# TEACHER MOTIVATION

# PERCEPTIONS OF INDIGENOUS STAKEHOLDERS

# IN THE MALDIVES

By

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# **Prelude**

Two articles based on this thesis have been published. Each one of them is co-authored by one of my supervisors. Citations are below:

1- Hasan, A. R., & Hynds, A. (2014). Cultural influence on teacher motivation: A country study of Maldives. *International Journal of Social Science and Humanity, 4*(1), 19-28. doi:10.7763/IJSSH.2014.V4.312 Retrievable from http://search.proquest.com/docview/1441427284/142A6D5B7A079C204B9/5?accountid=14782

2- Hasan, A. R., & McDonald, L. (2015). Teachers' motivation in the Maldives: Vital but context-specific. *International Journal of Social Science and Humanity, 5*(4), 378-383. doi:10.7763/IJSSH.2015.V5.484 Retrievable from http://search.proquest.com/docview/1557056829/fulltextPDF/D0827C95659402FPQ/1?accountid=14782

A third article co-authored by both supervisors has been accepted and awaiting publication as detailed below:

3- Hasan, A. R., McDonald, L., & Hynds, A. (in press). Teachers' motivation in Maldives: Influenced by cultural aspects. *Journal of Social Sciences*.

Presentations based on the thesis were made in international conferences in four different countries, viz; Brunei Darussalam, South Korea, Sri Lanka, and New Zealand.

**One of the papers received best paper award in an international conference. Evidence is attached in appendix 10**.

## **Copyright**

بسم الله الرحمن الرحيم

# ABSTRACT

Teachers form the largest investment in a school and can instrumentally exert the strongest direct influence on student outcomes. A school is as good as its teachers, and hence retention of successful teachers is imperative. Teachers' motivation to remain carrying out the tasks associated with teaching enthusiastically make a vast difference in terms of student achievement, thereby attracting other teachers, students and parents to the school. At their best, the teachers effectively tap into the hopes and talents of young people to help them grow into productive citizens. The scrutiny of the sources of motivation is presumed to help make informed decisions to enhance teachers' motivation to remain in teaching.

The study reported here aimed at exploring the stakeholders' perceptions of the motivational influences for successful indigenous teachers to remain as teachers in the small islands state of the Maldives. This empirical case study employed qualitative methods of data collection from indigenous groups of stakeholders that included central level policy-makers, school principals, leading teachers, successful teachers, parents and students. In total, 32 participants contributed data through 29 interviews, 29 questionnaires, and three focus group discussion meetings.

Analysis of data via a grounded theory approach with a sociocultural constructivist lens indicated that a dynamic interplay of factors contributed to the understanding of what motivated these teachers to remain teaching. Overall, it was revealed that the participants' perceptions of what motivated successful teachers to remain as teachers were largely influenced by the cultural aspects and the specific island life characteristics. It was clear that the motivational influences to stay in the teaching profession were contextual, inter-related, inter-dependent and multifaceted, and the 'double S of motivation' – salary and status – was also evident.

It was revealed that a successful teacher is angel-like in the context, and hence, what constitutes success as a teacher in these islands was basically dependent

upon the teacher's ability to win the hearts and minds of the people through catering for the "curriculum, culture, and community". Thus, the desires of achieving community approval for their deeds and remaining in healthy relationships with other stakeholders were perceived to be motivational influences for successful indigenous teachers.

These findings highlight the importance of conducting habitual, specialised and localised studies to understand teachers' motivational influences as they are context specific. This implied the need for educational policy-makers, school managers and supervisors of teachers to understand the complexity of contextual motivational influences to maximise teachers' positive impact upon student development. In light of this, the challenges to sustain teachers' motivation in these uniquely vulnerable islands are also discussed.

To conclude this study report, which was limited only to the perceptions of indigenous stakeholder groups, on the motivational influences for successful indigenous teachers to remain teaching in a country where there is a high proportion of foreign teachers – particularly at higher levels of schooling – future research ideas and recommendations that might motivate, sustain and increase motivation are also outlined. The RICH theory of motivation is also proposed as a framework to be validated for use in studying motivation of teachers in similar settings.

# ތަޚްސީސް

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## DEDICATION

*This thesis is dedicated to my parents*

*(Hasanube and DhonKaiydhaDhaitha)*

*(may they be blessed)*

*for taking the then unusual and bold decision in their island-community*

*to send their youngest son (out of only three siblings) at a tender age of just 12 depriving them of the pleasure of an obedient young lad, and him of parental or pastoral care*

*to another island separated by some 220km of vast and deep Indian Ocean from their home island,*

*to provide him the opportunity for a better education than available at home*

*while there were no communications between the islands to know if he was sick or healthy, dead or alive*

*except through the letters or words of mouth brought by the unscheduled irregularly sailing cargo-boats*

*that depended on wind and ocean-current directions or the strengths of their oar-men*

*to accomplish a journey in an unpredictable number of days.*

# ACKNOWLEDGEMENTS

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| | |
|---|---|
| ADB | Asian Development Bank |
| CET | Cognitive-Evaluation Theory |
| CAC | Consultative Advisory Committee |
| CS | Civil Service |
| CSC | Civil Service Commission |
| DNP | Department of National Planning |
| EU | European Union |
| FoE | Faculty of Education |
| GPK | General pedagogical knowledge |
| HMCI | Her Majesty's Chief Inspector (of School in UK) |
| IPCC | Intergovernmental Panel on Climate Change |
| MDGs | Millennium Development Goals |
| MoE | Ministry of Education/ Maldives |
| MNU | Maldives National University |
| MPND | Ministry of Planning and National Development |
| MTAC | Ministry of Tourism, Arts and Culture |
| MTCA | Ministry of Tourism, and Civil Aviation |
| NCTAF | National Commission on Teaching and America's Future (USA) |
| NGOs | Non-governmental organisations |
| OECD | Organisation for Economic Cooperation and Development |
| PD | Professional Development |
| PFC | Prefrontal Cortex |
| PRP | Performance-Related-Pay (for teachers) |
| SDT | Self Determination Theory |
| SIDS | Small Island Developing States |
| UN | United Nations |
| UNICEF | United Nations International Children's Emergency Fund (United Nations Children's Fund) |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| VSO | Voluntary Service Overseas (British) |
| VUW | Victoria University of Wellington |

# CHAPTER 1 INTRODUCTION

## CHAPTER INTRODUCTION

The study examined the motivational influences for successful indigenous teachers to remain teaching in the Maldives, where foreign teachers constitute a large proportion of teachers. Perceptions on the issue of key indigenous stakeholders intimately involved in the teaching profession of this small island state were analysed.

This first chapter attempts to state the research problem and explore the major concepts in perspective that may be associated with it. First of all, the need to conduct research on teachers' motivation in various localities (including the Maldives) as a means of helping to retain successful indigenous teachers in the profession is stated as the research problem to address the serious challenge of teacher shortages affecting almost all categories of countries – big, small, rich, poor, developing or developed (Global Campaign for Education & Education International, 2012). Secondly, the concepts involved in the research topic are briefly explored within the available literature to situate the study in the context. After that the role of the Maldives among the small island developing states (SIDS) is briefly explored to highlight major developmental constraints that may have implications for teachers' motivation. The structure of the thesis is offered before the chapter summary at the end.

However, before I start I will provide some background information on myself and how my own motivation to conduct this research was developed.

## MY JOURNEY AND OWN MOTIVATION

In 1971 my parents decided to send me to Male' – the capital of the Maldives, an island about 220 kilometres away from my home island (National Bureau of Statistics, 2014) – to attend school as I had finished the island school by the age of about 12. It was the usual procedure then for all those who came to live in Male' to have to be registered with the Male' Registry Office and to give a sample of blood for testing by the government department. I was diagnosed with malaria.

So my guardians in Male' regarded it as inappropriate to send me to a school. Instead, I had to be on drugs and monitored by a health person. I can remember a health official visiting me periodically with some tablets and/or capsules. I was required to swallow the medicine in the presence of the health person whom I remember by the name of Naseem.

When the time came to send me to school my guardians decided to enrol me in a private school, because they knew by experience that I would not be able to attend a government school unless they used one of their family member's (who was high in rank in the government) influence to obtain a placement. The explanation for not getting a placement was simply I was over-aged for the class of my standard because of lack of English proficiency. I was unable to get a place in any of the three government schools; hence, I had to enrol in a fee-paying private school.

Unlike many other countries, private schools in the Maldives were often considered second class. I knew no English, not even the alphabet or ABCD as they commonly say. So I had no choice but to attend any school my new guardians in Male' could arrange. They enrolled me in a school called "ML school". When that school "shrank", the levels of classes were reduced and there were just two levels, and I happened to be at the highest. Then my guardians decided to change my school. I was enrolled in the only English medium private school in the country. I became the first person from our home island to attend an English medium school and get a foreign qualification.

