nationality, and educational backgrounds have an influence on their self-efficacy. This chapter presents the results of the data collected from the interviews and the questionnaires completed by the teachers. The results will be presented in two parts: qualitative findings from the interviews followed by quantitative results of the questionnaires.

4.1 Qualitative findings

The qualitative part of the research answers the question, "How does ADEC reform influence teachers' self-efficacy in the teaching and learning process?" The participants in this study who were interviewed are employed in government schools in Al Ain city and they consisted of three Emirati female teachers, five expatriate female teachers, and one male teacher. Upon analysing the interviews, four themes emerged from the data. The first significant theme from the interviews was teaching and instruction, which has curriculum as its sub-theme. Teachers expressed their opinions on the curriculum used by ADEC, their perceptions about its suitability, how it affected their teaching skills, and time as a factor in fulfilling curriculum needs. The second theme was about motivation followed by work satisfaction. The fourth major theme was professional development in which teachers expressed their ideas about the importance of various training efforts and how they helped or did not help in raising their efficacies to teach in the ADEC system. The findings for each theme will be presented in this order. Table 7 summarizes the themes and sub-themes.

Table 7: Themes from the qualitative data analysis

4.1.1	Teaching and instruction is affected by curriculum and mode of delivery
	<ol style="list-style-type: none"> 1. Insufficient time impacts curriculum delivery and teachers' efficacy 2. A challenging curriculum inhibits self-efficacy
4.1.2	Motivation
	<ol style="list-style-type: none"> 1. Teachers' motivation is dampened by so many tasks aside from teaching
4.1.3	Satisfaction
	<ol style="list-style-type: none"> 1. Dissatisfaction can lead to attrition
4.1.4	Professional Development
	<ol style="list-style-type: none"> 1. PD could be a time-wasting activity and does not increase self-efficacy 2. Disagreement on extra professional qualifications exams

4.1.1 Teaching and instruction is affected by curriculum and mode of delivery

The difference between teaching and instruction is so minute that they are usually used interchangeably. However, their meanings vary in a way that they are done. Teaching involves complex processes such as employing different techniques, strategies, and approaches to facilitate learning which can be either formal or informal while instruction refers to providing direction about how something is to be done based on chronological steps to accomplish a particular goal.

Formal teaching which is usually being done in either physical or virtual classroom involves curriculum which serves as a guide containing the scope of the lessons that must be covered within a particular period in a school calendar. Curriculum is a ladderised and formalized contents of studies intended for specific stage of learners in various levels of education. Ideally, curriculum must be made and designed by people who have the experience on how curriculum has affected or

influenced the teaching and learning process that regularly takes place in the classroom. It must be designed with consideration to many factors such as the students' learning capacity which includes age and cognitive ability and their culture which includes language and norms that are part of their every day's life.

The participants in this study have common tune when asked about the curriculum they were following. For instance, Mary, a cycle 3 Math teacher from South Africa, who was always in contact with the parents of her students through social media group she created for her class commented:

“...too much for one year, because I feel if we have more time per topic in the curriculum, they [students] should be doing much better than how they are doing now. And even the parents are also saying, ‘Miss too fast, too fast.’ But if we do not rush, we’re not going to be done with the curriculum.... there’s a gap; things that they haven’t done in, like Grade 5, things that they didn’t learn, they do it in Grade 6, so there’s a big gap.”

The curriculum content pushes teachers to modify their teaching and instruction methods and strategy to be in a hurry with their lessons to cope with the curriculum, otherwise, they will fail to complete the scope of the lessons for their class. However, the disadvantage of this rush will be on the part of those students who may need more time to have mastery of the lessons. Such inability to have mastery of skills will create a gap, which Mary has mentioned in her statement. In addition, teaching a hurried curriculum can mean that teachers might not feel they are confident which, in turn, might affect their feelings of self-efficacy.

For Lucy, a cycle 1 teacher, tutoring is the suitable way of teaching for the type of curriculum that ADEC had. According to her: "...too high on the level of the students here. If it was geared toward more to tutoring the second language learners of English, it would be a lot better." This quote adds to the complexity of the hurried curriculum since according to teachers in this study, the level of the curriculum might be above the cognitive level of students, and this adds another burden on teachers.

While ADEC's intention for the curriculum is to promote the quality of education by having kids to be skillful; however, having a level that is far too high from the level of the students would create another learning issue for the students and teaching difficulties for teachers; adding problem to the currently existing ones.

Another issue that emerged in the interviews was about the presentation of the curriculum to the students; namely, the minimization of teachers' talk to give way to group work for sharing and collaboration of students to think critically, which is considered as a good way to train students' critical thinking skills. However, there are skills that can be learned better in another way than through group work. As Sofia, an expatriate teacher from South Africa, said,

"I think the over-emphasis on group learning. I think the over-emphasis on the sharing and collaboration. For me that is a bit of a problem because there are certain things that have to be done by route. As you've learned your times table by route, it was like, parts of speech for example. You know, if we try to find the balance between group work and, ... you know there's a lot of focus on cutting down teachers' talk time."

Grouping is one of the ways on how to develop collaboration and teamwork among students who are usually having the same age group and having similar preferences in doing things such as studying and playing. However, it also has its limitation as it may not serve its purpose when it comes to activities for learning some skills such as mathematical operations and grammatical skills. The age of the students is also a factor to consider when grouping students. According to Tyler, who is teaching cycle 1 students, grouping is going to be beneficial in the high school years starting grade 9. As he quoted:

“So, I don't necessary believe in grouping at such a young age. I believe that grouping should happen once you go to high school, 9, 10, 11, 12. I think that is when grouping should mostly start... But at this cycle 1, cycle 2, I think every student should have the opportunity to grow and mingle with different students. That's my personal point of view.”

Grouping students for the purpose of performing academic activities in the classroom can lead to discovering students' skills such as leadership, communication, and social skills and reveal attitudes toward teamwork. It can bring the best out of those students who have innate qualities to lead and stand out. However, grouping must consider some factors such as students' capabilities and their age. Smarter students may tend to dominate the group and others may opt to depend on more active and participative members to accomplish group tasks. This situation will lead to having bigger gap between the skills of those active and inactive or dependent students.

4.1.1.1 Insufficient time impacts curriculum delivery and teachers' efficacy

Another factor that hinders teacher to achieve their academic goals in the classroom is the time. Teachers gave emphasis on time allotted for the lessons to be done in the classrooms and they mentioned one common thing about it. They felt they were not given ample time to accomplish their daily class objectives due to insufficient time for the students to do the classroom activities for learning. The lack of time for students to acquire the skills will likely have a result of having inadequate knowledge on the subject matter which may be part of the assessment to be given at the end of the semester. This instance will result to a knowledge gap between the current and the next level of learning and will add to the struggle not only of the teachers but also of the students. As Mary mentioned:

“And the parents are also saying, ‘Miss, too fast, too fast.’ “But if we do not rush, we’re not going to be done with the curriculum. That’s the experience I had last year, and I hope this year, we’re going to be better. Because there’s a gap; things that they haven’t done, like in grade 5, things that they didn’t learn, they do it in grade 6. So, there is a big gap. Things that they haven’t done and all, they’re doing it in Grade 6.”

This situation will cause a chain of undesirable outcomes that will have a negative impact on the teachers who may start to doubt their efficacies and worth toward practicing their profession due to unachieved objectives. Though teachers have the curriculum to teach but if students do not have the skills to cope with the current level’s curriculum, teachers will have to find ways for the lessons to be understood and learned by students, which usually means, conducting some remedial classes or

giving as much as they can within a limited time. This commonly end up to having students with inadequate knowledge of the subject-matter; thus, creating a gap due to un-proportionate time compared to the curriculum content.

When teachers are unable to attain their lesson objectives and their students do not achieve the expected results of the learning process, they get the feeling of being ineffective and frustrated which might be caused by the insufficient time allotted for teaching the curriculum. With the many curricular changes being given to teachers to be applied in the classrooms within a limited time, it becomes evident that teachers might feel they are not capable to teach and they are not efficacious in their teaching assignments. This is the same feeling expressed by Martha, a cycle 1 teacher from South Africa, when she stated:

“Professionally speaking, I feel like there are so many changes that we cannot keep up with. There is not enough time to fully implement the curriculum and strategies that they introduce to us. We’re unable to complete our desired goals. Though teachers have great ideas, great activities, but again we are unable to perform the way we would like to. There is a need to cut down the number of outcomes for the learners.”

From Martha’s point of view, the time given for teachers to adopt and apply the reforms is not enough for teachers to be as effective as they want in teaching. With limited time and having many outcomes, teachers cannot cover the entire lesson; they may not give enough attention to students who need more assistance to cope with the subject, and perhaps, they would change their teaching style to that of telling or tutoring because they are forced to move on with the curriculum. As Lucy said, “If it (curriculum) was geared toward more to tutoring the second language learners of

English, it would be a lot better. It's a little bit unrealistic now.” Teachers consider the curriculum to be far beyond the students' level, yet, they have to go on, otherwise, they will be lagging behind the lessons which students should be taking within the specified time in the course outline in each semester.

Time is also the concern of Mary who has been in the teaching profession for more than a decade. She believes that lack of time does not permit them to help their students master the skills and gives the impressions that the curriculum is above the students' levels. With this concern, she said:

“In Math, we are doing one practical lesson for the period of two lessons, and I think more time should be spent on the lessons so that we can make sure that they have mastered it and personally I feel that we're all running on the pace that is above most of the students' capacity.”

Practice is a part of learning which is meant to enhance the skills learned by the students. However, when ample time is not given, students will have half-learned skills instead of mastery. A similar thought is given by Tyler who emphasizes on giving consideration to the time in order to meet the needs of the students whose first language is not English.

“There is a timeline within the curriculum wherein we have to go through in terms of a guide for each unit, for each section. It means a certain amount of chapter, a certain number of sections, lessons. Certain sections of the lessons are not given as much time. We have to put in consideration as this is a different language, this is a different way of learning for the students because, they are coming

from not as having English as the first language, so I think the time for the lessons has to be put in consideration.”

The time allotted for the lessons is considered to be too short for students that achieving mastery is beyond reach, hence failure to do so leaves an impact on the teachers’ perceptions about their self-efficacy in doing their job. According to the participants, the time allotted for each class is shorter than what the students need to achieve mastery. This results in having low academic performance on the part of the students, which will be reflected negatively on the teachers’ performance evaluation. For Martha who is teaching Cycle 1 students, the allotted time for teaching causes disadvantage as she explained:

“We have 45-minute period for each class, so kids will move from class to class, so you will see one class for only 45 minutes, and that makes it challenging because you have to set up your things, your sentences, your tables, introduce the lessons to the learners... By the time we get into the activities, which you do five times yourself, the time is up. There is no time for plenary, you got to clean up our table, the next class is waiting outside. So, that’s the downside of all the changes that we have been going through... I feel like they need to give more time.”

Just like any other fields, teaching also needs a strong foundation, which is also what students need to gain mastery. The preparation before the class starts and the activities to be done by students during the class need enough time to learn and master the subject matter. But when time does not allow students to complete the activities to

reach the required mastery, it is highly likely that students will get low percentage of achievement against the lesson objectives set by teachers.

The sad part of being a teacher according to Mariam, an Emirati cycle 3 teacher who has been teaching for 18 years, is when a teacher is unable to achieve lesson objectives in the classrooms because of having over-loaded curriculum which is to be taught within very limited time.

“Overloaded curriculum makes for us and the students difficult to let them achieve their goals and even for the teachers because, you know, we have a lot of duties, not just teaching, whether in Arabic, in English, in all the subjects.”

The many tasks that a teacher has in the school which most of the times are taken home to be done, decreases time for teachers to find various ways to make the lessons more interesting and easier for students. As a consequence, teachers will tend to stick with what they usually do in their teaching and do not consider improving their efficacies. This might make it less stimulating for students as well when they find monotony in their classroom activities.

4.1.1.2 A challenging curriculum inhibits teachers' self-efficacy

School curriculum is expected to meet the needs of students to be knowledgeable and equipped with the skills they need to face the challenges of the next level of learning. Delivering the curriculum and ensuring that students' learning happens is one of the most important duties of teachers and in fulfilling such duties, teachers should have the skills necessary to address all aspects of curriculum instruction and assessment aside from effectively imparting knowledge to students.

In teaching at ADEC schools, the study participants expressed varied opinions, saying that they feel teaching ADEC curriculum gives them cultural challenges, frustration, and dissatisfaction. Cultural challenges are mainly felt by expatriate teachers who are not from the Arab region. Teaching in an environment where most people speak different language from that of the teachers' is a challenge in conveying information and knowledge in the classroom. Sofia, for example, mentioned:

“...we also have to take in consideration, into, like my subject, you have to consider the facts that, while the kids, yes they can think critically, yes they can do a lot of lovely things, but they don't have the vocabulary to tell you what they'd say, to communicate what they think, there are certain things that need to be raw planned, before we can necessarily move on to the task.”

Teachers also face some challenges in teaching students who are having difficulty in learning the skills the teachers try to impart to the students. One reason for this is teachers' lack of Arabic language, which challenges them in explaining the lessons that takes more time and efforts to be understandable for the students.

Mary admitted that she is really having a hard time taking her lessons to the stage where students reach the level of comprehension that will help them apply the learned and required skills in the subject-matter considering the outcomes to be achieved. She stated:

“As the students are being taught in English as second language... it is a lot of struggles. So, there's a lot of work. So, what I do in class? I will have to make use of different words, to break it down, to bring

it down to very simple words to make them understand... I have the learners do it with me, then they have to do it themselves, each lesson is differentiated, so each lesson target learners in the kinesthetic, auditory, visual. So, for all those, we need to achieve each one of those outcomes and it should be done in 45 minutes which is quite unrealistic.”

From this perspective, the expected skills to be acquired by students seem not achievable within the allotted time, thus posing a challenge to teachers. School curriculum is strongly connected to other areas such as the society, culture, the school and both the teachers and learners. These areas are interconnected, and one can affect the others directly or indirectly. For instance, the curriculum contains learning objectives, which are being facilitated by teachers, and the learning of students is being assessed by teachers to determine whether the objectives have been met and to see whether the students have acquired the skills according to the stated objectives. It would have been a great situation if teachers always achieve the lesson objectives, but it is rarely the case, as time usually does not permit them. As Mary has said:

“There’s a lot to do. And in Math we are doing one practical lesson for the period of two lessons, and I think more time should be spent on the lessons so that we can make sure that they have mastered it. ... Personally, I feel that we’re all running on the pace that is above most of the students’ capacity.”

The imbalance between the curriculum content and the amount of time allotted for teaching is a challenging task for teachers as there is so much to be done within a

duration that is unrealistic for students to have mastery of the lessons. This is in conjunction with Lucy as she opined:

The English is quite too low here. Quite beginner level... and a lot of the text are far too difficult for the students to do independent work. So, they're relying on the teachers a lot to read the questions, read the answer, copy the question, copy the answer. And this is not a very good element of independent learning. If they have textbooks with more visuals, videos, I mean the teachers can supply these but to do that for every single lesson, is like rewriting the curriculum, which should have been like that in the first place.

The difficulty in the curriculum is felt not only by the teachers in bestowing knowledge but also by the students in mentally processing the knowledge from the teachers. In this situation, students are learning dependently on teachers to do the reading, writing, and answering questions, which is incongruent with the idea of independent learning, which is being emphasized in the curriculum.

With many teachers facing challenges with the curriculum, they start to doubt and question their ability to teach students particularly at times when their teaching goals are not achieved. This tends to affect their self-efficacy negatively. Just to think of what teachers would feel when they set the objectives of the lesson, prepared everything aiming to achieve the set objectives, and in the end, the assessment results of the students' learning showed lower than what are expected. Unmet academic expectations of teachers from their students raise an issue of how effective teachers are in doing their job and when teachers' effectiveness is being questioned, teachers' sense of self-efficacy becomes low, thus, resulting to being less confident in achieving

their goals in teaching. In the case of, Sofia expressed her opinion and doubts about teaching by saying:

“Teaching in the UAE is a bit of a mixed bag. On the one hand, it is exciting to be part of educational reform, and on the other, it is challenging and sometimes frustrating because you know, as a teacher, I question myself like, ‘am I doing enough? Am I even worth enough to be here?’”

Dissatisfaction and doubts which question teachers’ personal efficacy as to whether they are doing enough, or they are not worthy of being teachers start to sink in. Teachers’ feeling of being dissatisfied and doubtful gives rise to anxieties which negatively affect teachers’ performance.

When a gap exists between the students’ level and that of the curriculum, the teachers are the ones to bear the heavier burden and teachers presented their views, especially when it comes to curriculum design and nature. As in the case of ADEC curriculum, there is no question with the quality but when it comes to matching its level to that of the students, a mismatch is usually what the participants are concerned about. Such discrepancy between the students’ level and the curriculum gives the feeling of disappointment for teachers that affects their self-efficacy in doing their jobs.

Teachers claim that the curriculum does fit more for native speakers than for second language learners and they also see its pace as heavy on students as it requires extra work. Having a heavy curriculum which is higher than the level of students as

teachers stated and which is to be covered in a sequential manner moving from one lesson to another was another point of anguish to teachers in which Sofia stated:

“It’s far high and it was a very much first language curriculum and an advanced first language curriculum. And very few kids who really could engage to that because it requires the kid quite a lot of extra work. It requires the kids to be able to engage independently of the text and the pace that they (ADEC) expected is unrealistic. A lot of the things that they are asking from the students to do native speakers are having difficulty with. So, second language learners will have difficulties more than the native speakers do.”