After the completion of formal schooling, I was trained in Scotland, United Kingdom, as a headmaster/English teacher and "became one of the pioneer headmasters" as Anwar (2007, p. 2) described. I worked on various remote islands as headmaster/English teacher (and later briefly as an Atoll-Chief). I also had the opportunity to visit all the inhabited islands of the Maldives and this was opportune for to interact and converse with a range of people – native or foreign – with differing intellectual levels. It was during this time I found that the motivational levels of teachers with whom I worked were very diverse.

Trained teachers were rare. Among them there were the highly talented and enthusiastic. Occasionally I had to work with teachers who were sent to our school as a punishment either because they had been mischievous on their home

island or at another school, or they were not liked by some influential person or persons on the island they were working. I could remember some five of them who joined schools where I was heading. Bringing the best out of such teachers was challenging.

With this experience, when I had to deal with teachers centrally as the head of the human resource department of the Ministry of Education (MoE), I had to execute decisions for transfers on the basis of such accusations. I knew those teachers would not be in positions to contribute to their fullest potential but the hard reality was that such decisions had to be made and implemented.

Here I began to be convinced that the way to minimise "such causalities" out of a very rare "commodity" of competent local teachers is to explore ways of enhancing their motivation to remain teaching. This is the main reason I thought of exploring teachers' motivation to enable policy makers to make informed decisions to sustain teacher enthusiasm and retain them in schools.

## RESEARCH PROBLEM

The demand for teachers, and indeed the demand for quality teachers in schools, has never been more prominent as the world is losing hope of achieving the second of the eighth Millennium Development Goals (MDGs) agreed to and signed by 189 nations of the world in New York on September 8, 2000 (UNESCO Institute for Statistics (UIS) and UNICEF, 2015; United Nations, 2015). This goal was to achieve universal primary education for all children by the year 2015. Even though the progress made in increasing primary school provisions was considerable worldwide, the rate of increase has slowed since 2004 (UNESCO, 2014). However, the demand for more quality teachers has never lessened and indeed it has been exacerbated due to the increase in demand for secondary and tertiary education coupled with the inability to retain successful or effective teachers task of teaching which is described as "one of the most complex human endeavours imaginable" (Olsen, 2010; Saphier, Haley-Speca, & Gower, 2008, p. 1). The potential determinants of teacher attrition are found to be associated with the student, the school, the parents (or the community) and the personal characteristics of the teachers (Kukla-Acevedo, 2009).

Many countries, including the rich, poor, developed, developing and least developed countries, and SIDS, suffer the consequences of teacher attrition (Press Association, 2014; Ratcliffe, 2014; Wilshaw, 2014). The Maldives, which has nearly achieved 100% primary school enrolment, is not immune to this phenomenon.

The problem of staffing today's schools due to high level of teacher attrition and turnover is widely recognised (Ingersoll, 2002). The approach the world has taken so far to mitigate this issue of teacher shortage has been to recruit, retrain and select. But now the trend is changing because the teacher shortage problem is "a case of wrong diagnosis and wrong prescription" (Ingersoll, 2002, p.16). There is an urgent call for teacher retention (Scherer, 2003a). The retention of quality teachers is now recognised as the key to the solution for the teacher shortage problem (NCTAF, 2002). Hence, the approach should now be to train, recruit, select, retrain and retain with a special emphasis on the ways of retaining the teachers who can make an actual difference in the schools.

Thus, the Maldives, with a chronic shortage of qualified indigenous teachers for over half a century, needs to pay attention to strategies to retain successful indigenous teachers if this small island state is to actualise its development aspirations for the dispersed islands. The following figure shows the number of islands in each group when classified into four different sizes of population over the course of a 22-year period.



Data: Statistical Year Book of Maldives 2012, Department of National Planning (DNP, 2012)
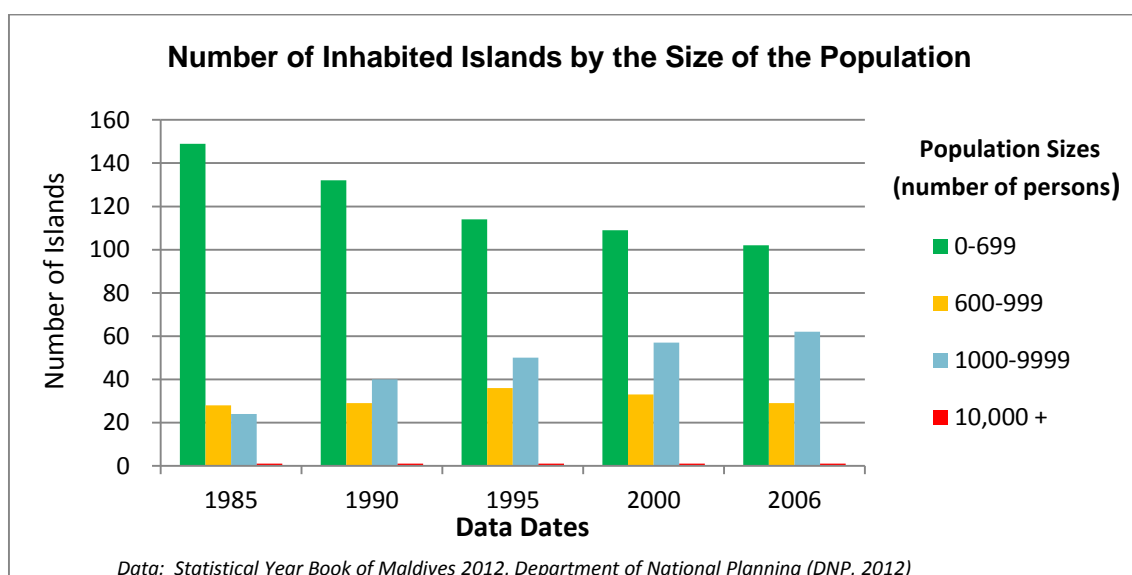
**Figure 1: Population Distribution to Various Islands**

Given the geographic conditions of the Maldives, where the population is scattered on tiny islands with too small populations to justify profitable economic activities (Muaz, 2010), few people are permanently employed by other people and/or companies.

The central government is the major employer (MPND, 2007b). Hence, job opportunities are scarce on many islands and a high demand prevails for the few jobs available on some islands. Teaching is one of the main sources of employment on most of the small Maldivian islands, and thus that may motivate some people to become teachers for the reason of employment alone on a particular island.

A person may be trained as a teacher for it is amongst the easiest areas in the Maldives to get a job on his or her home island. Once a job is granted, normally by the government, an individual can perform sufficiently well to survive in the job as systematic, regular supervision and appraisals are infrequent. The "old historical viewpoint" of teaching, "if you can't do, then teach" could be considered true to some extent in the present Maldivian situation where teaching is somewhat viewed as "easy-entry, semi-skilled work" which "defines teachers as those who couldn't succeed at anything else" or who could not find another easy job on the home island "and so have stumbled into teaching" (Olsen, 2010, p. 4).

Despite the easy access to the teaching profession and 'care free' approach towards remaining in teaching, the country has never been able to achieve self-sufficiency in training, retraining, and retaining teachers on these small islands. Severe shortages of trained local teachers have existed since the introduction in 1961 of English-medium into the government schools in Male'.

Anwar (2007) attributed two obvious reasons for the genesis of the present severe teacher shortage problem in the Maldives. They are the introduction of what he called the British Colonial System of Education with English as a medium of instruction and the changeover of the education system in 1984 to a unified system of education with a unified national curriculum. Prior to the introduction of English medium schooling, English was not even taught as a common subject in schools and hence very few people – let alone the teachers – knew English at all. The new unified curriculum required more teachers with qualifications that the

local indigenous teachers then did not have. Thus, these changes necessitated a cadre of teachers of a completely different calibre.

Hence, the country was forced to import teachers from other countries who work on a contract basis as expatriate teachers. The following figure illustrates the high proportion of expatriate teachers in the country.

**Number of Qualified or Trained Teachers in Secondary Schools**



*Data: School Satatistics 2012 MoE, Male', Maldives*
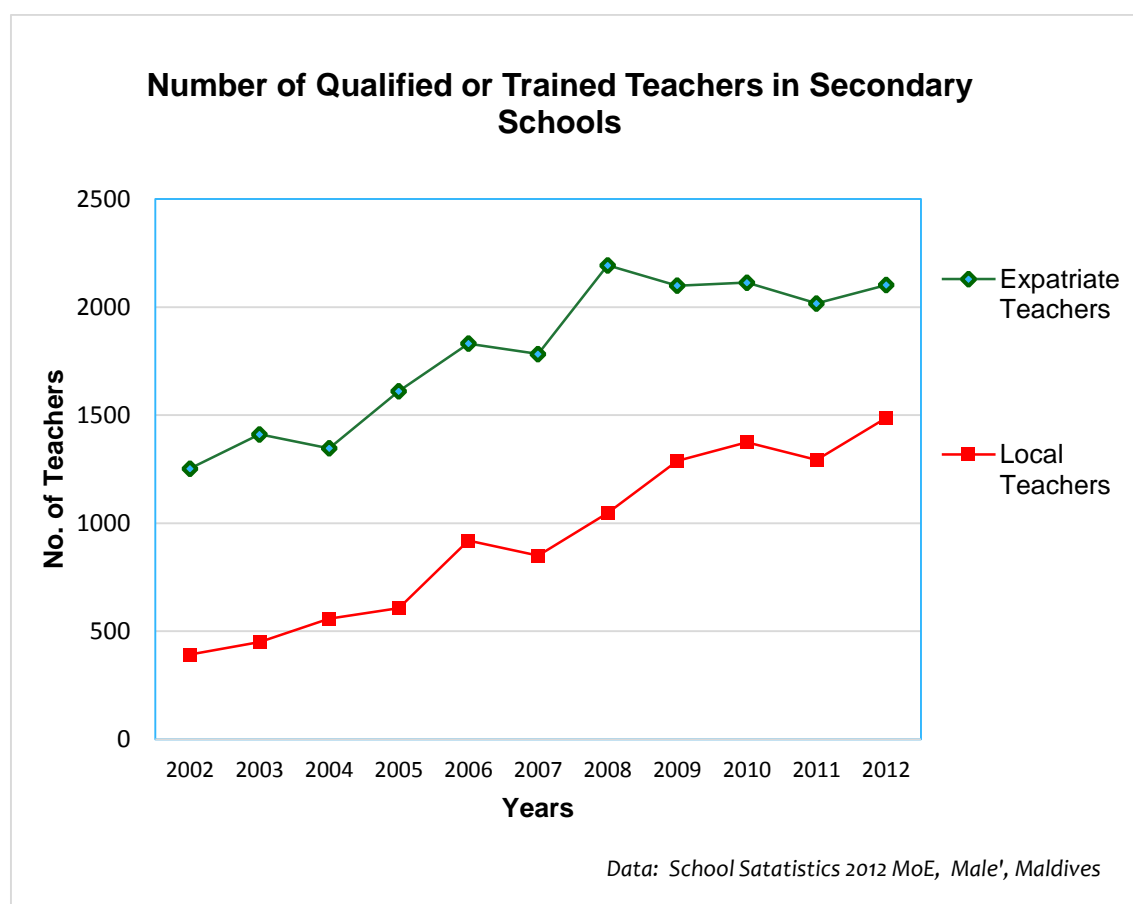
**Figure 2: Number of Qualified or Trained Teachers in Secondary Schools 2002-2012**

In addition to the above major reasons, the failure of the education system to maintain the competitive edge the education sector had over other sectors to attract the cream of the school-leavers – the narrow base for the selection of prospective teacher trainees – and the subsequent selection of sub-standard candidates to teacher training courses also contributed to the problem. Insufficient investment in training facilities made the system struggle to train enough, while the inability of the system to retain those who became highly qualified let the best personnel opt to move to other sectors, depriving the system of quality and efficiency.

No up-to-date data on indigenous teachers' attrition is readily available. However, Anwar (2007) provided some indication of the extent of the problem, and the figure below is based on the data from his dissertation.

**Attrition of indigenous teachers expressed in percentages for five years - 1998-2002**



Data Based on: Anwar 2007, p. 64
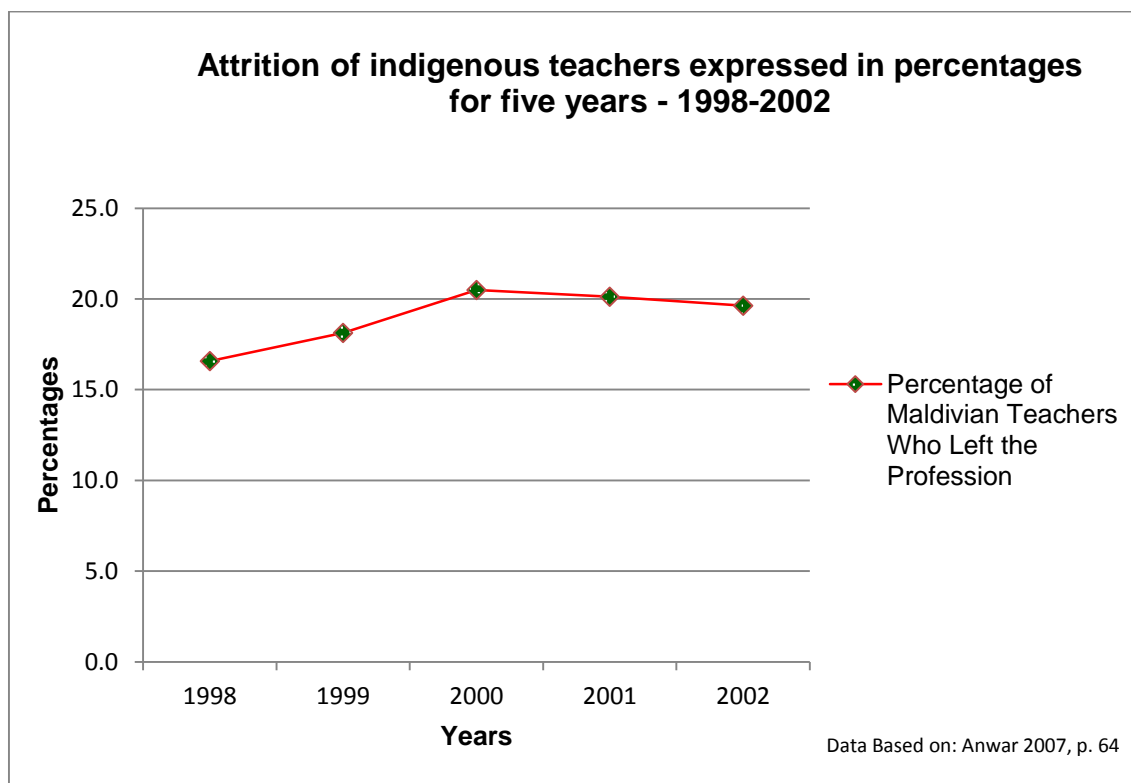
**Figure 3: Maldivian Teachers' Attrition Percentages 1998-2002**

A high of about twenty percent worsens the situation. All these make the Maldives heavily dependent on untrained local teachers and qualified (but necessarily trained) expatriate teachers who were brought for the subjects foreigners could teach.

The majority of expatriates helping to cater for these deficiencies are Sri Lankan and Indian teachers. This puts the culture, religion and language at stake as most of the expatriate teachers are alien to these values. The locals who became qualified and/or trained as teachers are readily employed by replacing the untrained or expatriates. Hence, one may decide to become a teacher for the sake of securing a job on a particular island. That is, a teacher may not necessarily be in the teaching profession because of motivation to teach; the circumstances may have compelled the person to enter the profession irrespective of the level of motivation. Motivation to perform well as a teacher may not be a priority either for some of the teachers.

Community complaints about lack of teachers, principals or other management staff are common (Fahmy, 2013; Shifleel, 2013). Since the takeover of the community-run schools by the government in 2005, communities have often closed the schools with a variety of pretexts (Shifleen, 2011). Often members of communities complain about teachers' absenteeism, poor quality teaching, and under-performance (F. Ahmed, 2014; Hamdhoon, 2005). Such performance by teachers may be attributed to a number of different reasons (VSO, 2002). They may vary from being unable to attract appropriately qualified candidates, in the first place, to lack of adequate professional development (PD) assistance and inadequacy of other support services (H. Mohamed, 2012; Yoosuf, 2004). However, many authors consider lack of motivation on the part of the teachers as one of the key causes of under-performance (Davidson, 2007; VSO, 2002) because if "all [other] things are equal, … the more motivated people are, the more productive, creative, energetic, and catalytic" in carrying out a task (Kroth, 2007, p. 5). Hence, the more motivated teachers do better in their performance (Akpan, 2013).