Lucy, a teacher of cycle 1 expressed the same thoughts and concern on having higher level of curriculum than the students’ level and she deems it quite beyond reach for the learners. However, she mentioned that the curriculum is more suitable for tutorial session for learners of a second language and less likely to be effective when in the class. She further stated that “the curriculum level is too high on the level of students here. If it was geared toward more to tutoring the second language learners of English, it would be a lot better. It’s a little bit unrealistic.”

These participants considered that the curriculum is set beyond the ability of most of the students who are having difficulty dealing with the content of the curriculum considering that the language of instruction is English, which is a second language for the students. It could be concluded that self-efficacy of teachers is not enhanced when they are requested to teach an extended curriculum which requires much time and is assessed by many objectives. The unrealistic expectations of having second language learners being taught a native English curriculum does not consider

the language proficiency level of the students. This can cause some real trouble for teachers as they try to cope with these demands.

4.1.2 Motivation

Motivation for teachers usually originates internally with the goal of becoming better educators who can contribute to the development of the students in academic and social aspects. When a teacher starts his or her teaching career, s/he has high hope of making a difference in the classroom; hope that portrays a teacher who will lead to an actual achievement of meeting the goals of education through quality teaching and bring learning to students in the classrooms. However, teachers are usually suffering from reality shock when they are in the real world of teaching because they started to realize that their hopes are harder to attain than anticipated. But then, teachers are still trying to find ways on how to motivate themselves to keep going.

Motivating herself is what Mariam, an Emirati cycle 2 teacher, does. As she said, “I motivate myself. By myself, by checking other teachers’ experience from the other countries to be with this sort of new strategies which you know, make the teachers stronger persons to overcome that feeling (being upset) you know.”

Aside from internal motivation, teachers can have other sources of motivation such as the desire to be updated with teaching strategies that are expected to help in achieving goals. Mariam’s way of thinking is similar to that of Mary who said:

“Whatever is required from us, we will adapt. You put your, whatever your problem is, whether it is about reform, you just put it on the back of your head, and then you continue, because whatever is good for the students, you will apply. Your personal things, has

nothing to do with the children, put it aside. Your personal thing doesn't come in. When there is a reform, you go and then you motivate yourself.”

Some teachers prioritize their teaching career by setting their personal matters aside to give priorities to the academic welfare of students. They try strengthening their motivation by accessing various sources of inspiration to give them means to go on and achieve their goals. Experiences and situations of teachers from other countries are good sources of information for teachers to find some inspirations to keep them motivated to teach. However, there are several instances that weaken the walls of teachers' motivation such as tasks that are not teaching related and unmet expectations which will be presented in the next pages.

4.1.2.1 Teachers' motivation is dampened by so many tasks aside from teaching

One theme which emerged from the interviews, and which presents a continuation of the previous themes of the heavy curriculum and how it is presented, are extra duties and demands aside from teaching or what the participants referred to as “non-teaching duties” or burden. Participant teachers in this study were faced with many tasks aside from teaching and its related activities. These demands have placed a great toll on the teachers. Aside from teaching which has a wide scope that includes preparing daily or weekly lesson plans, forms and reports, correcting papers, recording scores and computing marks, teachers are also assigned to do tasks such as watching over the students during their break time and taking them to their respective school buses after the teaching hours. Mariam, for example, even though she loves her job, the thought of retiring as such idea lingers around due to task overload. As she stated:

“... But you know, the overload above the teachers’ shoulders, it makes the process of teaching very difficult for us. The teacher should love his job or her job to give more for the students. But because of big overload, we think about stopping; we don’t want to continue.”

Facing more tasks aside from teaching can diminish teachers’ motivation and give the idea of leaving the profession. Tasks such as supervising students while going to their school buses or during their breaks or recess as teachers’ responsibilities which can be done by other non-teaching personnel take time which could have been devoted to doing other teaching-related activities. Mariam expressed her disappointment in regard to teachers’ responsibilities.

“Like responsibilities for example, duties let us say in the break time instead of taking rest and do checking or correcting papers, they sometimes ask them (teachers) to go outside, look after the students, check on them if they eat their snack or if there’s some problems you know, if there are some bullies or naughty students. And when they’re to go back home you need to check for example, if they are on their own buses, you know, we have specialists for this, but you know, we have the duty to make sure that all students are outside, and they are on their correct buses. And even the duty at the end of the school day, we need sometimes, there are some students who are late, you know, some parents forget their students until 4:00 or 3:30 or 3:45 in the afternoon. Why do we have to stay until that time?

Why there is no people, instead of teachers to sit and look after them?”

The many tasks that teachers have in school aside from teaching is considered as cumbersome by teachers resulting to being less motivated and worse, thinking of retiring when situations come too heavy to carry. Although Mariam has her source of motivation none other than herself, there are times when being heavily loaded and pressured, ending her teaching career seems to be the better option than staying. As she claimed:

“Yes, to motivate myself; by myself. Just like that. But then you know sometimes, we think about, because you know, it’s overload, and it gets us in pressure you know, so sometimes we think about when we will finish you know, our teaching, ... I mean, retirement.”

Sofia echoed this decrease in motivation when she answered the question, “How do you feel about teaching in the UAE?”

“It’s challenging, sometimes frustrating. My kids some of them have English as second language, for some of them English is as a foreign language. So, the frustration comes out there. Not too much with the children but with myself as a teacher because I feel like I need to up my skills, or maybe I’m not doing enough, you know in that way. As a teacher, you question yourself, like, “am I doing enough? Am I even worthy enough to be here?”

Frustration among teachers tends to decrease their efficacy due to their failure to meet their educational goals and that failure to achieve their goals gives rise

to dissatisfaction with the negative outcomes of their efforts. Moreover, such feelings of dissatisfaction among teachers is a precedent to having doubts on their self-efficacy and abilities to teach that dampens their motivation and interest to go on and continue their teaching profession.

4.1.3 Satisfaction

Being a teacher requires extraordinary patience not only for the students but also for the nature of teaching as a profession. Just like any other occupation, teaching can be a cause of satisfaction among teachers, which basically depends on how they feel and see the real world of teaching. Such satisfaction is a factor that strongly binds teacher to the teaching profession.

“Another binding factor between the teacher and teaching is the passion to teach which according to Hamda, an Emirati cycle 2 teacher, her love for her profession lets her face the challenges in teaching. According to her: I like my job as a teacher. When I stop loving my job, I will quit. But as long as I love teaching, and as long as I have this love, I will teach the way I love it.”

A teacher who loves teaching finds many ways on how to keep such passion and let positive energy prevails with the long chain of patience to bear the loads of being a teacher. However, when teachers' patience has been depleted, their satisfaction has been to the lowest level, and they feel like they no longer have the energy to go on, their last resort is to leave the teaching profession.

4.1.3.1 Dissatisfaction can lead to attrition

Leaving one's job usually has several reasons and doing so is not easy. For teachers, their primary goal is to provide learning to students. However, when that main goal has been vague because they cannot address the needs of the students properly due to many factors such as highly westernized curriculum, heavy loads, time constraints, and work environment, they tend to feel dissatisfied.

Sofia opined that it is dissatisfying when she cannot cater to the needs of all her students. Since she is having students with different skill levels in the same class, it is more difficult for her to attend to the needs of both weak and strong kids at the same time. As she said,

“What happened is that everybody is in the same class, no matter what their level is. In this, you are not seeing the needs of everybody properly, because we do not have enough time to focus on the weak kids and at the same time focus on the strong kids. There isn't enough time of the day to attain your goal.”

Inability to attain goals causes frustration and dissatisfaction. When a teacher has a feeling of dissatisfaction while in the practice of teaching profession, it reflects negatively on one's thought regarding the curriculum, the strategies and teaching methodologies as well as to any reform that is being implemented. Such feeling of dissatisfaction can be aggravated by having unmet goals or objectives leading to the choice of leaving the job which seems to be the best option.

The majority of the participants in the study showed signs of dissatisfaction and were thinking of quitting the teaching job due to the above themes related to

curriculum and motivation. In the case of Fatima, through her years of teaching, she has been motivating herself to continue teaching though sometime the feeling of being upset gets in as she expressed herself below:

“Well, sometimes, you know, teachers feel upset; they try to find some ways to get away from that and try to read a lot, try to check other teachers’ experience from the other countries. To have some sorts of new strategies which you know, make teachers stronger.”

Knowing that teachers need to keep abreast with the latest strategies and methodologies in teaching, teachers’ initiative, and desire to strengthen their skills and abilities to teach has been the most powerful source of intrinsic motivation. Motivating oneself seems to be the strongest form of encouragement for an individual to keep going even though things are getting tougher. Nonetheless, the pressure from other non-teaching related duties and heavy workloads seems a strong factor that demotivates, dissatisfies and frustrates teachers which, within a short span of time, will overwhelm even the strongest motivating factor that a teacher has.

Work pressure and workloads are the two most common external factors why teachers feel less satisfied. Aside from its negative effects on teachers’ health, workloads also affect their family as they need to work even if they are at home instead of doing their responsibilities at home. As Mariam said:

“Because teachers do not just work during the school hours; even at home when we go back, we take some work, though we have other responsibilities: our kids, our husbands, our relatives, many things to do. So, I don’t know. I feel that sometimes, teaching, they (ADEC)

make it difficult for the teachers, so they just let them to think that ‘no’, enough, I don’t want to work again in this job... we think about, stopping; we don’t want to continue. Because you know, it affects our health.”

Because of the heavy loads that teachers are having at school, most of them have to take their schoolwork home to finish the tasks for that particular day which means taking some amount of time intended for other home chores, personal and family activities. They feel like they are being pushed to the edge till they say, ‘enough’ or ‘I am fed up’.

4.1.4 Professional development

Professional development, which is known in different terms such as continuing education, in-service training or continuous career development, is part of a teacher’s life particularly during the active practice of teaching profession. This is particularly necessary when education authorities implement any reforms for the purpose of improving the current situation in the education system. Improving teachers’ performance in the practice of their profession is as important as expanding one’s knowledge and skills on a regular basis to keep abreast with the fast-changing world of education using technology and maximizing its advantages. This part of teaching profession has been subject to various consideration such as its importance, relatedness, and benefits for teachers to improve their teaching strategies and methodologies that are expected to enhance teachers’ efficacy in their teaching. Teacher-participants in this study have spoken their views on the PDs they are having.

Participants in this study know how important PDs are for their professional growth and how they influence on their teaching. They value the roles PDs have for making the process of teaching easier for teachers and more student-friendly without leaving behind the quality and positive impacts on their teaching performance. However, they mentioned some drawbacks in attending PD sessions such as repetition, time inadequacy and unrelatedness to reality. The following sections will explain these sub-themes in more detail.

4.1.4.1 PD could be a time-wasting activity and does not increase self-efficacy

In the UAE, it is a requirement for teachers to attend 30 hours of professional development which is provided by ADEC and the Ministry of Education through various programs for training teachers throughout the year. From the point of view of the research participants, Professional Development (PD) is important for their professional development and learning experiences and their response on PDs depends on how they see them fit with current issues in the educational setting.

According to Mariam, PDs are important to improve teachers' teaching strategies and methods as she said, "You know ADEC made for us some PDs which are helpful." But she added that some PDs provided to them are not necessary as they are just repetitions of what had been given to them before.

"Some PDs are just... ah repetition and not needed, just wasting time as every time, they just repeat, repeat, you know, and nothing new. They overload teachers with something no need to be used in the classroom, wasting time for the teachers and the students."

Professional development is an effective way of helping teachers to improve their teaching in some respects such as teaching methods and strategies to address students' need. However, when PDs are given repeatedly, they give teachers the impression of wasting their time in attending. Similar to Mariam, Fatima also expressed her opinion regarding the PDs being provided to them in school.

“Well, in the beginning the PDs were excellent as they helped teachers to apply the new strategies and techniques in teaching the new curriculum before. But then it became repetitive given to teachers several times. So, I sometimes ask myself, is it worthy attending such PDs which I have had before? They should come up with something new, you know?”

Time being spent by teachers in attending PD is expected to be compensated by the learnings they gained but when it is given as a repetition of what was given in the past, teachers tend to consider it as waste of time not only for them but also for the students. Hamda confidently mentioned the importance of providing PDs for teachers, but when repeated, PDs do not really help teachers in their career.

“Well, I would say they are important if they are helping teachers to improve their teaching strategies and if teachers are given the time to have other PDs aside from attending some trainings which are, sorry, but not really helping teachers. They are, some of them if not most, are just repeats of what were given in the past.”

When a PD is given to teachers, it is expected to address the challenges they face in their daily practice of their profession. But when the PD is not based on the real

scenario of the place where teachers are working, PDs do not fit for the teachers who are having different situation. Claire explains:

“Well, most of the PDs are from places or schools outside the country, which mostly are based on foreign settings; so, different from what we have here. So, I think, it is somewhat difficult for teachers to apply those PDs. Though they work sometimes... but usually not. “

The main objective of having PDs for the teachers is to provide them further knowledge and additional skills in their teaching; however, this main objective is being set aside when PDs are repeated.

Technology is an important part of development in the classroom, and it plays a significant role on how to make learning more interesting particularly to young learners of today's generation. In this regard, teachers are expected to be well-trained and knowledgeable enough to make use of technological facility and gadgets for schools. Sofia is a teacher of cycle 2 and has been practicing her profession for 8 years. She knows how important technology is in educating young learners. However, she is unhappy with the way technology is provided to the teachers.

“It's like if you're gonna have the technology, you need to make sure that the staffs are in it. Like for me, we need to have a proper professional development on that. Not just leave it. You know when you provide the technology and knowledge is limited and it is not connected, we are running around with our laptops trying to bring in speakers, those are the things that just distract the lessons and it wastes a lot of time to us as teachers.”

Having PDs that meet the requirements of the teachers in using technology to improve their effectiveness in teaching is a great thing. However, when technology is given to teachers without enough orientation or training prior to its application, the problems begin. The integration of technology in the classroom is generally accepted as beneficial for students' learning which is expected to improve their academic performance. At the same time, teachers are also expected to have the necessary knowledge and skills to effectively utilize technology in the classroom. Otherwise, without such knowledge and skills, teachers will consider technology as a burden and not as an aid for teaching.

Teachers' participation in professional development programs is one of the requirements that teachers must comply with and particular amount of time should be spent by a teacher on attending professional development programs that are usually given before the beginning of a new school year or semester. Other than attending the required PDs, teachers can go for further education. However, with the busy schedules of teachers, Martha, who is considering the idea of going for higher education, is being reluctant because of her teaching schedule.

“Well, with the busy schedule of teachers, if the professional development will be coming from the teachers' initiative, I feel like it will be extremely difficult, though it is not impossible. Unless teachers who are into some professional development programs like going for further education will be given extra free time from teaching, then that would be fine.”

Going for further education is another form of professional development which helps teachers to uplift their morale and update themselves with the latest trends in the

teaching profession. However, most of the time, teachers tend not to consider further education due to the teaching loads and other tasks are given by their respective schools.

ADEC has invested heavily on providing professional development for teachers to make sure that they have the skills and abilities to teach the students and achieve ADEC educational goals. In addition, teaching aides and teaching materials as well as technological gadgets such as computers are provided to teachers. ADEC has good intention in giving teachers training and professional development that are aimed to improve teachers' strategies and methodology in doing their daily tasks. However, when PDs are patterned on western concepts, given repeatedly and do not provide enough training for teachers to maximize their benefits, the disadvantages of having PDs outweigh the advantages. In effect, teachers feel having more burdens and having more challenges in their profession than before having the PD.

4.1.4.2 Disagreement on extra professional qualifications exams

Teaching is considered as a profession which has a comprehensive scope that requires a variety of roles aside from being a teacher in the classroom. It is a profession where all other professions came from and thus, it needs to have professional qualifications for any individual to practice the profession. Professionalism of a teacher is detailed in the code of professional conducts for teachers which provide the scope of different aspects about how a teacher should teach accordingly. Guided by the professional code of teachers, to practice the profession is also controlled by other factors such as teachers' qualifications which include educational and professional aspects. Aside from their level of education, teachers are also required to pass the

professional qualifications exam which has become subject for discussion among teachers in the UAE.

Qualifying examinations for current teachers who are on the jobs may not be the best way to enhance teachers' self-efficacy. Instead of giving teachers examinations to continue practicing the profession, providing them PD programs that are tailored to their needs such as improving their methods and strategies in teaching that are suitable to the students' skills and abilities have higher potential for enhancing their self-efficacy than having licensing examination. This thought is expressed by Hamda who when asked about the necessity of teacher licensing, directly says:

“I don't think so, because you know, we are practicing teaching everyday. Teachers, they work every day, it is not just like we don't look up for new ways, we always look up for new ways. It is not that we just teach the same way...I don't know with other teachers, but for me, I always look up for new ways. I try to improve myself specially when I work with kids this age, you want to know new ways to change, new ways to see how to change and grab their attention.”

Teachers' exposure to the real world of teaching gives them the experiences and learning that no test or licensing examination can provide. It is in the field where teachers' skills will be honed and improved in time. As an old adage says, 'experience is the best teacher,'

Hamda, believes that if only PD programs were given to help in improving teachers' teaching strategies, there is no need for any licensing examination. As she said,

“If there is PD, it needs to develop and help in improving teachers’ strategies so it can give the same or even more help to teachers than having licensing examination. But not like a PD that was given in the past or just a repeat PD, or else it will just be a waste of time for teachers.”