A highly motivated and skilled teaching cadre is imperative to produce the best educational results (Global Campaign for Education & Education International, 2012). Nevertheless, it is a common research finding that teachers show lower levels of motivation and higher levels of stress than other professional groups (Bennell & Akyeampong, 2007; Jesus & Lens, 2005; Salifu & Agbenyega, 2013a). Hence, the sources of teachers' motivation have to be under continual scrutiny as the sustenance of motivation at a high level is imperative if the teachers are to continue performing well (Ruthankoon & Ogunlana, 2003). The levels of teachers' motivation to carry out the tasks associated with teaching make a vast difference in terms of student achievement and thereby attracting other teachers, students and parents to the school (Dolton & Marcenaro-Gutierrez, 2011a; Hayden, 2011). Therefore, it is important that the issue of motivation be researched and the factors that contribute to it be determined so that appropriate measures can be taken to improve attraction for the teaching profession and sustain enthusiasm (D. Hayes, 2008; Zhao, 2008).

Education is recognised as both a fundamental human right and a key instrument for personal and national economic development (Alam, 2008a; Chetty, Friedman,

Hilger et al., 2011; UNICEF, 2007) and it is often believed that the progress of a society could also be judged by its educational institutions. The majority of educational institutions are the schools that contribute significantly to individual skills and human capital development despite challenges (UNESCO, 2007). Schools are affected by the "macro and micro issues" of the "local community" and hence become very "complex social organisations" (Hynds & Sheehan, 2011), particularly more so on small islands like the Maldives. However, a school is considered as good as its teachers who "at their best … tap into the hopes and talents of young people and help them grow into productive citizens" (Ban Ki-moon, 2012, p. 1).

The Maldives has a relatively young population with 45% below the age of 20 (MTCA, 2007) and has a formidable task of strengthening its education system. It is important to do so in order to cater for the already high proportion of youth below the age of 35 years.



**Population Pyramid of the Maldives**
Based on the most recent available census data

*Data: Statistical Year Book of Maldives 2013, Department of National Planning (DNP, 2013)*
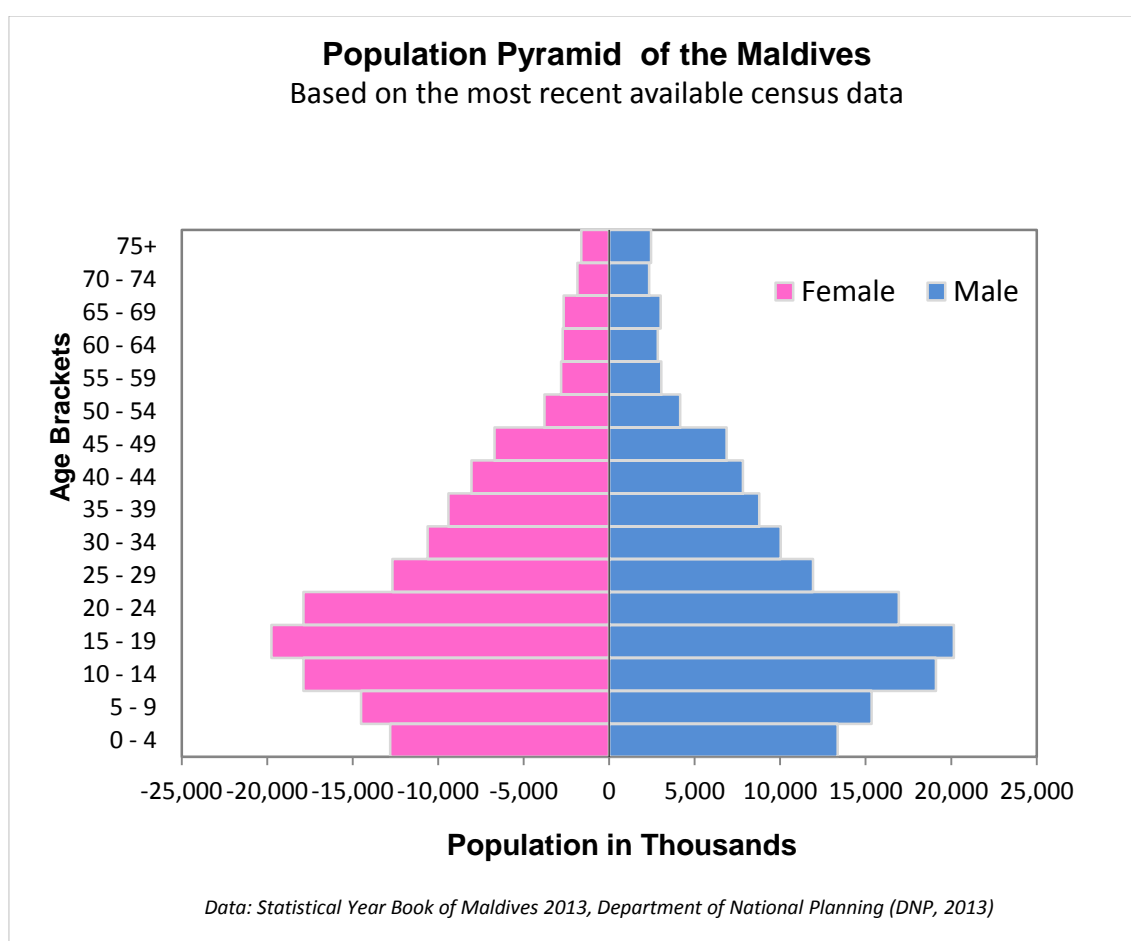
**Figure 4: Population Pyramid of the Maldives Based on Census 2006**

It is one of the major development aims of the country to turn this high proportion of youth into a highly educated population to achieve the country's aspiration to become one of the highly educated middle income countries in the South East Asia Region. Education is viewed as one of the major management tools of this proportionally high youth population (MPND, 2006). The better the youth is managed today, the easier it will be in the future to maintain public order (MPND, 2006, 2007b). Hence, it is imperative that an effective education system be in place to achieve both the national development objectives and to contribute the country's fair share to achieve universal primary education as stipulated in the MDGs.

The effectiveness of the education system depends heavily on how well the personnel in that system perform. Teachers are included among the key personnel in any education system. Despite traces of negative or negligible evidence (e.g., Hanushek, 1986) or sceptics (e.g., Konstantopoulos, 2014), teachers' effect on student achievement is consistent and conclusive that experienced individual quality teachers contribute immensely to student development (Bruns & Luque, 2014; Scherer, 2003b), even though there is a significant gap in our understanding of what exactly teachers do to become effective and successful in a given situation (Kyriakides, Christoforou, & Charalambous, 2013; Paige, 2003). Hence, teachers' motivation to perform well and their subsequent performance hold a strong link to the quality of education a system could provide for its beneficiaries (Barbara, 2011; VSO, 2002).

Teachers instrumentally exert the strongest direct influence on student outcomes, provided that they function well in schools (Arshad, 2010; Chetty, Friedman, & Rockoff, 2011; Hanushek, 2011; Reed & Kochan, 2006). According to Saphier et al. (2008, p. v), "teacher effects dwarf all others on student learning" and a teacher's ability makes a huge difference to student performance, "not only in achievement scores on tests (as important as that might be) but also in students' sense of fulfilment in schools and their feeling of well-being", success and development (McDonald & Lipine, 2011-2012).

This linkage of teacher motivation with student achievement and development is well supported and recognised in the literature (e.g., Hayden, 2011; J. L. Richardson, 1984; Wood, 1998). The recognition of motivation as "a huge

variable in human performance of any kind" (Saphier et al., 2008, p. vi) has made the exploration of teacher motivation an important concern for educational leaders and managers (Hoy, 2008) because "teacher motivation has [such] an important effect on student motivation" and subsequently on their achievement (Jesus & Lens 2005, p. 120).

Commentators (e.g., Richardson, Karabenick, & Watt, 2014) have claimed that until recently very little attention has been paid to study teachers' motivation, even though researchers have produced a robust body of literature on student motivation. Brunetti (2001) claimed that there is a real dearth of research focussed on the area of teacher motivation despite teachers' motivational disposition being assumed central in determining teachers' success (Kunter, 2013).

Commentators also call upon researchers to situate such "explorations in [situations] that students, teachers, parents, and others "naturally" experience" (Maehr & Meyer, 1997, p. 393), in order to determine the factors that may influence and sustain successful teachers' motivation to remain in teaching.

Therefore, it was important to undertake research on teachers' motivation to contribute to literature by determining the contributing factors, so that appropriate measures can be taken to enhance the retention of successful indigenous teachers (D. Hayes, 2008; Zhao, 2008). Hence, this research aimed at exploring the perceptions of the key indigenous stakeholders on the motivational influences for the successful indigenous teachers to remain in the teaching profession of the Maldives.