Some of the participants agree to having a qualification standard for teachers which is expected to give an assurance that a teacher does not only have the education but also the competencies, skills, and knowledge that are required to teach students. However, some of them are questioning the necessity of having another qualifying test aside from the one that they have acquired from the country where they are from. For Claire, an American teacher who is teaching cycle 3, the qualifications she has got from her country could be considered a strong evidence that she is qualified to teach.

“I think it is important because you have qualifications. That’s very big discussion for many people. I think it is important that you have qualifications for teachers but all of us have been qualified in our country. We come from an English country, so I think it is important that we do the qualification within the country, but I don’t know if it needs to be extended here.”

The UAE teachers’ qualification standard follows an international standard which requires at least a bachelor’s degree or a four-year university degree or higher in a field of study or specialization. From this standard, an additional examination to qualify teaching seems to be a source of argument among teachers particularly to those who have been in the teaching field for more than a decade. The mandatory qualifying

exams for teachers in the UAE raise issues not only to the Emirati teachers but also to expatriate teachers who have had acquired their qualifications and license from their countries. Expatriate teachers are having a doubt as to whether it is still necessary for them to take another qualifying exam. As the UAE has the same standard as other countries in terms of teaching, it seems to be redundant for teachers who had taken and passed the licensing exam in their own countries to take another exam in order to teach in the UAE.

Tyler, a Canadian teacher of cycle 1 students, expressed his doubts on the importance of having another qualifying exam aside from what he has taken from his country. As he said:

“For me, I don't understand 'why'. For this licensing especially coming from North America, we are already licensed, we are already proven and qualified. As of now, I know that I am required to take qualifying exam by ADEC. So, I mean, for me, it doesn't really make sense because of the rigors and qualifications that we go through in our country which allow us to teach anywhere around the world. I can't speak about any other countries I just know that if you're a certified teacher in America, you can teach anywhere around the world. So to have to do another licensing, do testing I think, to me, I don't really agree on that. Yeah, I can teach anywhere around the world, and I was here for the reason that I was streamlined and all my qualifications were looked over until it gets stamped, and able to come here. And when I get here for me to do another, I think on this qualification, doesn't really make sense to me.”

Teachers who have undergone the process of professional qualifying examinations in their respective countries deem it is not necessary to have another qualifying exam since their qualifications are based on international standards. Mariam, an Emirati cycle 2 teacher agrees to have qualifying exams but only for those who are new in the profession. As she emphasized, “I agree for the new teachers. I disagree for the teachers who have several years in teaching like 18 years, because the experience, is very important. Teachers who have been practicing the profession have seen and experienced more situations in the field of teaching compared to newcomers. The number of teaching experienced, according to the Mariam could exempt a teacher from taking the licensing examination.

For Martha, a South African teacher of cycle 1, licensing examination is something that a teacher has to comply with. She said,

“So, everybody has the opinion, and ADEC has just introduced the licensing. As going across the board, it doesn't matter which country you're from or the method of you achieving your degree, here they are standardizing. Everybody is licensing so if you wanna be a teacher here, you got to be licensed. Ah, this is what I think of it. I think that to be a teacher, one would have to go through the necessary steps to achieve our degree. I don't think that one is superior or inferior to the other. I think this is just as equivalent as with other teaching degrees.”

As most of the expatriate teachers in the UAE have undergone qualifying examinations in their own country, they expect that it would be enough as a proof of their qualifications to teach. On the part of the Emirati teachers, PDs that are meeting

the needs of the teachers to be more effective in their teaching methods and strategies would be better in enhancing their efficacy than having professional licensing exam.

4.2 Quantitative results

Since this study is using a mixed methods design, a quantitative instrument is used to answer question number 2 which states to what extent do teachers perceive the reforms implemented by ADEC improved their self-efficacy in the teaching learning process.

4.2.1 Research question 2 results

To determine the extent of how the reforms implemented by ADEC improved teachers' self-efficacy in the teaching and learning process, descriptive statistics was used having four main variables such as teaching and instruction, motivation, satisfaction, and professional development which were based on the qualitative part of this paper. Each variable is presented on table with the mean, standard deviation, median, and mode on the succeeding pages.

Table 8: Descriptive statistics of teaching and instruction scale

Statements		Mean	SD	Median	Mode
Teaching and Instruction	ADEC reforms have enriched my content knowledge.	2.45	1.016	2.0	2
	ADEC curriculum change has helped me improve students' engagement.	2.45	0.997	2.0	2
	ADEC reforms have helped improve my classroom management strategies.	2.39	0.969	2.0	2
	ADEC curriculum content was appropriate to the level of my students.	2.97	1.264	3.0	2
	ADEC reforms have enhanced my skills in teaching students with special needs.	2.69	1.163	2.0	2
	ADEC reforms have enhanced my skills in differentiated instruction.	2.46	0.974	2.0	2
	ADEC reforms have improved my student assessment and evaluation methods.	2.58	1.066	2.0	2
	ADEC curriculum reform has helped me become more engaged in teaching my subject/s.	2.44	1.015	2.0	2

As Table 8 shows, item number 4 has the highest mean score of 2.97 which falls on the measure for 'neutral' on the Likert scale while the eighth item has the lowest mean of 2.44, which is the measure for 'disagree.' As most mean scores were in the measure for 'disagree' it is apparent that respondents in the study sample oppose the idea that ADEC's efforts to improve teaching and instruction have positive impact on their teaching. '

Table 9: Descriptive statistics of motivation scale

	Statements	Mean	SD	Median	Mode
Motivation	With ADEC curriculum reform, I became more motivated to teach.	2.44	0.992	2.0	2
	ADEC teacher evaluation reform motivated me to perform better.	2.48	1.049	2.0	2
	ADEC reforms made my students more motivated to study.	2.66	1.125	3.0	2
	ADEC reforms included ways to motivate teachers to perform better.	2.58	1.079	2.0	2

Table 9 provides the results obtained from the statistical analysis of motivation scale. It is shown that item number 3 had the highest mean score of 2.66, equivalent to the measure of “neutral” on the Likert scale while item number 1 has the lowest mean of 2.44 which falls on the ‘disagree’ measure. The remaining two items, 2 and 4 also belong to the measure of ‘disagree’ with the mean scores of 2.48 and 2.58 respectively. The results imply that the sample population perceived that ADEC reform did not enhance their motivation in teaching as well as the motivation of their students in studying.

Table 10: Descriptive statistics of satisfaction scale

Statements		Mean	SD	Median	Mode
Satisfaction	The school management makes me feel satisfied at work.	2.21	0.962	2.00	2
	I am satisfied with my workload assigned by ADEC.	2.47	1.074	2.00	2
	Academic success of my students gives me satisfaction.	4.23	0.705	4.00	4
	ADEC curriculum design provided me with enough time to achieve daily objectives.	2.57	1.094	2.00	2
	Teaching new ADEC curriculum makes me happy and satisfied at work.	2.55	1.051	2.00	2
	I am satisfied with my salary in ADEC system.	2.57	1.192	2.00	2

Table 10 illustrates the statistical mean of teachers' satisfaction. It shows that the third statement has the highest mean score of 4.23 which indicates 'strongly agree' on the Likert scale while the statement number 1 has the lowest mean score of 2.21 that falls under 'disagree' measures on the Likert scale. Five out of 6 items belong to 'disagree' measures on the Likert scale which indicate that teachers are generally not satisfied with ADEC reforms.

Table 11: Descriptive statistics of professional development scale

	Statements	Mean	SD	Median	Mode
Professional Development	ADEC PD has helped me grow as a teacher.	2.39	0.987	2.0	2
	ADEC's PDs focused on my career advancement.	2.48	1.024	2.0	2
	ADEC's PD sessions were given at convenient times for me.	2.54	1.130	2.0	2
	ADEC's PD helped me learn new teaching strategies.	2.36	1.009	2.0	2
	With ADEC's PD programs, I became more confident teaching my subject.	2.47	1.044	2.0	2

The results, as shown in Table 11 indicate that item number 4 has the lowest mean score of 2.36 which falls under the measure of ‘disagree’ on the Likert scale. The highest mean score of 2.54 which is obtained for item number 4 also falls under the same measures of ‘disagree’ on the Likert scale. The results reveal that teachers who participated in the survey did not find the PD programs of ADEC to be beneficial on their teaching.

Table 12: Average means of the four domains of self-efficacy

Domain	Mean	SD	Median	Mode
Teaching and Instruction	2.5547	0.75678	2.5000	2.50
Motivation	2.5378	0.84748	2.5000	2.00
Satisfaction	2.4089	0.69943	2.3333	2.17
Professional Development	2.4495	0.79931	2.4000	2.00

Table 12 provides the mean scores of the four domains of self-efficacy. Teaching and instruction has the highest mean score of 2.5547 which falls under the

measure of 'disagree' on the Likert scale while satisfaction has the lowest mean score of 2.4089 which also belongs to the measures of 'disagree.' All the mean scores of the four domains were in the range of 'disagree' which imply that teachers' perceptions about ADEC's efforts in the four domains such as teaching and instruction, motivation, satisfaction, and PD did not provide positive outcomes.

4.2.2 Research question 3 results

Question three in this study was: Is there any significant difference between the perceptions of teachers on whether educational reforms contributed to their self-efficacy in terms of gender, cycle, years of teaching experience, educational level and nationality? In order to answer this question, multiple analysis of variance was conducted. Overall, a significant model was obtained ($F(4,365) = 172.27$, Wilks' $\Lambda = 0.35$, $p < 0.001$). No main effect of years of experience was obtained. This indicates that the scores on the 4 scales did not differ according to the years of experience variable alone.

4.2.2.1 Gender

A main effect of gender was obtained ($F(4,365) = 4.31$, Wilks' $\Lambda = 0.96$, $p < 0.005$). Between subject tests revealed a significant main effect of gender on teaching and instruction of ADEC curriculum ($F(1,16) = 16.19$, $p < 0.001$), motivation of teachers ($F(1,15) = 13.95$, $p < 0.001$) and their professional development ($F(1,15) = 10.74$, $p < 0.001$) were obtained with males scoring higher than females in all cases. The means and standard deviations relating to these are shown in Table 13. No main effect of gender on teachers' satisfaction of ADEC reforms was obtained.

Table 13: Means and standard deviations on the four scales split by gender

	Male	SD	Female	SD
Teaching and instruction	2.62	0.65	2.53	0.80
Motivation	2.63	0.68	2.50	0.86
Satisfaction	2.38	0.55	2.38	0.78
Professional Development	2.46	0.68	2.44	0.85

4.2.2.2 Level of education

A main effect of the level of education of teachers (whether they held bachelors, Masters or PhDs) was also obtained ($F(8,365) = 2.33$, Wilks' $\Lambda = 0.96$, $p < 0.01$). Between subjects effects revealed a significant main effect of education on the teaching and instruction scale ($F(2,15) = 3.83$, $p < 0.05$). Post-hoc Scheffé tests revealed a significant difference between those with Masters and the other two groups, with those with Masters scoring higher. Means and standard deviations are shown in Table 14.

Table 14: Means and standard deviations on the four scales split by level of education.

	Bachelors	Masters	Doctorate
Teaching	2.51 (0.74)	2.72 (0.74)	2.48 (0.82)
Motivation	2.50 (0.79)	2.70 (0.82)	2.30 (0.84)

A main effect of the level of education was obtained on motivation of teachers in ADEC schools ($F(2,15) = 4.02$, $p < 0.05$). Post-hoc Scheffé tests revealed significant differences between all three groups on the motivation scale. Those with a doctorate

scored least on motivation, followed by those with a bachelor. Those respondents with a Master scored highest. Means and standard deviations are shown in Table 16. No significant main effects of the level of education were obtained on either teachers' satisfaction or professional development.

4.2.2.3 Years of experience and level of education on the teaching and instruction scale

A significant interaction effect between years of experience and level of education was obtained ($F(16,365) = 1115.73$, Wilks' $\Lambda = 0.91$, $p < 0.005$). Between subject analysis revealed a significant interaction effect of years of experience and level of education on the teaching and instruction scale ($F(4,15) = 3.78$, $p < 0.005$). Means and standard deviations relating to this are shown in Table 15. Post-hoc Scheffé tests revealed multiple significant differences. For those who have been in service for 1-2 years, significant differences were obtained between all three groups with scores becoming greater with increased educational level. For those who had 3-4 years or 5+ years of teaching experience, those respondents with doctorates scored lower than those with Masters or Bachelors. No differences were obtained between those with Bachelors and those with Masters. Within the Bachelors level, no difference was obtained according to years of service. For respondents with Masters' level education, significant differences were obtained between those with 3-4 years' service and those with 5 years plus, with those who had been in service longer scoring less. For those respondents with a doctoral-level education, significant differences were obtained between all three levels of years of service with those who had been in service 1-2 years scoring highest, followed by those who had been in service 5 plus years. Those with 3-4 years' experience scored the least. A visual representation of the means split by years of service and educational level is shown in Figure 4.

Table 15: Means and standard deviations on teaching scale split by years of experience and level of education.

	Bachelors	Masters	Doctorate
1-2 years	2.48 (0.61)	2.80 (0.66)	2.96 (0.88)
3-4 years	2.50 (0.70)	2.77 (0.85)	2.10 (0.82)
5+ years	2.53 (0.82)	2.59 (0.63)	2.34 (0.70)

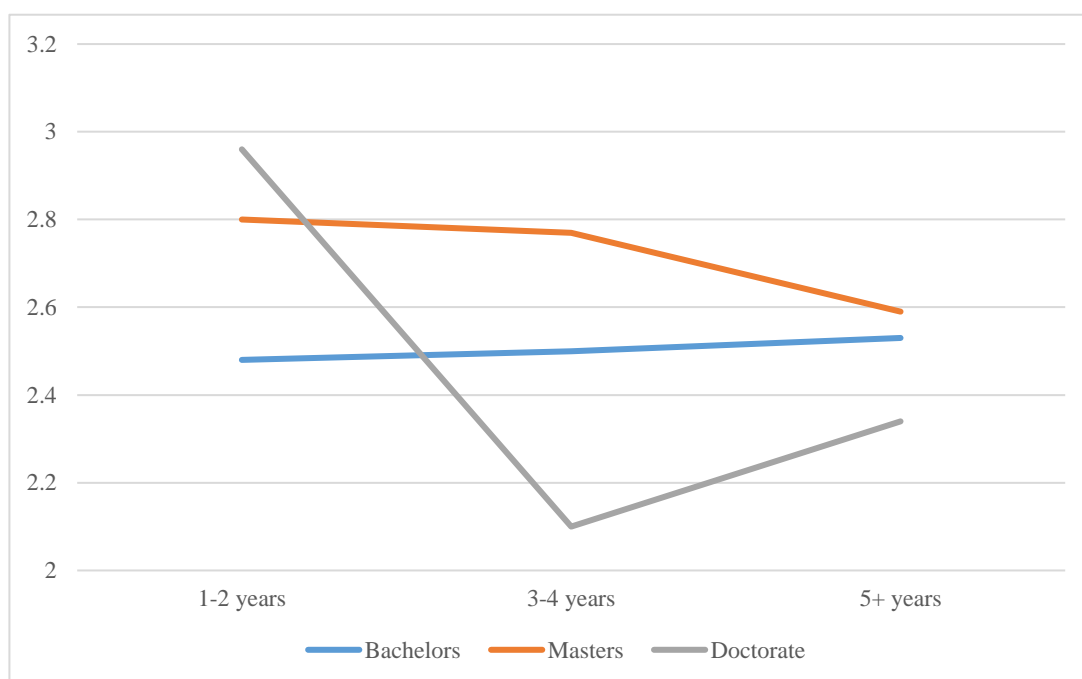


Figure 4: Mean scores on the teaching scale split by years of experience and level of education.

4.2.2.4 Years of experience and level of education on the professional development scale

Between subject analysis also revealed a significant interaction effect between years of experience and level of education of teachers on the professional development

scale ($F(4,15) = 3.08, p < 0.01$). The means and standard deviations relating to this are shown in Table 16. Post-hoc Scheffé tests revealed significant differences for those respondents who had 1-2 years' service with those who had a doctorate scoring higher than those who had either Bachelors or Masters. No difference was obtained between Bachelors and Masters level respondents. This pattern was reversed at the 3-4 years' service with those who had a doctorate scoring lower than the other two groups. No differences were found between educational levels for those who had 5 years plus experience. Looking within each educational level, no significant differences were obtained for those who had bachelors. For the Masters level, those with 1-2 years' experience scored lower than those with 3-4 years' experience. Significant differences were obtained between all three groups at the Doctorate level. Scores were highest at the 1-2 years' level, reducing for those with 3-4 years and then increasing again at the 5 years plus level. A visual representation of the mean scores is shown in Figure 5.

Table 16: Means and standard deviations on PD scale split by years of experience and level of education.

	Bachelors	Masters	Doctorate
1-2 years	2.41 (0.56)	2.45 (0.78)	2.73 (0.81)
3-4 years	2.42 (0.73)	2.69 (0.98)	2.02 (0.86)
5+ years	2.41 (0.86)	2.51 (0.67)	2.45 (0.73)

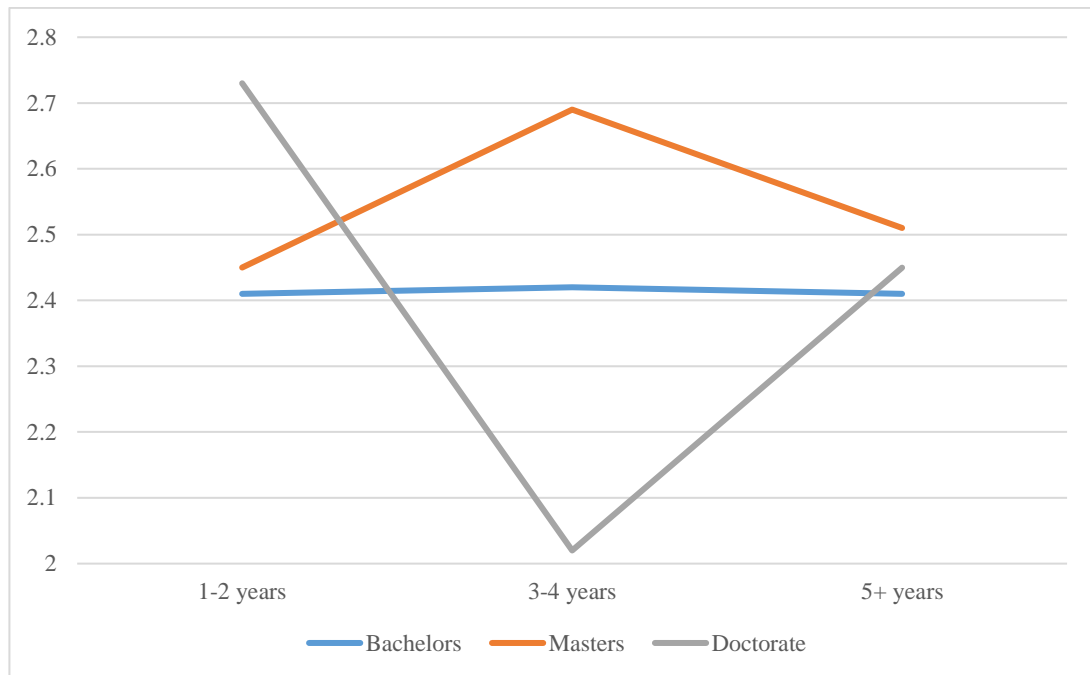


Figure 5: Mean score on PD scale split by years of experience and level of education.

No significant interaction effect between years of experience and levels of education were found on either the motivation or satisfaction scales.

4.2.2.5 Gender and level of education on the teaching and instruction scale

A significant interaction effect between gender and teachers' levels of education was obtained ($F(16,730) = 730$, Wilks' $\Lambda = 0.94$, $p < 0.005$) as shown in Table 17. Between subject analysis revealed a significant interaction effect of gender and levels of education on the teaching and instruction scale ($F(2,15) = 7.38$, $p < 0.001$). Post-hoc tests, Scheffé and independent groups t-tests, revealed a significant difference between males and females at the Masters level ($t = 2.12$, $df = 42$, $p < 0.05$) and at the Doctorate level ($t = 3.24$, $df = 42$, $p < 0.001$), in both cases scores being lower for females than males. For males, a significant difference was obtained between the Bachelor and Masters levels with scores then remaining stable at the Doctorate level. For females, a different pattern was obtained. No significant difference was

obtained between the Bachelor and Masters levels with a decrease at the doctorate level. A visual representation of the means and standard deviations on teaching and instruction scale split by levels of education and gender is shown on Figure 6.

Table 17: Means and standard deviations on teaching and instruction scale split by levels of education and gender.

	Bachelors	Masters	Doctorate
Male	2.49 (0.56)	2.95 (0.74)	3.00 (0.80)
Female	2.52 (0.81)	2.59 (0.72)	2.18 (0.80)

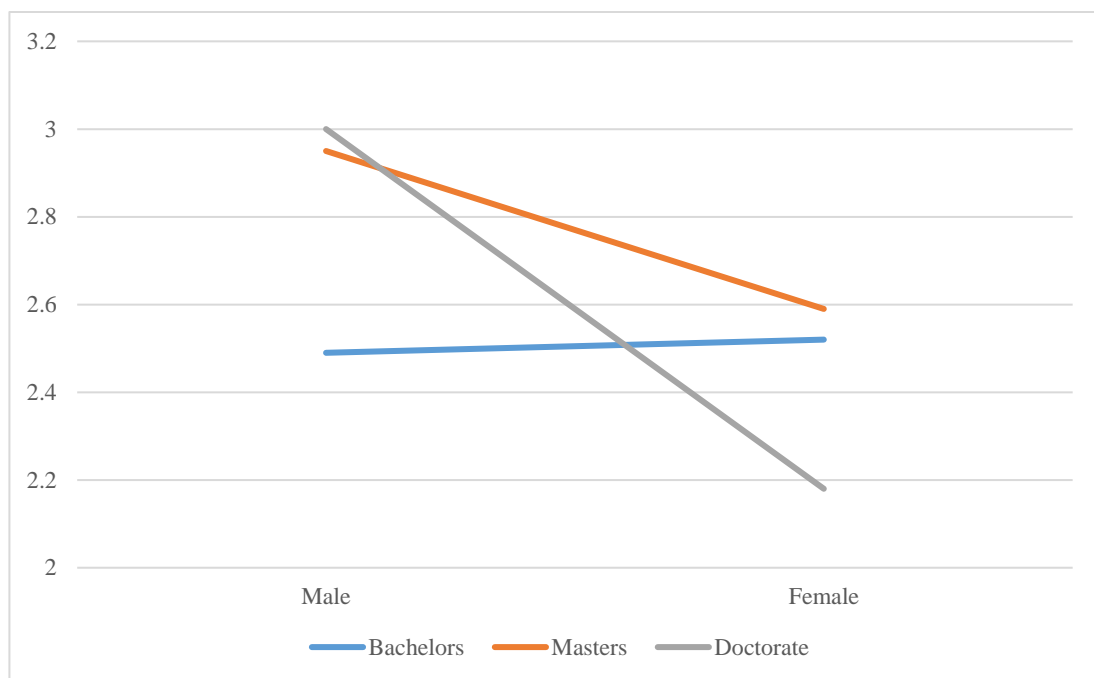


Figure 6: Mean scores on teaching and instruction scale split by level of education and gender.

4.2.2.6 Gender and level of education on the motivation scale

As shown in Table 18, between subject analysis revealed a significant interaction effect of gender and level of education on the motivation scale ($F(2,15) = 6.89, p < 0.001$). Post-hoc tests, Scheffé and independent groups t-tests, revealed a significant difference between males and females at the Masters level ($t = 3.04, df = 79, p < 0.005$) and at the Doctorate level ($t = 3.60, df = 42, p < 0.001$), in both cases scores being lower for females than males. For males, a significant difference was obtained between those with a Bachelors and Masters, with scores higher for those with a Masters. No significant difference was obtained between Masters and Doctorates. For females, a different pattern was obtained, with no difference between those with a Bachelor and a Master, then a decrease between Masters and Doctoral levels. A visual representation of the mean and standard deviations on motivation scale split by level of education and gender is presented in Figure 7.

Table 18: Means and standard deviations on motivation scale split by level of education and gender.

	Bachelors	Masters	Doctorate
Male	2.47 (0.57)	3.06 (0.79)	3.20 (0.81)
Female	2.52 (0.87)	2.51 (0.77)	1.76 (0.76)

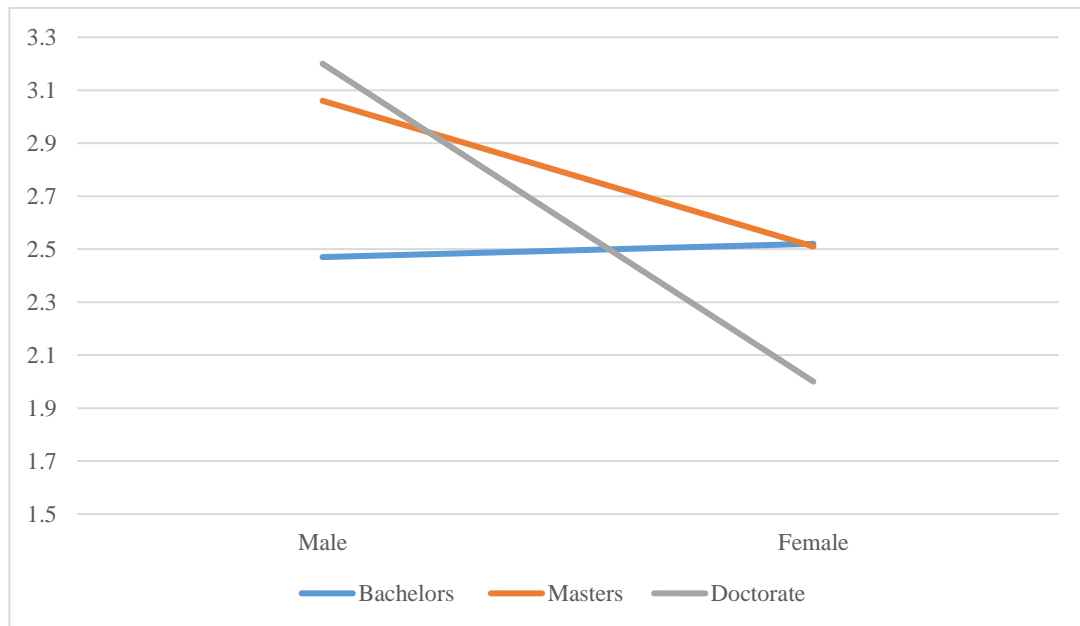


Figure 7: Mean scores on motivation scale split by level of education and gender

4.2.2.7 Gender and level of education on the satisfaction scale

Between subject analysis as shown in Table 19 revealed a significant interaction effect of gender and levels of education on the satisfaction about ADEC reform scale ($F(2,15) = 7.45, p < 0.001$). Post-hoc tests, Scheffé and independent groups t-tests, revealed a significant difference relating to gender for those at the Doctoral level, with males scoring higher on the satisfaction scale than females ($t = 3.24, df = 42, p < 0.001$). For males, there were differences between all three educational levels, with scores increasing with the higher level of education. For females, a similar increase was found between Doctorate and Masters level, but no difference between those with a Bachelor and a Master level. Figure 8 shows the means and standard deviations on satisfaction scale split by level of education and gender.

Table 19: Means and standard deviations on satisfaction scale split by level of education and gender.

	Bachelors	Masters	Doctorate
Male	2.29 (0.52)	2.54 (0.57)	3.21 (0.60)
Female	2.39 (0.82)	2.38 (0.64)	1.96 (0.79)

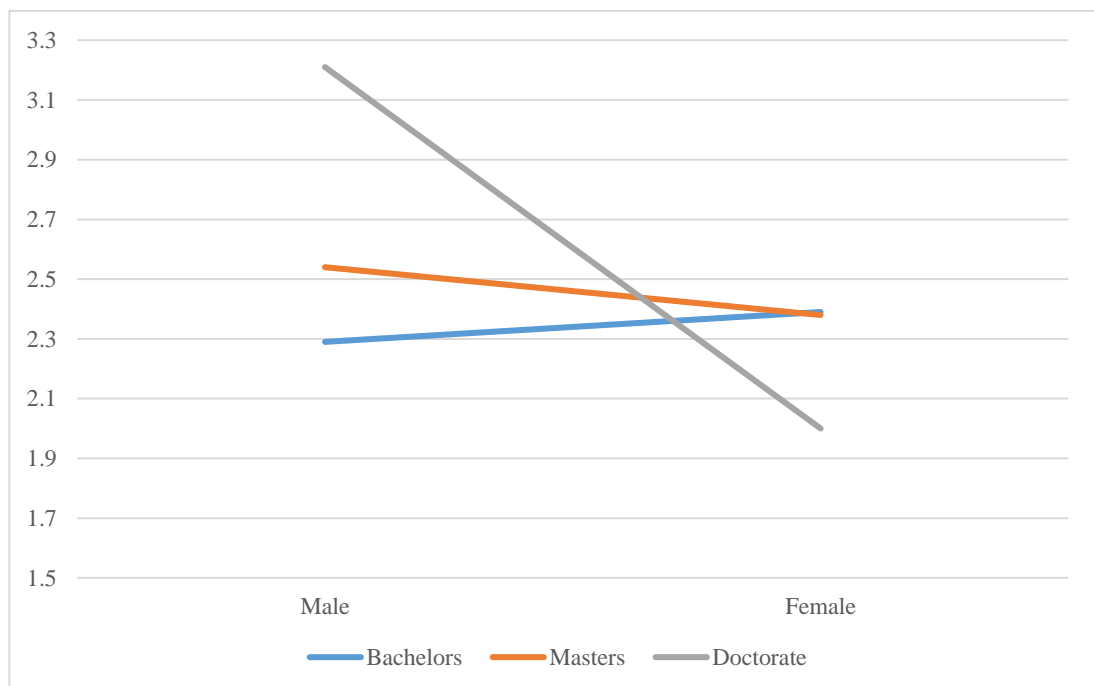


Figure 8: Mean scores on satisfaction scale split by level of education and gender

4.2.2.8 Gender and level of education on professional development scale

Between subject analysis as shown in Table 20 revealed a significant interaction effect of gender and level of education on the professional development scale ($F(2,15) = 6.48, p < 0.005$). Post-hoc tests, Scheffé and independent groups t-tests, revealed a significant difference relating to gender at the Doctorate level, with males scoring higher than females ($t = 3.18, df = 42, p < 0.01$). For males, there were significant differences between all three groups, with scores increasing with higher

levels of education. For females, a different pattern was obtained. There was no significant difference between Bachelor and Masters levels, with scores significantly decreasing at the Doctorate level. The means and standard deviations on PD scale split by level of education and gender are visually represented in Figure 9.

Table 20: Means and standard deviations on PD scale split by level of education and gender.

	Bachelors	Masters	Doctorate
Male	2.36 (0.56)	2.68 (0.88)	3.13 (0.90)
Female	2.44 (0.85)	2.52 (0.83)	2.04 (0.87)

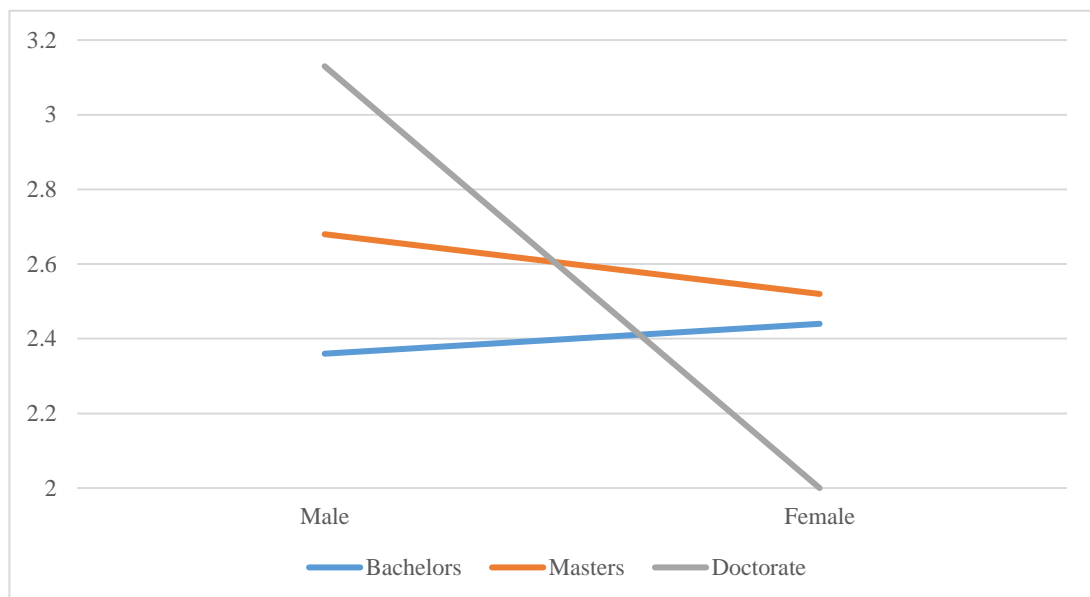


Figure 9: Mean scores on PD scale split by level of education and gender

No further main or interaction effects were obtained.

Chapter 5: Discussion, Conclusion and Recommendations

This mixed methods research has the main purpose of determining the perceptions of teachers on whether educational reforms implemented by ADEC in public schools over the period of 2005-2017 have influenced the teachers' efficacy to carry out their jobs. A second purpose of the study was to investigate whether teachers' perceptions of their self-efficacy in relationship to ADEC reforms different based on a number of demographic factors. This chapter has four sections which include (1) discussion of significant findings of the qualitative phase of the study, (2) discussion of significant results of the quantitative phase of the study, (3) conclusions which are based on the findings of the study, and (4) recommendations for policymakers, administrators and for further research on the topic.

5.1 Discussion of qualitative findings

Though a number of studies have been published about teachers regarding their profession and qualifications, topics about teachers' perceptions of educational reforms in relation to teaching and instruction, motivation, work satisfaction, and professional development have been scant as each area has been studied separately or with other domains.

The qualitative findings revealed important points which could contribute valuable insights to having better coordination with teachers in the field and the educational authorities in-charge of the educational system. Significant findings from the four domains namely: teaching and instruction, motivation, satisfaction, and professional development are presented below in the same order.