## CONCEPTS INVOLVED

In the following sections, I explore the main concepts that may be appropriate for inclusion in a research question to address the problem of retaining successful indigenous teachers in the Small Island State of the Maldives by examining the major indigenous stakeholders' perceptions on the motivational influences for such teachers. The concept of indigeneity, in the context of the Maldives, and the stakeholders for this research are defined. Other concepts such as being successful, motivation, motivational influences and perceptions are explored. The

concept of the small island state is also discussed to situate the Maldives within the realm of the SIDS with a brief description of its role among the SIDS.

## INDIGENEITY

The term "indigenous peoples" has no unanimity in definition (Corntassel, 2003). The World Council of Indigenous Peoples (WCIP), one of the first international organisations to promote indigenous peoples' rights, in its second general assembly deliberated and passed a resolution in 1977 stating that the only people who could define indigenous peoples are the indigenous peoples themselves (Bodley, 2014), and hence multiple definitions adopted by various organisations and agencies also exist (Sarivaara, Maatta, & Uusiautti, 2013). The UN Working Group on Indigenous Populations required over two decades to draft a declaration acceptable to the UN General Assembly, because of the lack of consensus and homogeneity in understating the issues of indigeneity (Vars, 2014). However, when the declaration titled "United Nations Declaration on the Rights of Indigenous People (UNDRIP)" was formally adopted, certain aspects like the land, culture, religion and language became the recognised common attributes of indigenous peoples but still left the principle of self-identification to prevail (United Nations, 2007). Often indigenous peoples are groups of minority people colonised and often oppressed by an invading people (Welker, 2015); however, indigenous peoples are not always homogenous nor a minority (Eira, 2005); they may be either the minority or the majority. They could be defined as the "first people of the land" whose land, language, religion, culture and way of life are under threat due to any or many forces or reasons.

The indigenous, in the Maldives are the Maldivians[1] (Dhiveheen) who are the first people of the land. The high influx of foreigners as expatriate professional/non-professional workers (estimated to be one foreigner to every three natives or over half the working population)[2] and tourists (estimated annually to be almost three times the native population)[3] render the people of the land to be considered "indigenous". The Maldivians value their indigenous attributes such as their land,

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[1] According to Census 2014, the population is 338, 434 (National Bureau of Statistics, 2015)
[2] Estimated expatriates in 2015 is 116,000 (Economic Minister Saeed cited in Aruma (2015))
[3] Tourist Arrivals in 2014= 1,204,857; in 2013 = 1,125,202; in 2012 = 958,027
(Ministry of Tourism, 2014, 2015)

language, religion and culture immensely, even though they are not colonised, oppressed and governed by an invading foreign power. Unlike the indigenous people in many other countries, the Maldivians are the majority who create and implement their own unique administrative and judicial mechanisms. All islands are governed and managed by them. Ownership of land by foreigners has been constitutionally banned (Qanoonu Asaasee, 2008). Any attempt to disturb their fragile ecosystem or disrespect their religion, language and culture is often interpreted as a threat to their nationalism and sovereignty, and is hence despised (Hamdhoon, 2011; Shihab, 1987).

Education has been a highly sought after "commodity" and hence some people have fled the country in search of education, even though every island or community now has at least one school (Azif, 2014). The teaching force used to be all indigenous. Often, the most learned people in the community became teachers. They were highly respected and valued members of the community who, perhaps, contributed most to sustain the indigenous values.

Religion and language have been the most important components of education and are compulsory subjects in schools. English and Mathematics have also been given similar priorities since the introduction of English medium schools and the unified curriculum. This required the import of a "product" – teachers who could teach English and Mathematics in English – that was not available in the Maldives.

Foreign teachers, often referred to locally as expatriate teachers, do not know the local language. They seldom believe or practise the religion of the nation. Hence, their contribution to perpetuate the culture and nationalism – if language and religion are important components in them – cannot be the same as the indigenous teachers'. Dependency on expatriate teachers has become a chronic issue. They outnumber the indigenous teachers at certain levels. The solution to this problem is the retention of successful and effective indigenous teachers.

However, the heavy dependency on expatriate teachers, who lack the competencies to respect the indigenous sentiments of the people and the pressure of other neoliberal forces such as globalisation, create tension in the status quo. They seem already to have started taking their "toll" in depleting the indigenous values.

Land is considered to be the greatest pride of the people (M. Jameel A., 2015), and yet recently there has been a controversial swift amendment to the constitution to allow ownership of reclaimed land by foreigners (Sunday Times, 2015). Religion and language are viewed as the pillars of nationalism and binding forces to remain in unity as one nation (Naseer, 2014); yet a UN official has been provided with a 'condemned' opportunity in the parliament building to call upon the members to open debate on some sensitive religious issues (Member Nasheed, 2011, cited in A. A. Saeed, 2011). Public protests have been staged against the government's intention to make the compulsory school subjects of Islam and Dhivehi optional in upper secondary (Shifleen, 2010) and also other government actions that could be interpreted as against Islam (M. Hassan, 2011; Raaniyaa, 2010, Maajidh, 2016). These incidents indicate the changing dispositions among some people. One remedy for these changes could be the retention of indigenous teachers through greater motivation as perpetuators of indigenous values if the Maldivians are to uphold those values (Sowden, 2007).

In addition, the climate change issue and the related consequences, such as the rise of the sea level, affect the physical ecosystem and the sheer survival of the people of the Maldives as a nation, putting the culture and island life under threat. Please refer to the latter parts of this chapter and the discussion chapter for brief descriptions of some of the major thrusts on the indigenous values, initiated both locally and internationally, which in the short/long run may have implications for the formation of perceptions on motivational influences for and of successful indigenous teachers in the Maldives.

Even though these thrusts and threats are beyond the control of the indigenous people of the Maldives, their effects on the indigenous values could partly be minimised through an indigenous teaching force that can act as a catalyst for all other stakeholders in education.

## STAKEHOLDERS

A stakeholder is an entity who has a stake, a share, a concern or an interest in any event, activity, group, society, organisation or business. Services such as education may have many stakeholders (Bradley & Durbin, 2013) who may be

categorised in various ways (Mitchel, 1998), because education has an "impact" on all other activities of a nation, atoll or island.

Hooge and Helderman (2008, cited in Hooge, Burns, & Wilkoszewski, 2012), exploring stakeholders in education, grouped them into four main categories: primary, internal, vertical and horizontal. According to their categorisation, the students and parents were the primary stakeholders, and teachers and other educational/ non-educational staff were internal stakeholders. They also considered the governments (including the agencies acting on their behalf) as vertical stakeholders, while other organisations, groups or people with some interest in education were considered as horizontal stakeholders.

Organisation for Economic Cooperation and Development (OECD, 2012a, p. 1) identified categories of stakeholders in education as "policy makers, school leaders, teachers and parents" while Bradley and Durbin (2013) added the learners themselves too as a category of stakeholders. Other categories such as the families, community members, school boards, parent teacher associations, teachers/principals' unions, unions of various academic disciplines, advocacy groups, cultural groups, local businesses and potential employers are also often considered to be stakeholders of education (Hidden Curriculum, 2014).

For the purpose of this research I considered students too to have a huge stake on what goes on in the provision of educational services. Hence, I considered six categories of people involved in the provision of general school education as key stakeholders: the policy makers (confined to ministerial level in the central Ministry of Education and other departments under MoE), the school principals (a deputy principal, an assistant principal, a headmaster or a person with any other designation assuming the leading role of managing a school whom I refer to singularly as "head of school" or "school head" and collectively as "heads of school" or "school heads" because these terms were used locally), leading teachers (teachers with this title and/or with additional supervisory or administrative duties in schools), teachers, parents, and students. Perceptions of people in these six categories were analysed to determine what motivates successful teachers to remain teaching and also what constitutes of being successful as teachers.

## BEING SUCCESSFUL

Being successful may be different for different people (Hughes, Shehab, & Walden, 2011; Welch-Devine, 2012). "Like beauty success is in the eye of the beholder [and, consequently] success can have a thousand definitions" (Watkins, 2004, p. 33). Woodrow Wilson (1901, p. 6) expressed success through a personal perspective stating, "[s]urely a man has come to himself only when he has found the best that is in him, and has satisfied his heart with the highest achievement he is fit for". But to a great number of others, success seems to be a comparative phenomenon whereby they are required to surpass every other person in that particular field or area and achieve comparative recognition or fame in order to be considered successful. In this thinking, there would have been only a few people who could have been regarded as successful, because it would be just one person at the top in every field. There are others who may consider the people who have been able to accumulate assets of the highest value or money as successful (Seger, 2014). This view is even narrower than the previous one, because it limits the scope to only financial gains. In this view, a teacher has an extremely remote chance of been considered as successful, as teachers all over the world are believed to be remunerated far less than they deserve.

Another way of looking at success is as a process through which a person keeps on accomplishing a task (W. Davis, 1986). In this view, "success means doing the best we can with what we have. Success is in the doing, not in the getting – in the trying, not in the triumph", according to Wynn Davis (1989, p. 291). It is "doing what you can, with what you have, where you are" (Roosevelt, n.d.). This view is appealing for the context in which this thesis attempts to explain success to deal with successful teachers, because it emphasises the process of doing something as best one can with the resources and skills one has while the context of this thesis often limits the resources and skills at teachers' disposal on the isolated islands on which the teacher performs. This view also endorses the socio-cognitive and socio-cultural perspectives of achieving success through the three themes of the "inescapable social context, interpersonal support and the personal initiative" as "sources of coherence and significance" for achievement of success for teachers (Flower, 1994, p. 3).

This view involves the persistency of efforts, the efficiency of the process, and the resilience of the doer being recognised by other people as excellent or praiseworthy or because of their contribution to societal well-being (Kalet, Fletcher, Ferdman, & Bickell, 2006). Almost in a similar vein, in an Islamic perspective, Hussain (2014, n.p) defined success or victory in terms of achieving piety and the ability to "win the hearts and minds of the people" so that there is persistent love and respect for each other. In this view, the success is not only dependent upon the end product, but in the process of doing something at a level appropriate to produce the desired outcome while giving emphasis to improving the process through various means (Urban, 2003).

This is also considered to be a more appropriate way to look at the success of a teacher, because a teacher is always expected to explore and come up with innovative ways in their teaching with which they can reach each and every individual student who needs to be developed in the long term as useful island, country or global citizens. Therefore, the exploration of motivation of such successful teachers to continue teaching can help identify the conditions that are conducive to such teachers remaining in the teaching profession (Czubaj, 1996).

## MOTIVATION

Motive, motivate, motivation or "motivity: the power of initiating or producing movement" (Adair, 1990, p. 25) is "originally derived from the Latin word movere", (Steers & Porter, 1987, p. 5) which means to move (Ruthankoon & Ogunlana, 2003). Motivation is developed from motive (Peters, 1960). Motive, want, desire and wish are some words that refer to the inner state of being in relation to something in the environment (Newcomb, 1950; Winter, Stewart, John, Klohnen, & Duncan, 1998). Behaviour is influenced by a wide range of drives or motives (Elkin, Jackson, & Inkson, 2004). It is assumed that motives are emotional discomforts and uneasiness that energize people into action to obtain a state of relief and serenity (McClelland, Atkinson, Clark, & Lowell, 1953). A motive has an important component; the drive, which is usually an internal process but may be highly influenced by external environmental or other conditions to reach a goal or achieve a reward (Bandura, 1986, 1997; Murray, 1964)

Motivation is an elusive concept that is suffering from a lack of clarity and consensus, not only in terms of a clear and consolidated definition, but also in understanding (Rhodes, 2006). Several definitions exist in the literature but none has gained universal acceptance or unanimity in understanding the concept. Conroy (1994, p. 50) defined motivation as "a person's active participation and commitment to achieve the prescribed results", while Robbins (1998, p. 355) came up with the opinion that it is "the willingness to exert high levels of effort towards organisational goals, conditioned by the effort's ability to satisfy some individual needs". Santrock (2004, p. 414) defined it as the "processes that energize, direct and sustain behaviour". It is defined not only by tendency to arouse "but also by its orientation" (Vázquez & Rapetti, 2006, p. 512). In general terms, therefore, motivation can be referred to as the forces that make someone act or not act to do something and it is a key determinant of success or failure (McCollum & Kajs, 2009).

Many researchers have considered the enigmatic issue of why and how people become motivated to do what they do (e.g., Bandura, 1986; Bennis, Schein, & McGregor, 1966; Herzberg, 1966; Herzberg, Mausner, & Snyderman, 1959; Maslow, 1954; Maslow, Frager, & Cox, 1987; McClelland et al., 1953; McGregor, 1957, 1960, 2006; Ouchi, 1981; Steers & Porter, 1987). The cause of performance or the cause of improvement in performance is thought to be dependent upon the continuous motivation of doers. "Self-evaluation, perceived self-efficacy and self-set goals", according to Bandura and Cervone (1986, p. 94), have been shown to affect the level of motivation. Subsequent to the intensified or diminished motivation, a "complex interplay between the [doers], the group and the society in which they are placed" fosters or hinders actions (Tadajewski, 2006, p. 437).

According to the interactionist theory, "a person'[s] belie[f]s of himself will form part of his motivational structure" (Nash, 2012, p. 21). Actions, to a large extent, are influenced or determined by the individual's attitudes and beliefs towards the action, the amount of perceived control over it, and the subjective norms or circumstances that govern/surround that behaviour (Ajzen, 1991). So, "how can people increase their motivation or that of others" (Elkin et al., 2004, p. 94) or "create the conditions within which others will motivate themselves" (Deci &

Flaste, 1996, p. 10) to act in a particular way to ensure that they "work more productively?" (Halepota, 2005, p. 14) is a question often asked. The exploration of perceptions of stakeholders (including successful teachers themselves) of the successful teachers' reasons to stay on in teaching is assumed to help exemplify the clues that make conditions conducive to teachers remaining in the teaching profession.

## MOTIVATIONAL INFLUENCES

For the purpose of this research 'motivational influences' are considered to be any force that influences teachers to remain as teachers. The consideration of culture "as a major factor in modifying motivational patterns … has been subjected [to] intensive scrutiny" (Maehr & Meyer, 1997, p. 398). According to Wlodkowski and Ginsberg (1995, p. 17) "motivation is inseparable from culture" and hence, culture influences motivational practices (Couger, 1986; Crow, 2009; Helou & Viitala, 2007). Geographical isolation and social factors also interfere with teachers' motivational beliefs, but teacher motivation researchers do not usually consider these factors (Klassen, Foster, Rajani, & Bowman, 2010). Maehr and Meyer (1997) resonate this very sentiment when they stated that "[m]oreover, talking to practitioners makes it clear[er] that sociocultural variables are major factors in what they see as motivation" (p. 398). Also, these authors were of the opinion that "[t]here is good reason to believe that they [practitioners] are right. But it is overwhelmingly evident that researchers are not listening" to the practitioners (p. 398). Hence, this project aims at contributing to the literature base on motivation, by exploring and analysing the perceptions of stakeholders intimately engaged in the provision of education in a unique, isolated group of small islands with a distinct culture of their own and a declared common state religion and language.

## PERCEPTION

There can be many synonyms for the word "perception". For example, "[p]erceiving, remembering, imagining, being conscious, are all perceiving ideas in the mind, and are called perceptions" (Reid & Hamilton, 2007, p. 97). According to one of the two views on perception Wheeler (1976, p. 156) thought would remain "with us for a long time", our "perceptions are constructed, by complex

brain processes, from fleeting fragmentary scraps of data signalled by the senses and drawn from the brain's memory banks – themselves snippets from the past" (Gregory, 1974, p. xviii). The second view (Gibson, 1966), with more emphasis on our senses and external stimuli to develop perceptions, posits that the moment our "senses are considered as perceptual systems, all theories of perception become at one stroke unnecessary", because it reduces the question simply to "how information is picked up" (p. 319) as stimulants to the senses which becomes active only when "stimulated, and the environment of the individual is the source of all stimulation" (p. 7).

A third view that blends the cognitive and sensory processes could be put forward as Russell (2008) posits, that our "perceptions are made up of sensations, images and beliefs" (p. 75), which are mediated to our mind through our "external senses that have a double province; to make us feel, and to make us perceive" (Reid, 1785, p. 247). In this view, the sensation could be considered the "theoretical core in the actual experience [of perceiving, and] the actual experience … the perception" (Russell, 2008, p. 87).

The sensations are associated with feeling and the perceptions occur simultaneously (Reid, Hamilton, & Stewart, 1863). They never happen disjointedly to the extent that we consider them both as one thing (Reid, 1812). Hence, the sense of seeing with our external organs – eyes – and perceiving in our mind are often thought to be the same despite perceptions being conceived, contributed, complemented, consolidated and/or enriched with information retrieved (as in the former view) or received through other senses as there can be "sensationless perceptions but not informationless" ones (Gibson, 1966, p. 2).