5.1.1 Teaching and instruction and the curriculum

Hordvik, MacPhail, and Ronglan (2020) posit that pedagogical practices of teachers are influenced by the nature of teacher education which covers what is to be taught (curriculum), how teaching is to be done (methods and strategies), and why to teach (reasons). The curriculum has significant influence in the process of teaching and learning in the classroom and teaching and instruction of teachers is affected by the curriculum as they have the tendency to change their teaching strategies to adapt to the curriculum content. According to Cuban (1992) what a teacher teaches in the classroom is the implementation process of a curriculum reform which is often based on teachers' experiences, attitudes, competence and their own interpretation of the official curriculum designed by educational authorities. All the teacher-participants in this study agreed that the curriculum they had was beyond their students' level causing students difficulty in comprehending wholly the contents of the curriculum. This created a gap between the students' capability and the curriculum which makes teachers struggle to cope with the content to be given to students. Even parents feel that curriculum contents were far too much for their children. To address such gap, teachers tried to modify their teaching strategies by teaching their own way (e.g. lecturing and providing topics from their own resources) which they deemed more suitable for their students than having the curriculum contents that could hardly be understood by most learners.

Aside from the curriculum contents, the number of expected outcomes does not agree with the amount of time to teach the curriculum content as time is too short for teachers to achieve the learning objectives set for students. The curriculum overload usually occurs during the planning stage and it is experienced by teachers on

the implementation stage where the difference between time available for teaching and the curriculum contents and the difference between teachers' standards to ensure quality teaching and the available time to provide quality learning are at stake (Boersma & Lindblom, 2009). This can be attributed to the organization and contents of the educational reform which include the curriculum structures, learning standards, and outcomes borrowed from international reform movement (ADEC, 2009) which usually do not fit the level of local learners.

With the goal of modernization of the educational system and better recognition in the international level, the Ministry of Education (MOE) in the UAE, turned to the West (Philipps & Ochs, 2003), and therefore borrowed policies and practices in an effort to reform the educational system. It could be argued that the effectiveness of a reform or policy can be measured on how 'fit' it is to the place where it will be applied and how suitable it is for the teachers and the students who will be directly affected. In line with this perspective, Mohamed and Morris, (2021) and Harold (2005) argued that policy borrowing is seen as not having substantial intention to adopt an external policy; instead, it is used as a reference to foreign education system that would legitimize a domestic policy. With this legitimization of domestic policy which is patterned from a foreign educational system, the outcomes are highly likely to be different from the reality which make the 'fitness' of such adapted policy to the culture of the schools to be questionable for teachers.

Improving the quality of learning for students requires quality teaching which is influenced primarily by the curriculum as well as the time given for achieving goals. In connection to this, the study of Wang, Odell, Klecka, Spalding, and Lin (2010) mentioned that the main factor that can improve the quality of teaching is teacher

education that requires a comprehensive understanding about what are needed for teachers to teach (subject-matters) and how these subject-matters can be transferred to the students (pedagogical practices). It implies that pedagogical practices of teachers are connected to the contents of subject-matter. With the link between the subject-matters and the pedagogical practices of the teachers, the outcomes can be seen through various evaluations of how much the students have learned from the curriculum.

Curriculum as part of educational reform is usually regarded as a confusing phenomenon (Adams, 2000; Fullan & Smith, 1999) because it is often different from what teachers teach in the classroom which according to Cuban (1992) is the implementation process of a curriculum reform that is often based on teachers' experiences, attitudes, competence and their own interpretation of the official curriculum designed by educational authorities. In this regard, there will be a difference between the official curriculum and the actual curriculum being taught by teachers in the classroom. The mismatch between the curriculum and the capability of students may put pressure on teachers to instruct more than to teach ensuring that the scope of the official curriculum will be covered within the specified time in the classroom. However, teachers in this study are overwhelmed with enormous goals that are expected to be achieved within a very limited time making them drift into decreasing their self-efficacy for being unable to achieve their objectives. This situation serves as a challenge for teachers which may diminish their self-efficacy in performing their job. Teachers are struggling to reconcile their own experiences and values with the curriculum and with those lived and seen abroad and such struggle has negative impact on their self-efficacy and engagement in teaching and on students' learning experiences.

One of the significant impacts that this study revealed is that teachers are likely to experience inability to achieve their goals due to time insufficiency and overloaded curriculum that add pressure to teachers. Teachers start to feel frustrated which is worsened by other sources related to thwarted educational goals such as students' misbehaviour (Dollard, Winefield, & Winefield, 2003; Klassen & Chiu, 2010), and violation of the rules and inattention or lack of motivation among the students (Hakanen, Bakker, & Schaufeli, 2006; Stuart, 2006).

Several studies about improving self-efficacy of teachers (Goddard, Hoy, & Hoy, 2000; Choi & Mao, 2020), through professional development (Gore, et al., 2017), motivation (Durksen, Klassen, & Daniels, 2017), and curriculum analysis to enhance teaching and learning in the classrooms are done (Taguma & Lim, 2017). Educators continue to find ways on how teachers can work efficaciously through interconnected matters in the teaching profession. In other words, well-coordinated connection between subject-matters and pedagogical practices is expected to have positive results such as better and quality learning and better performance of the students. It will also provide teachers satisfaction, motivation and greater confidence in the practice of their profession as their objectives are highly likely to be attained resulting to better self-efficacy. In the study of Skaalvik and Skaalvik (2017), job satisfaction and motivation are factors that promote teachers' self-efficacy which according to Bandura (1986; Bandura, O'Leary, Taylor, Gauthier & Gossard, 1987), is the reflection of teachers' beliefs in their capability to perform series of actions to have the desired results.

Teachers' beliefs have a great influence on their practices (AlAlili, 2014) and it is necessary for the teachers' beliefs, assumptions, and theories to have an alteration for a successful reform (Fullan, 2005). This statement emphasizes the importance of

teachers' thought to be included in any reform that will have impact on the way teachers practice their profession in the classrooms. Inclusion of teachers' thoughts in the process of reform will give them the sense of belongingness and ownership, a progressive process which include clarity, skill and commitment that exist at the end of a successful reform process (Fullan, 2005). Implicitly, teachers' participation in any reform should start from the beginning of the reform process and not only during the implementation period which is usually the situation. Hargreaves and Shirley (2011) posit that teachers have the least opportunity to speak about their plight when it comes to reform and policy planning. This is highly supported by Hinnant-Crawford (2016) who states that teachers have vague role in policymaking process, and they seem to be disconnected with the policymakers; thus, teachers believe that their voice is not being heard and their hard work to uplift the quality of education is not given due attention by those people in higher hierarchy who are authoring educational reforms.

In the UAE context, teachers are left with the task of accepting, adapting, and implementing what has been made from the top level of the hierarchy, which is ADEC, that practices a top-down management that is not helpful due to its authoritative nature (Sarsar, 2007). The practice of top-down innovation goes with uncertainty and challenges (Karagiorgi & Nicolaidou, 2010) which may include the teachers' major concern of having limited knowledge of the reform and a sense of powerlessness (Mertkan-Ozunlu, & Thomson, 2009; Johnston & Caldwell, 2001) posit that instead of having a number of trainings for teachers or using a top-down command, the teachers should be given the chance to review the way they think and interact. Given the chance to speak out, teachers will be able to highlight the real situations in the classrooms through their involvement on matters that directly affect their classroom teaching performance. Furthermore, having the chance to participate and expressing

their voice about their practices in the teaching profession, teachers may enhance their sense of motivation which can have positive influence on their self-efficacy which according to Bakker, Albrecht and Leitner (2011), is a personal source of teachers that can improve their engagement in teaching.

5.1.2 Motivation

Improving teachers' self-efficacy in practicing their profession can be reinforced by their motivation and beliefs which are both under the intrapersonal domain identified by the National Research Council (NRC) (2012). The NRC classified the 21st century skills into three broad domain such as cognitive, intrapersonal, and interpersonal. Intrapersonal domain has the main concerns on beliefs and motivation (Haug & Mork, 2021). Teachers find motivation from within to upgrade themselves with the inspiration from teachers to acquire new teaching strategies. Motivation can help teachers achieve their professional needs and teaching goals. Professionally, teachers motivate themselves to bring and apply new strategies, methods, and practices into the classroom for their students. Personally, teachers check experiences of other teachers to be updated about new trends in teaching that are expected to help in meeting teachers' educational needs for the practice of their profession and for enhancing their self-efficacy. Such teachers' professional and personal motivations drive them to uplift themselves through foreign teachers' experiences that are applicable and suitable to the teaching environment in the UAE.

The motivation of teachers is considered as one of the important factors that either negatively or positively impacts teacher performance. It is motivation that help teachers to keep going and meet their significant needs for teaching. Avery (1999) using the LOC theory of Rotter (1966) states in her study that teachers having high

level of internal locus of control have the belief that they have the capability to influence significantly student motivation and performance. Karsli and Iskender (2009) found that teachers are positively motivated when their expectations and needs are met which make them satisfied and that lead them to be effective in performing their tasks. Teachers' motivation can be manifested not only through their enthusiasm and their desire for students' learning but also through their passion for teaching (Moe, 2016), which is considered necessary for teachers to practice good teaching (Day & Sachs, 2004). Teachers' passion to teach is a motivational force which favours teachers' well-being and influences students' motivation (Patrick, Hisley, & Kempler, 2000). However, according to Dessler (1986) when important needs of teachers are not met, it will lead to decreased motivation and consequently a decrease in performance. Similarly, teachers' inability to meet educational goals results to decreased motivation which brings in doubts to their self-efficacy in being teachers as found in this study. In the case of Sofia, a cycle 3 teacher, she started to ask herself worth when she felt frustrated for being unable to achieve her target in the classroom. "You know as a teacher, I question myself like, 'am I doing enough? Am I even worthy enough to be here?'".

Having uncertainty about one's capability, teachers may start to recalibrate the meaning of quality teaching by decreasing their educational standards (Tschannen-Moran & Hoy, 2001) leading to a decrease in their satisfaction. As Mariam, an Emirati teacher of cycle 2 mentioned, she followed the curriculum, however, she applied it according to what she sees is good for her students. "So, we try our best to do what they (referring to ADEC) want but, according to what we see that is good for our students." The modification that teachers do in the curriculum and in their teaching, strategy aims to reach the students' level which is usually beyond the level of

curriculum content. Without teachers' modification of the high-level curriculum, achieving daily objectives in the classroom within the limited time would be in vain.

Consequently, decreasing motivation and performance of teachers have negative effects on the teaching and learning process. Non-teaching related tasks are found in the current study to be a source of demotivation among teachers.

“During the break, we have to go outside and check on students if they eat their snacks or if there are some bully students, and even when students go back home, teachers need to check if students are on the right buses...instead of checking or correcting papers. Are there no other people to sit and look after them (students) instead of teachers?”

This study has similar finding of previous research which stated that teacher demotivation is attributed to other factors such as non-teaching related tasks, particularly in the form of paperwork (Spear, Gould, & Lee, 2000). The Organization for Economic Cooperation and Development (OECD) (2015) has found that most teachers are having half of their working time on non-teaching related tasks and twice as much time being spent on activities such as lesson planning and having collaboration with colleagues (OECD, 2015). Doing other tasks that are not connected to teaching like being caretakers of students by taking them to their buses after the school hours and being students' guardians during students' recess time, as is the case in the current study, are decreasing teachers' motivation to teach. These tasks are putting additional burden on teachers making them feel overloaded which is found to be closely and positively linked with teacher burnout (Hakanen, Bakker, & Schaufeli,

2006), and demotivation (Afshar & Doosti, 2016), leading to decreased motivation and the constant thought of leaving the profession.

5.1.3 Satisfaction

One's job satisfaction is simply defined as the extent to which a person likes or dislikes his or her job. Work satisfaction answers the question how happy and contented one is in terms of the work he or she does. In the teaching profession, many theoretical models explain the factors leading to high job satisfaction and those models vary in details, yet, they all have agreed that motivation of teachers is highly influenced by two main factors; external which generally refers to the work condition and internal factors such as self-efficacy beliefs (Troesch & Bauer, 2017). Teachers' job satisfaction is influenced by teachers' self-efficacy which is found to have positive influence on student achievement (Tschannen-Moran & Hoy, 2001). From the standpoint of general organizational psychology, job satisfaction is one of the strongest predictors of job performance. Teachers' self-efficacy is found to be linked to satisfaction of teachers (Caprara, Barbaranelli, Borgogni, & Steca, 2006; Skaalvik & Skaalvik, 2009). These scholars found that teachers have more satisfaction when they have the confidence in accomplishing their teaching tasks or achieving their teaching-related goals. Skaalvik and Skaalvik (2010) posited that job satisfaction is positively related to teacher autonomy and self-efficacy. Further, highly efficacious teachers were found to have reduced job stress and increased job satisfaction (Troesch & Bauer, 2017), and teachers who have enhanced self-esteem have more capability of decreasing the amount of pressure of stress (Vaezi & Fallah, 2011). In this regard, coping with stress depends on teachers' capability which can be attributed to how efficacious he or she is in facing stressors.

In the current study, heavy workloads and work pressures bring dissatisfaction to teachers and such a negative feeling is reflected on their job performance. For instance, Mariam, a teacher of cycle 3 sighed deeply before saying, “But you know, the overload above the teachers’ shoulders, it makes the process of teaching very difficult for us to achieve our goals even for the students.” This finding agrees with earlier studies which revealed that teacher’s attrition was primarily due to workloads, lack of time to do work well, poor working conditions, and salary (Loeb, Elfers, Knapp, Flecki, & Boatright, 2004; Kelly & Northrop, 2015). Likewise, Klassen and Chiu (2010), found workload and classroom stress linked negatively with self-efficacy. They pointed out that the increasing workload increases dissatisfaction among teachers and as their level of stress in the classroom becomes higher, it resulted to lower self-efficacy. In similar vein, Papanastasiou and Zembylas (2005) have identified excessive workload, lower wages, and lower appreciation from the community as leading causes of dissatisfaction among teachers which consequently diminish their self-efficacy.

Mastery experience which is an external factor is considered to add a level of satisfaction to teachers because mastery of the lessons can promote one’s self-efficacy. In line with this, passion for teaching is another strong source of satisfaction among teachers. They have the innate desire to teach and see how students improve their academic performance. It is considered as one of the internal factors of satisfaction. However, this passion can be muted and overturned if teachers are given heavy workload and stressful work conditions. Teachers in this study expressed that they do have the passion to teach; however, with a number of tasks and goals to achieve, they felt overwhelmed. Mary, an expatriate teacher shows her students that she is motivated to teach so they too, will have the same motivation to learn. As she said, “You’ve to

show your motivation... show them (the students) the love of your subject, they will fall in love with it". However, she was not able to hide her dissatisfaction when asked about her teaching loads. "There's a lot of work. A lot to do, making us always in a rush to be done with the curriculum," Other factors such as time, pressure, and other external elements can adversely affect work satisfaction. Teachers find themselves teaching against time. As Martha reiterated,

"It (less time) negatively affects me achieving my goals. That in turn affects job performance. I wanna do my job to the best of my abilities but if I cannot teach and be efficient in the classroom, because of the time constraints, it's hard to achieve that and when you're working with a lot of periods and less time, you're not achieving anything."

The teachers' sentiments regarding workloads and pressure on doing their preparation were not new as they have been the findings of much research in the past. In the study of Skaalvik and Skaalvik (2017), they found that heavy workloads, time pressure, and much preparation which were usually done beyond working hours cause teachers to be dissatisfied in their jobs. Such dissatisfaction creates a web of negative impacts on the teachers themselves and on their performance which will have the chain effect on their students and work environment.

5.1.4 Professional development

With the many rapid changes that are happening in the society, the education sector is expected to bring education that meets the society's educational demand that will help individuals cope with changes. ADEK (previously ADEC), being an organization that is responsible for teachers in the Emirate of Abu Dhabi, invested heavily on providing teachers with various professional development training to

enhance their teaching strategies and methodologies, and leadership which are considered vital in enhancing teachers' performance. Improving teachers' performance can be done through training or workshops about different areas such as implementation of a new curriculum, which may include new strategies or methods in teaching, a new grading system, or new educational technology in which teachers must have their hands on as these are fundamentals for all who are in the teaching profession, where educational objectives are turned into students' learning experiences. Professional development programs are usually used to referencing activities that are organized for teachers whether from formal or informal learning opportunities that deepen and widen teachers' professional competence which include knowledge, beliefs, motivation, and skills (Richter, Kunter, Klusmann, Ludtke, & Baumert, 2011). However, when PDs are based on a setting different from the setting where it will be applied and where teachers were not given ample time to learn and utilize the PDs provided to them, they start to doubt how these PDs can help them. As one of the findings in this study, teachers were not given sufficient training in infusing new teaching methods and strategies which are mainly based on using technology. As Sofia, with a slight irony on her tone, said,

“I see that there are some classrooms that have starboards and there are some that have new huge, like interactive TV which is lovely, except that we don't know how to use it. It, it's like if you're gonna have the technology, you need to make sure that the staffs are in it. We need to have a proper professional development on that. Not just leave it.”

Many of the teachers in this study mentioned that PDs provided to them were mostly replications of what have been given before and that PD programs were not such of great help in improving themselves professionally as such PDs were repetitive and just wasting the time of the teachers. Repeated PD programs neither help in increasing teacher-efficacy nor improving teachers' skills in terms of their profession. For this reason, the main objective of having PDs, to promote and enhance teachers' skills, methodologies, and teaching strategies in their professional practice is not achieved. This situation is highly likely to create several negative thoughts for teachers like considering the PD as unworthy of time and effort because they will not be beneficial or will not have any positive impact on teachers' performance and self-efficacy. Furthermore, when PDs are given repeatedly, teachers' interest toward PDs begins to wane, knowing that PD had previously been given.