Nevertheless, researchers have often used the sensation of "see" and "perceive" interchangeably as is the case in this thesis too (see the quotation from Maehr & Meyer 1997, p. 398 above under the previous heading of motivational influences). However, some researchers (Gibson, 1966; Nash 2012) have been seen (or perhaps, have been perceived to have been seen) attempting to define and distinguish perception from seeing. Nash (2012, p. 22) believed that perception is more than just seeing as:

*All sighted persons can see but not necessarily perceive
what they see and, to take the contrary case, blind persons
are certainly able to perceive (albeit with input from one less
sense than most of us) what is going on around them.*

In a technical sense, perception can be understood as an active process of seeing what is going on with a deliberate purpose to notice the difference (if there was any), and hence for the purpose of this research perception (with its synonyms) is considered to be "the active process of taking notice of subjectively meaningful [in this case motivational influences for successful teachers] phenomena" (Nash, 2012, p. 23) in the small island state of the Maldives. The following section explores the concept of small island states.

## SMALL ISLAND STATES

"Small" is a relative term, for which a common definition is always sought, when needed to define a small island state, but it is often dependent on the purpose. "Population is usually the main criterion, [al]though [the] common alternative supplementary indicators are area and size of economy" (Bray & Packer, 1993, p. xx). Dolman (1985) considered a territory surrounded by a large body of water with a land area of less than 5,000 sq. miles (13,000 sq. km) and a population of one million or less as a small island state.

A common definition of a small state is unavailable, but with reference to assumptions shared by many other authors Dommen (1985, p. 4) concludes that an "entity which wishes to be regarded as a state should be endowed with the attributes of a territory, a permanent population, a government and the capacity to entertain relations with other states". However, the Vatican is considered to be a state without a permanent population, although it is inhabited all the time. The next section briefly deals with the role the Maldives has been playing within the group of SIDS to address small islands' developmental constraints.

## SITUATING MALDIVES AMONG SIDS

There is no official list of SIDS (Alonso, Cortez, & Klasen, 2014). The United Nations Conference on Trade and Developments (UNCTAD) lists 29, while the UN Office of the High Representative for the Least Developed Countries,

Landlocked Developing Countries and the Small Island Developing States (UN-OHRLLS) presently has a list of 38 UN-Member countries belonging to AOSIS and 19 Non-UN Members/Associate Members of the Regional Commissions (UN-OHRLLS, 2014) maintained mainly for referential, administrative, and analytical use. Please refer to Table 1 for a list of SIDS in AIMS (Africa, Indian Ocean, Mediterranean and South China Sea) and in the Pacific and also a list of SIDS in The Caribbean in Table 2.

## Table 1: List of SIDS in AIMS and in the Pacific

| No: | Name | Elevation Extremes in metres | Terrain | Percentage of Population under age 15 (2014) | Approximate no. of Islands | Geographic Configuration | Geologic Location | Area Sq KM |
|---|---|---|---|---|---|---|---|---|
| List of SIDS: The AIMS (Africa, Indian Ocean, Mediterranean and South China Sea, Countries/Territories) | | | | | | | |
| 1 | Bahrain | 0-122 | mostly low desert plain rising gently to low central escarpment | | 1 main + few Small Islands | Archipelagic | Continental | 760 |
| 2 | Cabo Verde (or Cape Verde) | 0- 2829 | steep, rugged, rocky | 28.8 | 10 | Archipelagic | Oceanic | 4033 |
| 3 | Comoros | 0-2360 | interiors vary from steep mountains to low hills | 41.9 | 3 | Archipelagic | Oceanic | 2235 |
| 4 | Guinea-Bissau | 0-300 | mostly low-lying coastal plain with a deeply indented estuarine coastline rising to savannah in east; | 41.3 | 16 main islands+ numerous small islands | | Continental Shelf | 36,125 |
| 5 | Maldives | 0-2.4 | flat, with white sandy beaches | 28.4 | 1198 | Archipelagic | | 298 |
| 6 | Mauritius | 0-828 | small coastal plain rising to discontinuous mountains encircling central plateau | 19.4 | 1 main island + 2 smaller islands + many smaller islands | Archipelagic | Oceanic | 2040 |
| 7 | São Tomé and Príncipe | 0-2024 | volcanic, mountainous | 41.5 | 2 main islands | | Continental Shelf | 1001 |
| 8 | Seychelles | 0-905 | Mahe Group is granitic, narrow coastal strip, rocky, hilly; others are coral, flat, elevated reefs | 22.2 | 116 | Archipelagic | | 459 |
| 9 | Singapore | 0-166 | lowland; gently undulating central plateau | 15.7 | 63 | 1 main island + over 60 small islands | | 716 |
| List of SIDS: The Pacific (Countries/Territories) | | | | | | | |
| 10 | American Samoa * | 0-964 | five volcanic islands with rugged peaks and limited coastal plains, two coral atolls | 32.7 | 5 main islands, 2 coral atolls | Archipelagic | Oceanic | 199 |
| 11 | Northern Mariana Islands * | 0-965 | southern islands are limestone with level terraces and fringing coral reefs; northern islands are volcanic | 18.2 | 15 islands, 3 inhabited | Archipelagic | Oceanic | 463.63 |
| 12 | Cook Islands * | 0-652 | Low coral atolls in north; volcanic, hilly islands in south | 25.5 | 15 | Archipelagic | Oceanic | 240 |
| 13 | Fiji | 0-1324 | mostly mountains of volcanic origin | 28.8 | 332 | Archipelagic | Oceanic | 18,274 |
| 14 | French Polynesia * | 0-2241 | mixture of rugged high islands and low islands with reefs | 22.5 | 118 islands, 67 inhabited | Archipelagic, dispersed in an area of 2000km | Oceanic | 4167 |
| 15 | Guam * | 0-406 | surrounded by coral reefs; relatively flat coralline limestone plateau | 25.9 | 1 | | Oceanic | 541.3 |
| 16 | Kiribati | 0-81 | mostly low-lying coral atolls surrounded by extensive reefs | 31.4 | 21 inhabited islands+ 12 more islands | Archipelagic | Oceanic | 811 |
| 17 | Marshall Islands | 0-10 | low coral limestone and sand islands | 40.5 | 1156 | Archipelagic | Oceanic | 181 |
| 18 | Micronesia (Fed. States of) | 0-791 | islands vary geologically from high mountainous islands to low, coral atolls | 34.5 | 607 | archipelagic | Oceanic | 702 |
| 19 | Nauru | 0-61 | sandy beach rises to fertile ring around raised coral reefs with phosphate plateau in centre | 22.1 | 1 | One Main Island | Oceanic | 21 |
| 20 | New Caledonia * | 0-1628 | coastal plains with interior mountains | 22.4 | 1 main Island + 6 small islands | Archipelagic | Oceanic | 18576 |
| 21 | Niue * | 0-68 | steep limestone cliffs along coast, central plateau | 25.2 | 1 | Single Island | Oceanic | 260 |
| 22 | Palau | 0-242 | varying geologically from the high, mountainous main island of Babelthuap to low, coral islands usually fringed by large barrier reefs | 21.7 | 250 | Archipelagic | Oceanic | 465.55 |
| 23 | Papua New Guinea | 0- 4509 | mostly mountains with coastal lowlands and rolling foothills | 37.6 | Part of 1 big island+ many small islands | Part of a larger Island | Continental | 462,840 |
| 24 | Samoa | 0-1857 | narrow coastal plain with volcanic, rocky, rugged mountains in interior | 37.5 | 2 main + small islands | | Oceanic | 2843 |
| 25 | Solomon Islands | 0-2310 | mostly rugged mountains with some low coral atolls | 39.9 | Many Islands | Archipelagic | Oceanic | 28400 |
| 26 | Timor-Leste | 0-2963 | Mountainous | 45.2 | Part of 1 big island+ some small islands | Part of a Larger Island | Continental | 14874 |
| 27 | Tonga (Friendly Islands) | 0-1033 | most islands have limestone base formed from uplifted coral formation; others have limestone overlying volcanic base | 37 | 36 inhabited + 136 other islands | Archipelagic | Oceanic | 748 |
| 28 | Tuvalu | 0-5 | low-lying and narrow coral atolls | 32.2 | 124 islands 3 reefislands+ 6 atolls | Archipelagic | Oceanic | 26 |
| 29 | Vanuatu | 0-1877 | mostly mountainous islands of volcanic origin; narrow coastal plains | 36.5 | 82 Islands, 65 inhabited | Archipelagic | Oceanic | 12190 |
| Source: CIA world fact book 2014; SIDS Wall Chart 2014 | | | | | | | |