There is no doubt that PDs are significantly valued by teachers. They believe that PDs can help them improve their teaching strategies, methodologies, and practices in applying the knowledge and skills gained from professional development programs that are being provided to them. This is confirmed in the recent study of Noben, Deinum, Ark, and Hofman (2021) that PD programmes increase teachers' self-efficacy beliefs throughout the programme. Korthagen (2017) reiterates that PD process should be designed in a way that focuses on teachers' needs, prospects, emotions, motivations, and dreams.

5.2 Discussion of quantitative results

The quantitative phase of this study had led to answer two research questions. The first question was "To what extent do teachers perceive the reforms implemented by ADEC improve their self-efficacy in the teaching and learning process?" The

second question was “Is there any significant difference in the perceptions of teachers on whether educational reforms contributed to their self-efficacy due to their gender, cycle, years of teaching experience, educational level, and nationality?”

5.2.1 Discussion of question 1 results

To answer question 1, the results of a 23-item survey questionnaire distributed to public school teachers of cycles 1, 2, and 3 in Al Ain City were discussed according to the following areas: teaching and instruction, motivation, satisfaction, and professional development in which teachers expressed their perceptions about ADEC educational reforms.

The first significant finding was that teachers disagreed that the educational reforms of ADEC have raised their self-efficacy in the four domains of this study. Each domain will be discussed below.

5.2.1.1 Teachers’ perceptions on teaching and instruction

With the 8 statements which are all about teaching and instruction, only one statement, ‘ADEC curriculum content was appropriate to the level of my students,’ fell in the neutral category while the remaining 7 statements all belonged to ‘disagree’ category. All the 7 statements in which teachers rated with disagreement are about improvement in terms of teachers’ content knowledge, students’ engagement, classroom management strategies, skill enhancement in teaching students with special needs, skills in differentiated instruction, student assessment and evaluation methods, and teacher engagement in teaching their subjects. This negative response of the teachers can be attributed to the constant changes in the educational system which teachers tend to resist with the thought that change will not result in anything positive

to help them; instead, any change will be an additional burden on their shoulders. According to Voogt and Nieveen (2019), any curriculum change will result in curricular overload specifically when curriculum developers are adding new contents without deleting or modifying the requirements. Such overloading of the curriculum will result in having teachers bombarded with numerous tasks and goals that will give them time constraints to achieve not only because the goals could hardly be achieved within the limited time, but also because teachers are not totally ready to embrace the reforms in terms of their professional skills, psychological and emotional preparation to buy the reform and have them relayed to students smoothly with the acquired strategies such as engaging all students more in the learning process, managing classroom effectively, assessing and evaluating all students, and enhancing teacher engagement in teaching their subjects from the supposedly provided training before any reform is implemented.

If the teachers lack the necessary knowledge of the latest educational and psychological theories (Barakat & Harz Allah, 2010), that can lead to a chain of negative impacts such as weak teachers' efficacy and weak students' performance. Moreover, weak teachers' efficacy can be a predictor of how students perform academically (Freeman, 2008), and according to Tsakiridou and Polyzopoulou (2014), efficacy of teachers, either on individualized or collective measure is one of the most significant predictors of student achievement. Self-efficacy is a significant component of teachers' performance which has direct effect on classroom processes such instructional and emotional support as well as classroom organization (Klassen & Chiu, 2010) Similarly, teachers' self-efficacy has influence on their teaching behaviour which consequently influences their students' motivation and achievement (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001).

Teachers cannot work in isolation as they need to be affiliated with others because they are parts of a wide field of education. According to the Learned Needs Theory of McClelland (1965), a need for affiliation is one of the three human motivators which states that an individual needs to work collaboratively with others aiming to be liked and an accepted member of a group toward achieving common goals. However, in the UAE, teachers do not have affiliations in terms of formulating reforms as they are not consulted for such process. They work in a paradigm created for them and not by them in which they are not involved in the creation process; yet they are primarily involved in the process of implementation (Sarsar, 2007).

Respondents in this study did not agree that educational reforms of ADEC had enhanced their skills in teaching students with special needs which may be due to having insufficient amount of inclusive education training (Forlin, Sharma, & Loreman, 2014) that is usually being mastered and taught by teachers who specialized in the field of special education. As Teachers' Self-Efficacy (TSE) for inclusive practices suggested, high TSE for inclusive practices among teachers means that they are having more willingness to teach students special needs in the classroom compared to those teachers with low TSE. The UAE has inclusive educational policies and therefore ADEC/ADEK should give attention in their reforms to train teachers on this aspect.

Male teachers scored higher than female teachers on the domain of teaching and instruction which means that men are having more positive views than women about ADEC's efforts in reforming teaching and instruction. However, the mean value still belongs to 'disagree' category. The more positive outlook of male teachers can be attributed to their fewer roles in dealing with students in the classroom that those of

females. Su, Rounds, and Armstrong (2009) found that gendered personality differences have impacts on the occupational choice of individuals and in their meta-analysis of a huge number of males and females, they found significant difference in thing-people dimension which means, men preferred to have work that usually deals with things while women preferred to have work that usually deals with people. From this difference, female teachers are having a number of roles such as a mother, a counselor, and a confidant to students aside from teaching which could also be one of the reasons that teachers are more engaged with students and therefore can see some negative perspectives of their roles.

5.2.1.2 Teachers' perceptions on motivation

Male teachers have a more positive outlook in the domain of motivation in teaching than female teachers although responses of both genders are still at the disagree category. The four questions in the aspect of motivation deal with how teachers perceived ADEC reforms in terms of curriculum and evaluation, what gives them motivation to teach and perform better in their profession and for their students to be motivated to study. One's motivation is enhanced by several factors such as supportive social environments in terms of gaining competence, autonomy, and relatedness which enhance intrinsic motivation and improve internalization of extrinsic motivation (Ryan & Deci, 2000). Generally, male and female teachers are intrinsically motivated to teach, however, negative extrinsic factors such as low salary and lack of status or low prestige given to the teaching profession serve as strong barriers to pursue and continue teaching (Mullola, et al., 2011). This barrier is more observable among men in most patriarchal societies where men are expecting to have more responsibilities in providing their family needs. The finding of current study opposes that of Finkler (2015) which found that female teachers have higher level of

motivation than male teachers. According to her study, women are more eager to put more value on working with students compared to men, which emphasizes the cultural role of women in caring and nurturing. According to Brookhart and Freeman (1992), the desire to work with children or adolescents is the main intrinsic motivation of teacher candidates in choosing the teaching profession. Between male and female, female teachers have significantly higher desire level to teach children or adolescent than males (Finkler, 2015). The findings of the above studies contradict the finding of Karsli and Iskender (2009) that gender does not affect teachers' motivation as well as their institutional commitment. Therefore, more research is needed in this area in the UAE.

5.2.1.3 Teachers' perceptions on satisfaction

The current study revealed that the majority of the teachers were highly satisfied with the academic success of their students; however, they were generally not satisfied with the management, curriculum design, their teaching loads, and their salary.

The current study found that academic success of students gives teacher a sense of satisfaction which according to Heyder (2019) can contribute to teachers' occupational well-being which is considered as a manifestation of an emotional reaction to one's work as a teacher (Skaalvik & Skaalvik, 2010) and is non-monetary source of job satisfaction. Aside from academic success as source of satisfaction, sense of appreciation or recognition, passion for teaching, opportunity for promotion, and working conditions are found to have influence on teachers' satisfaction in the UAE (Ibrahim & Taneiji, 2019).

Teachers' satisfaction is influenced by motivation. When teachers are provided appropriate motivation, they tend to render better job performance as found in the study of Karsli and Inkender (2009) which reiterated that teachers' motivation level is one of the significant factors that influence teachers' job performance; thus, teachers' motivation should be prioritized by school administrators.

Most of the respondents did not feel satisfied with the school management which can be attributed to factors such as teachers' low or no participation in policy preparation that concerns them as highlighted in previous research (Ibrahim & Taneiji, 2019). Other contributing factors that have impacts on teachers' satisfaction are achievement, recognition for responsibility and advancement (Ansa-Hughes, 2016), good relationship with colleagues, good welfare and utilities, good school climate, good working condition, and constant involvement (Crisci, Sepe, & Malafronte, 2019).

The studies of Adu and Olatundun, (2007) and Tachie (2007) revealed that social service followed by doing an activity showing participation and moral values are the most satisfying intrinsic factors for employees and teachers while salary or compensation, working condition service, policies and practices, and advancement and recognition are the four most dissatisfying factors. In the UAE context, salary, workloads, and unheard grievances are found to be the main reasons for teachers to resign from their work. Rizvi (2019) mentions that Emirati teachers were overworked and underpaid, and their grievances are unheard that made them to resign. Such resignation, according to one member of the Federal National Council (FNC) from Ras Al Khaimah causes shortage of teachers for some school subjects. Therefore, it is necessary for policymakers to review the working conditions of teachers and make an effort to increase their satisfaction.

5.2.1.4 Teachers' perceptions on professional development

Professional Development (PD) provided for the respondents in the current study was dissatisfying as shown by their disagreement in all the statements within the scope of this domain. Although PD is considered a means to enhance teacher quality (Frankheim & Hiatt, 2011) and improve teaching methods and strategies with the expectations of uplifting teachers' efficacy and nurturing the professional growth of teachers (Orcini, 2004), respondents generally opposed with the statement, 'ADEK PD has helped me grow as a teacher. Avalos (2013) insists that professional development requires both cognitive and emotional involvement of teachers and that not all forms of professional development, even those that have been proven to have positive impact, are relevant to all teachers. This means that teachers' needs in terms of their professional development vary and that every education system should tailor professional development to their teachers' needs. This could have been the strongest point that the teachers in this study would like to emphasize with their responses. Another reason of teachers to disagree with the PD set up, is of having the traditional approach to professional development which is often having a format of top-down, short-term workshop or seminar which does not work because they are held outside the school sites (Nabhani & Bahous 2010). This finding is in agreement with Sandholtz and Scribner's (2006) findings that many training models that are provided to teachers are typically traditional in-service approaches which depend on outside experts that have relatively short-term activities and limited follow-up which ends up with being away from the main concerns of teachers and from their practices in the classrooms. Researchers have determined multiple limitations to these approaches such as having minimum interaction among teachers and limited gain of knowledge, separation from teachers' every day's tasks and the lack of knowledge transfer into classroom activities

(Fullan, 2005; Lieberman, 1995; Miller, 1998). This leads to another statement in which teachers disagree, 'ADEC's PD helped me learn new teaching strategies.' Because models and contents of PDs are not tailored according to what are needed by the teachers to improve their teaching strategies and further develop their methodologies in knowledge transfer into classroom activities, teachers do not find ADEC PDs worthy for its purpose. If PDs are not relevant to improving teachers' needs in terms of learning strategies and methods in teaching, there will not be a sense of achievement in spending time and efforts to attend PDs. Thus, it does not meet the need for achievement, which is one of the three human motivators according to McClelland, Ponitz, Messersmith, and Tominey (2010). It is logical that when one's needs will not be met, there will be less motivation or nothing at all to consider attending or spending time for any PD.

In many European countries, a minimum number of hours for PD for teachers is considered as a teacher's right and practicing such right is linked to career progression (Catalano, Albulescu, & Stan, 2020). This implies that teachers' career development is not just a choice but a right that must be given and practiced. This is supported by Clarke and Hollingsworth (2002) when they said PD is a teacher's right, a choice to make and a process for career development that promotes and supports teachers' professional growth. Supporting teachers' professional growth means designing the PD process which focuses on teachers' needs, prospects, emotions, motivations, and dreams (Korthagen, 2017).

Professional Development programs aim to enhance teachers' knowledge and skills, which is expected to improve classroom teaching; however, PD should provide teachers time to apply their newly-gained knowledge and skills in order for the PD to

work as they are intended to. Teachers' training as part of their professional development has a great potential to improve and sustain change when the training is done with follow up and collegial discussions and not just as a one-shot workshop (McKnight, 2018). Most PD sessions are becoming ineffective because of the lack of coherence and follow up which are the common characteristics of professional development (Sparks & Loucks-Horsley, 1989).

ADEC (2010) reported that a number of public-school teachers have not participated in any PD and aiming for further education by studying in higher educational institutions is considered as not very important. In contrast, many teachers admitted that they attended PD activities which are provided by schools or sponsored by ADEC. In the study of Buckner, Chedda, and Kindreich (2016) about professional development, they presented some hindrances to teachers' participation such as the lack of incentives, conflicting work schedules, and lack of relevance of material. The lack of incentives dampens teachers' interest while conflicting work schedule is most common among female teachers. These scholars also questioned the relevance of trainings as they were patterned from Western countries and when applied in the UAE, PDs turned out to have different results because context adaptation was not given consideration.

Scholars found other factors such as timing, accessibility, motivation, marketing, and financial issue to hinder teachers from attending PD trainings (Drage, 2010; Fernandez-Manzanal, et al. 2015). Similar factors such as lack of incentives and the timing of the PD which conflicts with work schedule were found to be the two most common reasons of teachers dis-involvement in PD trainings in the UAE (Badri, Alnuaimi, Mohaidat, Yang, & Rashedi, 2016). Their findings also revealed that most

of the teachers who spent time attending PD activities did not receive any form of reward for participating in career enhancement activities being held outside the working hours. This situation may cause teachers to feel that their effort is not considered important which may dampen their motivation and lose interest or opt to consider not attending any PD or workshop related to their job.

5.2.2 Discussion of question 2 results

To answer question 2, discussion about the variables such as gender, cycle, years of teaching experience and level of education are presented below in the same order.

5.2.2.1 Gender

Gender has been a subject of many educational studies which have found that it has a relationship with teacher efficacy (Tabak, Akyildiz, & Yildiz, 2003; Bayram, Keskin & Ozge, 2003; & Ehrich, Woodcock, & West, 2020); namely, having female advantage over their male counterparts. Other studies did not find gender to have an effect at all in terms of teachers' self-efficacy. For example, using Teacher Efficacy Scale (TES) of Gibson and Dembo (1984), it was found that female teachers have significantly higher level of personal efficacy than that of male teachers, though there was no statistically significant level of difference in their general teaching efficacy (Gavora, 2011). Moreover, Gavora (2011) found that female teachers believed to have higher levels of skills and abilities to conduct teaching and facilitate learning in the classroom than male teachers do. Additionally, Ehrich, Woodcock and West (2020) found that female teachers have superior level of dispositional trait of efficacy, which was considered a significant factor in determining teachers who are effective versus those who are struggling with the profession. Historically, teaching is associated with

mothering and caring for children (Acker, 1995; Meiners, 2002), and being good or efficacious teacher is positively linked to teachers who care for and make sacrifices for the students.

In contrast to the results of the studies above, the current study revealed that male teachers had higher self-efficacy level compared to female teachers. As the level of self-efficacy is influenced by other factors such as satisfaction (Kumari, 2012; Klassen & Chiu, 2010), motivation (Durksen, Klassen, & Daniels, 2017), and stress (Embse, Sandilos, Pendergast, & Mankin, 2016), this result can be attributed to the findings of Liu and Ramsey (2008) that female teachers experience less job satisfaction compared to male teachers, particularly on satisfaction from work conditions. In a similar aspect, a number of researchers have found that female teachers report higher stress level than male teachers (Antoniou, Polychroni, & Vlachakis, 2006; Chaplain, 2008), which most likely due to higher levels of overall workload (Greenglass & Burke, 2003). This is connected to the fact that most female teachers are usually having more tasks to do than their male counterparts. Aside from doing schoolwork, which are commonly done not only during work hours but also during off-work, female teachers are often loaded with familial duties and other obligations. Considering all these factors, less job satisfaction, high stress level and excessive workloads are negatively affecting the self-efficacy of female teachers which may lead to being less effective in doing their jobs.

5.2.2.2 Cycle

Teachers' perceptions about ADEC reform does not have any significant difference in terms of the cycle where they teach, which commonly is known as school/teaching level/grades. This indicates that reforms were all perceived as to be

the same by most of the teachers teaching in different cycles or year levels of students. The finding of the current study opposes that of an earlier study of (Wolters & Daughterty, 2007) about teachers' sense of efficacy and its relation to academic level of students which found that teachers of higher grade level students reported lower self-efficacy than teachers in lower grade levels. They found that teachers of the youngest learners had higher levels of self-efficacy than teachers of older students within the elementary grades and such difference was observed in terms of classroom management and student engagement. More research should be done to confirm the findings of this current study.

In regard to nationality, the study found no significant difference between teachers' perceptions about ADEC reform in terms of nationality. This can be due to the country where the research is done as vast majority of the respondents are UAE nationals.

5.2.2.3 Years of teaching experience and level of education

This study revealed that teachers who have higher levels of education and longer years spent in the teaching profession under ADEC schools have lower ratings in their responses to whether ADEC reforms have helped increased their self-efficacy on teaching and instruction and on professional development scales. As younger teachers are in the process of going deeper into the field of education, their eagerness or motivation to know more and have familiarity with the system tend to increase. However, as they get familiar and knowledgeable on how the system works, the height of their motivation and curiosity started to wane. According to self-efficacy theory, one's personal beliefs become a fundamental and an explicit manifestation of motivation (Bandura, 1977a, 1997b) which may imply that when there is a decrease in

teachers' motivation because of having known the way the system works through gaining further knowledge by attending post graduate studies, or following a centralized management system, it will consequently decrease their self-efficacy that can be manifested through lower work performance and less job satisfaction, thus lower self-efficacy.

This study produced results which corroborate the findings of a great deal of the previous work in this field. Based on the study of (Reilly, Dhingra, and Boduszek (2014), as the number of years teaching increases, teachers' job satisfaction decreases which supports earlier studies of Ghaith and Yaghi (1987). In contrast, Hoy and Spero (2005) found negative correlations between years of experience and teacher self-efficacy. In the study of Klassen and Chiu (2010), they found a nonlinear relationship between years of experience in teaching and teacher efficacy which suggests that teacher efficacy increased during the early and mid-careers, but then, declined in later stages of the profession. However, all these contradict the findings of Shoulders and Krei (2015) which found that teachers with long years of teaching experience are more efficacious in terms of teaching and instruction and classroom management than those teachers who are in the teaching profession for a shorter period. In the same manner, teachers who have higher level of education and longer years of experience had more negative perceptions on the helpfulness of ADEC reforms in increasing their self-efficacy on professional development scales compared to those teachers who had bachelors and masters and had been in the teaching profession for less than 5 years.

5.2.2.4 Level of education

The current study has found a main effect of the level of education on the teaching and instruction and the motivation scales. Teachers with masters' degree

scored higher than those teachers who have bachelor and doctorate degrees on the domain of teaching and instruction and the motivation. What is surprising is that teachers with doctorate degree were found to have to the lowest score in the teaching and instruction and motivation scales which opposed the notion that teachers with doctorate level should have achieved mastery, which according to Bandura (1997) is the most influential factor among the four sources of self-efficacy. This finding implies that teachers who have doctorate level did not perceive that their self-efficacy was enhanced through the educational reform of ADEC. A possible explanation for this might be that teachers who had doctorates had gained knowledge through their education that cannot be surpassed by what the educational system, in this case ADEC, offers.

Bachelor graduate teachers who had less years of teaching experience, were found to have more positive perceptions that ADEC reforms have helped them improved their self-efficacy than those who graduated doctorate. This could be explained by the so called, 'honeymoon period' theory which suggests that new teachers embrace the challenges of the teaching profession as they still have the motivation to get into the educational system and consequently experience higher level of job satisfaction (Schmidt, 2007), resulting to high self-efficacy. In contrast, the study of Moran and Hoy (2007) found that new teachers have significantly lower self-efficacy than teachers who have been in the teaching profession for years. The results of this study did not show any significant difference between the perceptions of teachers who had bachelor and masters' degrees. A possible explanation for this is that a large majority of the respondents had finished bachelor's degree who would have been trying to keep themselves somewhat positive regarding the reform which equalized the perceptions of those who had masters' degree.

5.2.2.5 Gender and level of education

The present study found significant interaction effect between gender and teachers' level of education. The findings revealed that the higher the level of education for male teachers, the more positive their responses are to whether ADEC reforms have helped increase their self-efficacy on the four domains of teaching and instruction, motivation, satisfaction, and professional development. This may be due to male teachers being less prone to burnout and emotional exhaustion than the female teachers are (Antoniou, Polychroni & Vlachakis, 2006). Female teachers showed an opposite trend. The higher the educational level of female teachers, the lower their scores were on the four scales particularly for teachers who had a doctorate degree. This result may be explained by the concept that those teachers who obtained doctorate degree are expected to have more duties and responsibilities in schools and having tremendous workloads may lead them to be dissatisfied and demotivated compared to male teachers.

5.3 Conclusion

The main purpose of this study was to determine teachers' perceptions with regard to whether educational reforms implemented by ADEC in public schools over the period of 2005-2017 have influenced the teachers' self-efficacy to carry out their jobs. A second purpose of the study was to investigate whether teachers had different perceptions of their self-efficacy in relationship to different ADEC reforms based on a number of demographic factors. Using selected variables for the four domains of self-efficacy which are teaching and instruction, motivation, satisfaction, and professional development, together with the demographic variables, this mixed methods research answered the following questions:

- 1) How has ADEC reform influenced teachers' self-efficacy in the teaching and learning process from a qualitative point of view?
- 2) To what extent do teachers perceive the reforms implemented by ADEC improved their self-efficacy in the teaching and learning process?
- 3) Is there any significant difference between the perceptions of teachers on whether educational reforms contributed to their self-efficacy in terms of gender, cycle, years of teaching experience, educational levels, and nationality?

The first question was answered qualitatively and resulted in having four domains; teaching and instruction, motivation, satisfaction, and professional development which were the constructs used as a guide to come up with the survey-questionnaire that was used to answer questions two and three which are both quantitative in nature.

This study has found that generally, teachers had negative perceptions on ADEC reforms in the areas of teaching and instruction, motivation, satisfaction, and professional development. For the areas of teaching and instruction, factors such as having far too high curriculum content from the students' level, many outcomes, and insufficient time to achieve to curriculum objectives were the main reasons given by teachers that hinder them to be efficacious in their job. According to Bandura and Adams (1977), theory of self-efficacy mastery or performance accomplishment is the most influential among the four sources of efficacy because it is the main source of information for appraising self-efficacy. The finding of this study suggests that curriculum contents need to be aligned with the students' level and the curriculum objectives need to be matched with the allocated time to achieve educational goals set

for the students. Otherwise, teachers will struggle to find ways on how to meet the educational objectives that may lead to slow deterioration of their motivation and work satisfaction. Without accomplishing the educational goals, teachers have the tendency to feel less efficacious in performing their job. According to Bandura (1997a) and Evers, Brouwers, & Tomic (2002), low teacher self-efficacy may result in feelings of burnout, and which may lead to other factors that can be detrimental to teachers' self-efficacy.

Teachers were found to have their personal motivation to uplift themselves professionally through checking experiences of teachers in other countries. However, demotivation comes from non-teaching related tasks, inability to achieve educational goals, and teaching overloads which seem to have overcome teachers' personal motivation and have caused teachers to think of quitting their jobs. An implication of this is the possibility that teachers were not given the opportunity to voice out their concerns and be heard loud enough to ease their burdens. Thus, quitting from the job seems the easiest way out.

Professional development is another factor in which teachers do not consider to be of help in improving their self-efficacy in the teaching and learning process due to having the trainings given repeatedly. In times when trainings about professional development are not repeated, a problem of time implementation exists as teachers were not given sufficient time to infuse the new teaching methods and strategies that are using technology. This study provides additional evidence that teachers were not motivated and satisfied according to their perceptions regarding ADEC reforms that cover teaching and instruction which include the curriculum, teachers' motivation and satisfaction, and teachers' professional development. This study has confirmed the

findings of Buckner (2017) which states that teachers' satisfaction is significantly connected to various factors such as satisfaction in teaching, school environment, professional support, administrative policies, chance of participation in decision-making, and school-based leadership.

Taken together, these findings suggest that teachers' input on matters that affect the teaching and learning process which takes place in every classroom is significantly needed to suit with their needs in terms of teaching and instruction. Such needs include factors that enhance their motivation and satisfaction in terms of PDs which when provided with quality will help teachers to acquire the necessary skills, methods, and strategies to effectively teach students and enhance their learning experiences are better than having the licensing examination which is mandatorily given to teachers in order to practice their profession. There is a need for policymakers to reconsider what the teachers' need to be motivated and satisfied with their job and be able to perform better using effective methods and strategies in teaching.

Quantitatively, this study has found that generally, teachers disagreed that reforms implemented by ADEC had improved their self-efficacy in the teaching and learning process. Another finding revealed that level of self-efficacy of male teachers is higher than that of female teachers. This finding calls for more interventions to improve female teachers' self-efficacy in the performance of their job. Regarding teachers' perceptions on reforms, the result indicates that teachers who obtained higher level of education and have been teaching for longer years have more negative perceptions on ADEC educational reforms that are about teaching and instruction and professional development. Taken together, these findings suggest an emphasis on providing the suitable and necessary professional development activities that can

enhance teaching and instruction which consequently improve their self-efficacy in teaching.

5.4 Recommendations

Based on the findings associated with the study, the following recommendations have become apparent.

As teachers were found to have less motivation and satisfaction in terms of the reforms regarding teaching and instruction and professional development implemented by ADEC, there is a need for strengthening teachers' participation in terms of policy-making that directly influence them in doing their job. It is an ironic situation that teachers have significant roles in the implementation stage of reform, yet they have the least, or none at all, participation in any educational policymaking. This implies that teachers' participation in reforms particularly in those that involve them in time of implementation can have significantly positive impact on their motivation and satisfaction, thus improving their performance.

For instance, the curriculum should contain inputs from teachers as having the curriculum from foreign countries may not suit with the local cultural and educational setting, Realistic learning objectives to be achieved within a reasonable time should be provided for teachers to give adequate learning experience for students.

Teachers need to be heard and their needs be addressed accordingly to uplift their motivation and satisfaction, which will lead them to perform better toward the learning of students and achieving the goals of education. Workloads and unrelated teaching tasks should be minimized as they are the two most common sources of teachers' dissatisfaction in their profession.

Professional development for teachers should be tailored according to teachers' needs and should match with the cultural and educational settings in the emirate of Abu Dhabi. They should be provided with follow up to determine how effective the PD has been and to modify it if necessary. There is a need for the PD programs to have continuity for faster assessment and evaluation.

There is a need for policymakers to consider listening to teachers for their inputs regarding factors that influence the teaching and learning process in the classrooms as this is vital in the learning process of students. Further, school administrators should provide teachers the opportunities to participate in decision-making for issues that matter for them in the performance of their job. Teachers need to be well-informed about any changes and be given the opportunity to bring in their thoughts that may contribute to having better outcomes of the reform implementation.

This research has thrown up some questions in need of further investigation regarding areas of reforms. This also led to explore factors which can keep the motivation level of teachers and enhance their job satisfaction. The inclusion of teachers from other cities of Abu Dhabi would provide wider horizon in terms of educational reforms implemented by ADEC. A number of possible future studies using the same research set up are apparent. For instance, aside from having teachers as the participants in evaluating the effectiveness of educational reforms, the possibility of including school principal and parents as respondents would be very interesting research as it could enhance the impact of research in the education sector. Parents involvement will bring them even closer to schools that will benefit students and the school community as a whole.

Therefore, it is necessary for policymakers to review the working conditions of teachers and make an effort to increase their satisfaction by having their thoughts and participation in policy formulation.

The UAE has inclusive educational policies and therefore ADEC/ADEK should give attention in their reforms to train teachers on this aspect. Since teachers' motivation is found to positively influence teachers' satisfaction, it is highly recommended that motivating teachers should be prioritized by school administrators.

Teachers' needs in terms of their professional development vary and that every education system should tailor professional development according to their teachers' needs that can influence teachers' performance significantly.

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Appendices

Appendix A

TEACHERS' PERCEPTIONS of the Impact of EDUCATIONAL REFORMS on
their Self-efficacy in Al Ain Public Schools

PART 1: Four Dimensions of Reform

I. The Profession

1. What do you think about teaching in the UAE? How do you feel about it?

II: The Curriculum

1. Do you think the current curriculum would help you achieve the educational goal of ADEC? Why?
2. Do you think there are some parts of the curriculum that should be structured/changed/modified to meet the needs of the students at ADEC?
3. How do you respond to the requirements of ADEC in meeting standards for the curriculum?

III: The Classroom

1. What aspects of the classroom today promote further learning of students? Is there any aspect that does not contribute to the learning process of students in the classroom? Why do you think so?

IV: The Community

1. Do you think that ADEC reform related to engagement of community is successful? Why or Why not?
2. How would you describe your relationship as a teacher with the local and global communities?

PART 2: Teachers' responses to reform

1. What can you say about the changes ADEC has made in the professional qualifications of teachers?
2. How does your classroom meet the standards of ADEC? (How do you make your classroom meet ADEC standards?)

PART 3: Factors influencing teacher-efficacy in terms of education reform

1. Do you think ADEC reform is necessary?
2. In your own opinion, what factors can contribute to the success of educational reforms?
3. On a scale of 1 to 10, how do you rate ADEC reform initiatives? Why do you think so?
4. As a teacher, do you think you should have a direct participation in educational reform? How?
5. Based on your personal experience, do reforms influence your job performance? If yes, how? If no, why?
6. How do you think reform affects your personal efficacy in doing your job?

Appendix B

ستبيان

Survey-Questionnaire

Thank you for having the time to participate in this survey. Rest assured that you will remain anonymous and your privacy will be highly protected.

شكرا جزيلاً لوقتكم في الاشتراك في هذا الاستبيان ونؤكد لكم سرية معلوماتكم وكذا عدم الافصاح عن المشترك في هذا الاستبيان

Name: _____

I. Please tick (✓) the box that corresponds to your answer for the following questions.

فضلا ضع علامة صح في المربع المطابق لاجابنكم

Gender: النوع Male ذكر Female انثى

Age bracket: العمر

21-25

36-40

26-30

41- above

31-35

School level taught: مستوى التعليم المدرسي

Cycle 1 اولي حلقة

Cycle 2 حلقة ثانيه

Cycle 3 ثالته

Others: (Please specify): رجاء التحديد _____

Educational Level: المستوي التعليمي

Bachelor بكالوريوس Master ماجستير Doctorate دكتوراه

Length of Service: مدة الخدمة _____ Private خاص _____ Public عام

Nationality: الجنسيه _____

Instruction: For each statement, please check whether you Strongly Agree, Agree, Neutral, Disagree, or Strong Disagree.

ارشادات: فضلا ضع علامة صح تحت الحقل المطابق لرايك على ان تكون:

Legend:

- 1 – Strongly Disagree ارفض بشده 2 – Disagree لا اوافق 3 – Neutral محايد
4 – Agree اوافق 5 – Strongly Agree اوافق بشده

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1) With ADEK curriculum reform, I became more motivated to teach. (MOTIVATION) لقد اصبحت اكثر حماسا مع تعديل دائرة التعليم والمعرفة بابوظبي					
2) The school management makes me feel satisfied at work. (WORK SATISFACTION) اشعر بالرضاء في العمل بسبب الاداره المدرسيه					
3) ADEK reforms have enriched my content knowledge. (TEACHING AND INSTRUCTION) اصلاحات دائرة التعليم والمعرفة زادت اثره محتواي المعرفي					
4) ADEK Professional Development (PD) has helped me grow as a teacher. (PROF, DEV.) لقد ساعدني قسم التطوير المهني بدائرة التعليم في تنمية مهاراتي كمعلم					
5) ADEK curriculum change has helped me improve students' engagement. (CURR. CHANGE) التغير المنهجي لدائرة التعليم ساعدني في تحسين مشاركة الطلاب					
6) ADEK teacher evaluation reform motivated me to perform better. (MOTIVATION) ان اصلاح تقييم المعلم في دائرة التعليم زاد من حماسي في الاداء الاحسن					

<p>7) I am satisfied with my workload assigned by ADEK. (WORK SATISFACTION) اشعر بالرضاء في العمل المكلف به من دائرة التعليم والمعرفة</p>					
<p>8) ADEK reforms have helped improve my classroom management strategies. (TEACHING & INSTRUCTION) ان اصلاحات دائرة التعليم والمعرفة ساعدتني كثيرا في تطوير استراتيجياتي للاداره الصفية</p>					
<p>9) ADEK's Professional Development (PD) focused on my career advancement. (PROF. DEV) لقد ركز قسم التطوير المهني في دائرة التعليم على تطوير مهنتي</p>					
<p>10) ADEK curriculum content was appropriate to the levels of my students. (TEACHING & INSTRUCTION) لقد كان محتوى المنهج مناسب لجميع مستويات الطلاب</p>					
<p>11) ADEK reform made my students more motivated to study. (MOTIVATION) لقد جعلت اصلاحات دائرة التعليم الطلاب اكثر حماسا للدراسه</p>					
<p>12) Academic success of my students gives me satisfaction. (WORK SATISFACTION) ان النجاح الاكاديمي لطلابي اعطاني الرضاء التام</p>					
<p>13) ADEK reforms have enhanced my skills in teaching students with special needs. (TEACHING & INSTRUCTION) ان اصلاحات دائرة التعليم عززت من مهاراتي في تدريس ذوي الاحتياجات الخاصه</p>					
<p>14) ADEK's Professional Development sessions were given at convenient times for me. (PROF.DEV.)</p>					

ان دورات التطوير المهني من دائرة التعليم كان مناسبة لوقاتي المتاحة					
15) ADEK curriculum design provided me with enough time to achieve daily objectives. (TEACHING AND INSTRUCTION) لقد زودني تصميم المنهج من دائرة التعليم بالوقت الكافي لانجاز اهدافي اليوميه					
16) ADEK reform included ways to motivate teachers to perform better. (MOTIVATION) لقد اشتملت اصلاحات دائرة التعليم علي طرق عديده لزيادة حماس المعلمين لاداء افضل					
17) Teaching new ADEK curriculum makes me happy and satisfied at work. (WORK SATISFACTION) لقد جعلني منهج دائرة التعليم والمعرفه اكثر رضاءا وسعاده					
18) ADEK reforms have enhanced my skills in using differentiated instruction. (TEACHING & INSTRUCTION) لقد عززت اصلاحات دائرة التعليم من مهاراتي في استخدام تعليمات متباينه					
19) ADEK's Professional Development (PD) helped me learn new teaching strategies. (PROF. DEV.) لقد ساعدني قسم التطوير المهني في دائرة التعليم من تعلم استراتيجيات جيده في التدريس					
20) I am satisfied with my salary in ADEK system. (MOTIVATION) اشعر بالرضاء الكافي لمرتبي من قبل نظام دائرة التعليم					
21) ADEK reforms have improved my student assessment and evaluation methods. (TEACHING & INSTRUCTION) لقد حسنت اصلاحات دائرة التعليم من طرق التقدير والتقييم للطلاب					

<p>22) With ADEK's Professional Development (PD) programs, I became more confident teaching my subject. (PROF. DEV.) لقد اصبحت اكثر ثقة في تدريس مادتي بفضل قسم التطوير المهني بدائرة التعليم والمعرفة</p>					
<p>23) ADEK curriculum reform has helped me become more engaged in teaching my subject(s). (TEACHING & INSTRUCTION) لقد ساعدتني اصلاحات دائرة التعليم والمعرفة في ان اصبحت اكثر انخراطا في تدريس موضوعاتي</p>					

Appendix C


Regrouped statements

Motivation	Satisfaction	Teaching and Instruction	Professional Development
1) With ADEK curriculum reform, I became more motivated to teach.	1) The school management makes me feel satisfied at work.	1) ADEK reforms have enriched my content knowledge.	1) ADEK Professional Development (PD) has helped me grow as a teacher.
2) ADEK teacher evaluation reform motivated me to perform better.	2) I am satisfied with my workload assigned by ADEK.	2) ADEK curriculum change has helped me improve students' engagement.	2) ADEK's Professional Development (PD) focused on my career advancement.
3) ADEK reform made my students more motivated to study.	3) Academic success of my students gives me satisfaction.	3) ADEK reforms have helped improve my classroom management strategies.	3) ADEK's Professional Development sessions were given at convenient times for me.
4) ADEK reform included ways to motivate teachers to perform better.	4) ADEK curriculum design provided me with enough time to achieve daily objectives.	4) ADEK curriculum content was appropriate to the levels of my students.	4) ADEK's Professional Development (PD) helped me learn new teaching strategies.
	5) Teaching new ADEK curriculum makes me happy and satisfied at work.	5) ADEK reforms have enhanced my skills in teaching students with special needs.	5) With ADEK's PD programs, I became more confident teaching my subject.
	6) I am satisfied with my salary in ADEK system.	6) ADEK reforms have enhanced my skills in using differentiated instruction.	
		7) ADEK reforms have improved	

		<p>my student assessment and evaluation methods.</p> <p>8) ADEK curriculum reform has helped me become more engaged in teaching my subject(s).</p>	
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Appendix D

Letter of request



 جامعة الإمارات العربية المتحدة
 United Arab Emirates University

التاريخ: 2017/11/26

لمن يهمه الأمر

نود إفادتكم علماً بأن الطالب: Cherry Recio
 الرقم الجامعي : 201490050
 التخصص : قيادة تربوية


مسجله في برنامج الدكتوراه في الفصل الدراسي الأول للعام: 2017 / 2018، و لديها بحث بعنوان:

Teacher's perception on educational reforms implemented by ADEK in public schools

أرجوا التفضل بتسهيل مهمتها البحثية.

شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.



كلية التربية
 مساعد العميد لشؤون البحث العلمي والدراسات العليا
 ص.ب. 15551، العين، الإمارات العربية المتحدة
 ت +971 3 713 6249 ف + 971 3 713 6260
www.cedu.uaeu.ac.ae/graduateprogram/

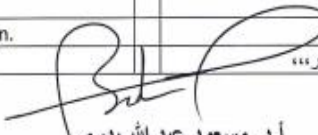
College of Education
 Assistant Dean for Research and Graduate Studies
 PO BOX 15551, Al Ain, UAE
 T +971 3 713 6221 T +971 3 713 6249
www.cedu.uaeu.ac.ae/graduateprogram/

Appendix E

Letter of Approval



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Date: 4 th Feb 2018	التاريخ: 4 فبراير 2018
Ref:	الرقم:
To: Public Schools Principals,	السادة/ مديري المدارس الحكومية
To: Private Schools Principals,	السادة/ مديري المدارس الخاصة
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education and Knowledge would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيب لدائرة التعليم والمعرفة أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ CHERRY JEAN DELA CRUZ RECIO , to complete her research on:	ونود إعلامكم بموافقة دائرة التعليم والمعرفة على موضوع الدراسة التي ستجريها الباحثة/ تشيري جيان ديلا كروز ريسويذ ، بعنوان:
Perception of teachers regarding the educational reforms implemented by ADEK in public schools	Perception of teachers regarding the educational reforms implemented by ADEK in public schools
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعدة على الهاتف 02/6150140
Thank you for your cooperation. Sincerely yours,	شاكرين لكم حسن تعاونكم وتفضلوا بقبول فائق الاحترام والتقدير،،،
	 أ.د. مسعود عبد الله بدري مدير وحدة البحوث والتخطيط وقياس الأداء

Appendix F

Professional Standards for Teachers



Professional Standards for Teachers

PROFESSIONAL REQUIREMENTS FOR TEACHERS

Teachers recruited to work in the schools of the Emirate of Abu Dhabi must qualify to hold an Abu Dhabi Teachers License.

THE ROLE OF THE TEACHER

The teacher is the first learner in the classroom.

The core role of the teacher is to provide highly effective teaching and learning opportunities, and to promote a secure environment in which students achieve at or above expected levels.

To achieve success a teacher must establish a high quality learning environment that realises and maximizes the potential of all students. Teachers must establish a culture that promotes excellence, equality and high expectations of all students. The teacher must be professional at all times and participate in a shared vision for the school. The teacher is responsible for:

- Identifying priorities in their teaching for continuous improvement
- The raising of student standards
- Ensuring that resources are used effectively in their teaching to enhance learning at every opportunity
- Engaging students in learning through inspirational teaching
- Following all policies and practices of the workplace and sharing collective responsibility for their implementation

PROFESSIONAL STANDARDS FOR TEACHERS

These Professional Standards are statements of a teacher's professional attributes, professional knowledge and understanding and professional skills. They provide clarity of the expectations of teachers in the role as a professional educator. The Standards are not to be confused with, and do not replace, contractual obligations or written policy.

The Standards are set in **four key areas which focus on the learner**. These four key areas, when taken together, represent the role of the teacher.

- The Profession
- The Curriculum
- The Classroom
- The Community

The following outlines the Professional Standards that are expected for all teachers.

The Professional Standards should be used as a core part of the process of continual professional development and appraisal of teachers.

The Indicators are intended to clarify what should be happening in classrooms as teachers meet the Professional Standards.

The Profession

Competencies	Indicators
<p>Professional Qualities <i>Is committed to:</i></p> <ul style="list-style-type: none"> • The school’s vision, mission, processes for improvement and School Improvement Plans (SIP) • Continuous professional development • Reflective teaching practice and adjusts practice accordingly • ADEC’s code of conduct • Undertaking the required professional duties and responsibilities of teachers • Professional accountability • Contributing to a learning community 	<ul style="list-style-type: none"> • • Supports vision and mission through the implementation of the School Improvement Plans • Follows an ongoing performance development plan developed with the Principal or their designee • Demonstrates evidence of improvement of their practice as a result of selfreflection • Demonstrates adherence to the ADEC code of conduct • Undertakes professional duties and responsibilities as directed • Accepts personal responsibility for student learning • Is actively involved in building a learning community through professional collaboration and communication
<p>Professional Knowledge <i>Understands:</i></p> <ul style="list-style-type: none"> • The learning process • The learner • The importance of self-improvement • The heritage and culture of the UAE • The policies and practices of the workplace and shares in the collective responsibility for their implementation • Understands the need for collaboration in a learning community 	<ul style="list-style-type: none"> • • • Articulates an understanding of how learners learn • Articulates a comprehensive understanding of the children they teach • Demonstrates a desire to improve • Teaches with a UAE heritage and cultural perspective • Demonstrates professional compliance in daily routines • Sets targets for improvement based on evidence • Regularly participates in collaborative planning and school improvement efforts

<p>Professional Skills <i>Demonstrates ability to:</i></p> <ul style="list-style-type: none"> • Be respectful of the cultural and historical context of the UAE • Promote positive values, attitudes and behaviours • Communicate effectively • Be creative and have a critical approach towards innovation • Share in the collective responsibility for the implementation of policy and practice • Enact continuous performance development within a learning community context 	<ul style="list-style-type: none"> • Creates a classroom environment where children are given opportunities to be creative • Demonstrates personal commitment to the cultural and historical context of the UAE • Models positive values, attitudes and behaviours • Communicates effectively with all stakeholders and is an active listener • Demonstrates a resourceful and innovative approach to teaching and learning • Works effectively with others to implement policy and practice • Revises practice in the light of new evidence
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The Curriculum

<p>Competencies</p> <p>Professional Qualities <i>Is committed to:</i></p> <ul style="list-style-type: none"> • The successful implementation of the ADEC Curriculum • Planning for progression across the age and ability range • Evaluating the effectiveness of their own teaching on all learners 	<p>Indicators</p> <ul style="list-style-type: none"> • Follows the ADEC curriculum and published teaching guidelines (Ie., Pedagogy Matrix for NSM, etc..) for their subject and level • Plans ensure progression across age and ability range • Modification of plans and classroom practice is evident
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<p>Professional Knowledge <i>Understands:</i></p> <ul style="list-style-type: none"> • The philosophy that underpins the ADEC curriculum • The relevance and importance of the Standards Continuum • Pedagogy that allows for differentiated learning across age and ability range • How to design effective learning sequences within and across a series of learning experiences • How to implement a variety of appropriate resources to enhance the learning objectives 	<ul style="list-style-type: none"> • Classroom practice reflects ADEC philosophy and policy • ADEC Standards and published guidelines are used in a meaningful and authentic context • Adjusts teaching practice for different levels of ability and learning styles • Plans sequential learning experiences to support effective learning • Uses appropriate and meaningful resources to support effective learning
<p>Professional Skills <i>Demonstrates the ability to:</i></p> <ul style="list-style-type: none"> • Manage and modify learning for individual groups and whole classes • Design opportunities for learners to develop their skills and knowledge in their assigned field of instruction • Build on prior learning, and apply new knowledge, understanding and skills to meet learning objectives • Use the Curriculum Standards to assess student attainment and progress 	<ul style="list-style-type: none"> • Teaching practice demonstrates a knowledge of individual learners, groups and whole classes • Uses a range of appropriate strategies to promote learners' progress and consolidate learning in their assigned field of instruction • Builds on students' prior knowledge and applies new knowledge to meet learning objectives • Uses the ADEC Curriculum Standards and instructional guidelines to assess student attainment and progress

The Classroom

Competencies	Indicators
<p>Professional Qualities <i>Is committed to:</i></p> <p>Promoting high expectations for students A fair, respectful and inclusive environment Collaborative and cooperative learning Providing a safe environment that recognizes and meets the needs of all students • Effective personalized approaches to learning</p>	<ul style="list-style-type: none"> • Students understand and can articulate the expectations of the teacher A classroom code of conduct which is fair and consistent with ADEC teaching guidelines is implemented • Students are safe and treated with respect • Effectively uses a range of teaching, learning and behavior strategies that includes cooperative learning
<p>Professional Knowledge <i>Understands:</i></p> <ul style="list-style-type: none"> • The multiple pathways through which students develop and learn • The management of the learning of individuals, groups and whole classes • The importance of delivering the curriculum in a safe and stimulating environment • The use of data to evaluate the effectiveness of their teaching 	<ul style="list-style-type: none"> • Provides opportunities for students to learn through multiple pathways • The use of a variety of activities that appeal to a range of learning styles and meet individual student needs • The environment shows evidence of current student work and students' rights are protected • Data is regularly collected and used to inform student learning, including formative and summative assessment and record keeping

<p>Professional Skills <i>Demonstrates the ability to:</i></p> <ul style="list-style-type: none"> • Assess and plan for the needs of students in order to set challenging learning objectives • Use a range of teaching strategies and resources, including ICT, taking account of diversity and inclusion • Support and guide learners to reflect on their learning and behavior, identifying the progress they have made and their future learning needs • Makes responsible decisions to ensure student safety 	<ul style="list-style-type: none"> • Sets challenging learning objectives that meet students' needs through appropriate differentiation • Sets challenging learning targets using a range of activities, including ICT, to meet learning goals • Engages students in reflection and self assessment activities that enhance the student's capability to self-direct • Responds appropriately to classroom situations to ensure students are safe and feel secure
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The Community

<p>Competencies</p> <p>Professional Qualities <i>Is committed to:</i></p> <ul style="list-style-type: none"> • Valuing the heritage and culture of the UAE • Partnerships with stakeholders and understanding their interests • The need to utilize the resources available in the community • Promoting the school in a positive way 	<p>Indicators</p> <ul style="list-style-type: none"> • Actively participates in cultural events • Establishes positive relationships with the stakeholders • Utilizes the resources available in the community • Has effective and regular communication to promote the school
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Professional Knowledge

Understands:

- The local and national context in which the school operates
- The importance of clear and regular communication
- That education is a partnership between teachers, parents/family, and students
- The importance of establishing appropriate relationships with the wider and global community

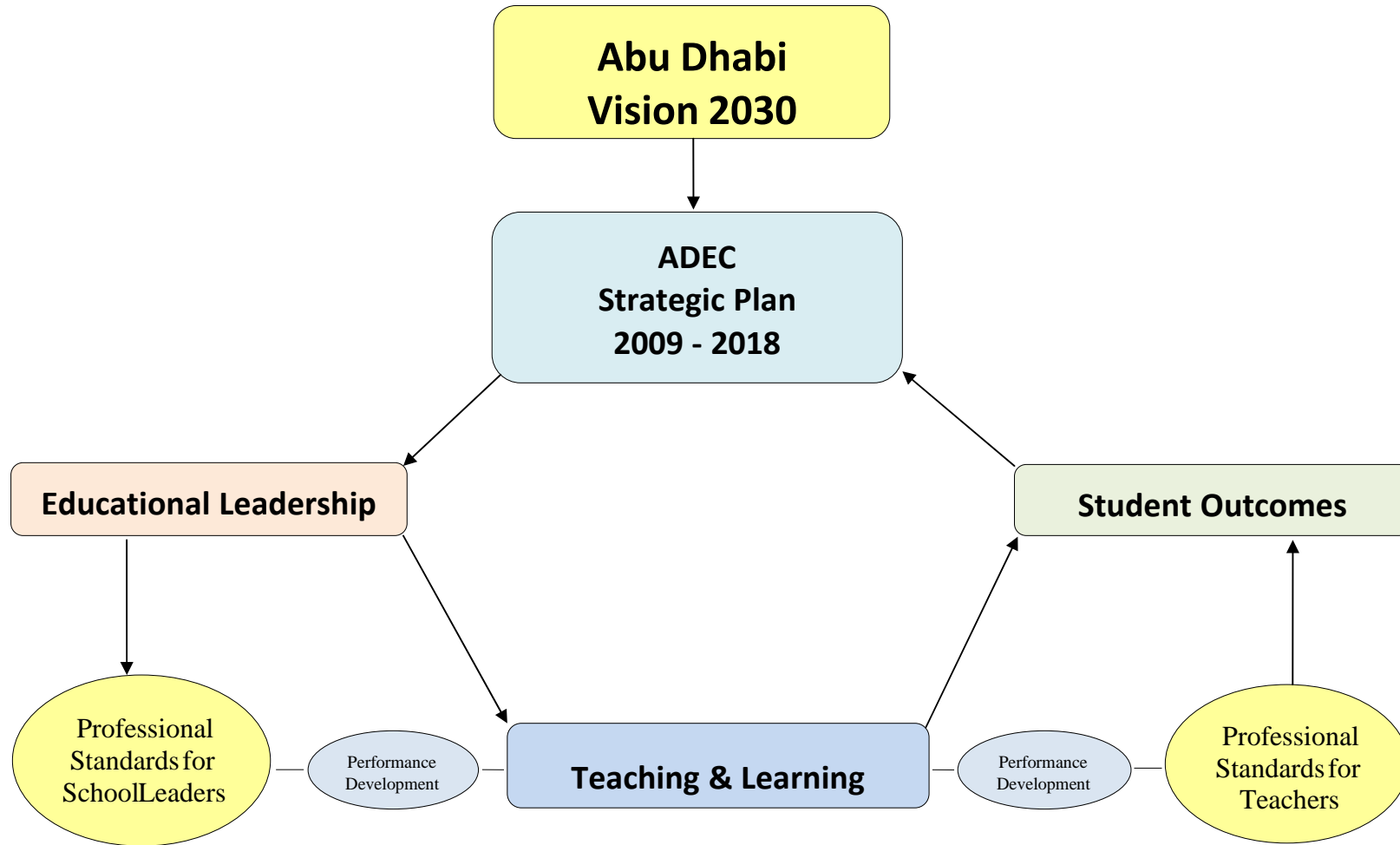
Professional Skills

Demonstrates the ability to:

- Communicate effectively with stakeholders
- Recognize and respect parents and other stakeholders and their contribution
- Provide meaningful feedback to parents
- Involve stakeholders appropriately for the benefit of students

- Demonstrates sensitivity to the local and national context in which the school operates
- Communicates regularly, effectively and appropriately
- Is accessible to parents and students and is proactive in promoting this partnership
- Has forged links with the wider community

- Models positive relationships with stakeholders
- Provides recognition for support provided by parents and the community
- Provides evidence of regular and effective recording and reporting to parents
- Provides evidence of interaction with the local community



The Framework for Professional Standards for Teachers