## Table 2: List of SIDS in the Caribbean

| No: | Name | Elevation Extremes in metres | Terrain | Percentage of Population under age 15 (2014) | Approximate no. of Islands | Geographic Configuration | Geologic Location | Area Sq KM |
|---|---|---|---|---|---|---|---|---|
| | | | List of SIDS: The Caribbean (Countries/Territories) | | | | | |
| 30 | Anguilla * | 0- 65 | flat and low-lying island of coral and limestone | 20.8 | 1 | 1 main island + small uninhabited Smaller Islands | | 91 |
| 31 | Antigua and Barbuda | 0- 402 | mostly low-lying limestone and coral islands, with some higher volcanic areas | 24.6 | 2 | islands | Continental | 410 |
| 32 | Aruba * (ABC Islands) | 0-188 | flat with a few hills; scant vegetation | 18.8 | 1 main + 2 more islands | | Oceanic | 178.91 |
| 33 | Bahamas | 0- 63 | Long, flat coral formations with some low rounded hills | 21 | 30 inhabited Islands + 670 more islands | Archipelagic | | 13, 878 |
| 34 | Barbados | 0-336 | relatively flat; rises gently to central highland region | 18.8 | 1 | | Continental Shelf | 439 |
| 35 | Belize | 0-1160 | flat, swampy coastal plain; low mountains in south | 33.4 | Not an Island | Continental and small islands | Continental | 22966 |
| 36 | Bermuda* | 0- 76 | Low hills separated by fertile depressions | | 138 + more small islets | | | 53 |
| 37 | British Virgin Islands * | 0-521 | coral islands relatively flat; volcanic islands steep, hilly | 22.1 | 15 inhabited + 60 islands 15 inhabited | Archipelagic | Oceanic | 153 |
| 38 | Cayman Islands* | 0-43 | low-lying limestone base surrounded by coral reef | | | | Oceanic | 264 |
| 39 | Cuba | 0-2005 | mostly flat to rolling plains, with rugged hills and mountains in the southeast | 15.9 | 2 main islands, 4200 more small islands | Archipelagic | | 109884 |
| 40 | Curaçao * | 0-372 | generally low, hilly terrain | 19.2 | 1 | | Continental Shelf | 444 |
| 41 | Dominica | 0-1447 | rugged mountains of volcanic origin | 20.3 | 1 | One Main Island | Continental Shelf | 750 |
| 42 | Dominican Republic | 46-3175 | rugged highlands and mountains with fertile valleys interspersed | 29.9 | | Part of a larger Island | Continental Shelf | 48,442 |
| 43 | Guadelope* | 0-1484 | Low limestone and volcanic in origin | | 2 Main Islands + 7 more | | | 1,705 |
| 44 | Grenada | 0-840 | volcanic in origin with central mountains | 26.6 | 7 | One Main Island | Continental Shelf | 348.5 |
| 45 | Guyana | 0-2835 | mostly rolling highlands; low coastal plain; savannah in south | 35.3 | Not an Island | | Continental | 214,970 |
| 46 | Haiti | 0-2680 | mostly rough and mountainous | 34.6 | | Part of a Larger Island | Continental Shelf | 27,750 |
| 47 | Jamaica | 0-2256 | mostly mountains, with narrow, discontinuous coastal plain | 26.5 | | One Main Island | Continental Shelf | 10,991 |
| 48 | Martinique* | 0-1397 | mountainous with indented coastline; dormant volcano | | 1 main Island | | Oceanic | 1,128 |
| 49 | Montserrat * | 0-930 | volcanic island, mostly mountainous, with small coastal lowland | 22.2 | 1 | | | 102 |
| 50 | Sint Maarten (Dutch part)* | 0-386 | low, hilly terrain, volcanic origin | 18.9 | 1 | | Oceanic | 34 |
| 51 | Puerto Rico * | 0-1338 | mostly mountains with coastal plain; mountains precipitous to sea on west coast; sandy beaches along most coastal area | 19.2 | 1main, 3small + many | Archipelagic | Oceanic | |
| 52 | Saint Kitts and Nevis | 0-1156 | volcanic with mountainous interiors | 26 | 2 main Islands | | Continental Shelf | 261 |
| 53 | Saint Lucia | 0-950 | volcanic and mountainous with some broad, fertile valleys | 23.6 | 1 main Island | | Oceanic | 617 |
| 54 | Saint Vincent and the Grenadines | 0-1234 | volcanic, mountainous | 24.9 | 1 main Island + over 32 small islands | | Oceanic | 389 |
| 55 | Suriname | 2-1230 | mostly rolling hills; narrow coastal plain with swamps | 26.9 | | Not an Island | Continental | 163,846 |
| 56 | Trinidad and Tobago | 0-940 | mostly plains with some hills and low mountains | 20.8 | 2 main islands + over 23 smaller islands | Archipelagic | | 5131 |
| 57 | Turks and Caicos Islands* | 0-48 | Low, flat limestone; extensive marshes and mangrove swamps | | 8 Inhabited + 32 more islands | Archipelagic | Oceanic | 948 |
| 58 | United States Virgin Islands * | 0-474 | mostly hilly to rugged and mountainous with little level land | 20.8 | 4 main residential islands+ over 50 smaller islands | Archipelagic | Oceanic | 346.36 |
| | | | Source: CIA world fact book 2014; SIDS Wall Chart 2014 | | | | | |

Apart from those listed, there are many more island countries, for example Malta, Sri Lanka, Cyprus, to name a few, and large portions of bigger countries like the Philippines, and Indonesia that share similar characteristics. As evident from the limited details provided in tables and detailed in many other reports (e.g., House, 2013), these countries and territories have a huge range of diversity in population, physical structure, and geography etc., as much as they share commonalities (Bruckner, 2013) in their developmental challenges related to:

- Size, often scattered population
- Isolation
- Susceptibility to natural disasters
- Vulnerability to external shocks
- Narrow resource and export base
- Excessive dependence on international trade
- Exposure to environmental and natural shocks (including climate change and natural disasters).

To address these developmental challenges, several international initiatives have been taken since the Barbados Programme of Action adopted (1994) for SIDS following AGENDA 21. This was further complemented by the Mauritius Strategy of Implementation of 2005. MSI+5 Outcome and Rio+20 The Future We Want (United Nations, 2012) were drawn to reiterate the world commitment to alleviate these challenges. Among many other initiatives, the UN General Assembly passed resolution A/RES/67/206 (United Nations, 2013) declaring the year 2014 as the International Year of The Small Island Developing States. To mark this year, the Third SIDS Conference was held in Apia, Samoa where the S.A.M.O.A (SIDS Accelerated Modalities Of Action) Pathway was adopted as the most recent policy document to address sustainable development challenges of the SIDS (United Nations, 2014). So far until the last of these initiatives, the human resource development for sustainable development in the SIDS, has not been specifically addressed as a priority and hence the issue of teachers, their motivation, and the retention of successful teachers have been neglected areas, particularly in the SIDS (Visser-Wijnveen, Stes, & Van Petegem, 2014).

From the list of SIDS, a sub-set could be drawn with the archipelagic and oceanic countries, like the Maldives, Tuvalu, Kiribati etc. whose developmental prospects are even more susceptible and further hampered and stymied by the lack and (high fragmentation of available) land (Bertaud, 2002), and hence the population itself resulting in:

+ Comparatively high transportation and communication costs
+ Disproportionately expensive public administration and infrastructure due to the need to provide multiple units so that the ratio of unit per recipient becomes high
+ Low probability to create economies of scale in business or any other service.

Apart from the above, most of these archipelagic and oceanic countries, territories, and parts of countries face an imminent threat to their sheer existence due to global warming and the consequent rise of the sea level (Carpenter, 2001; Hansen et al., 2013; Titus, 1989; van den Hove, Le Menestrel, & de Bettignies, 2002), of course not without counter arguments (Easterbrook, 2011; Mörner, 2012; Robinson, Robinson, & Soon, 2007). Greenpeace, among others, claims that huge sums of money are being spent to develop counter arguments (Brulle, 2014; Corporate Europe Observatory, 2010; Greenpeace, 2013, 2014).

The Maldivians, including their presidents, ministers and many others alike (e.g., M. Ali & M. H. Maniku, 1989), have been very vocal, raising their voices in every appropriate forum to draw world attention to the consequences of climate change and global warming (refer Camprubi, 2014, pages 112-116 for more details of the Maldives' leadership on this issue). The climate change and sea level rising are serious issues to the Maldives as well as all other SIDS (AOSIS, 2009), and many other similar regions such as large parts of The Netherlands, USA, Egypt and Bangladesh (Gayoom, 1987a, 1987b; L. C. Smith, 2009). These issues are of particular concern to countries like the Maldives, Tuvalu, Kiribati, Tonga, and the Marshall Islands who have no substantial high ground (Astaiza, 2012; World Meteorological Organisation, 2005), and hence the inhabitants have the looming prospects of becoming environmental refugees (Kench, 2014), if the sea level is to rise as predicted with the emissions of greenhouse gases at the present rate (Jaschik, 2014). One could assume that the islands are naturally dynamic (Webb

& Kench, 2010) to rise with the rising sea level as the corals around them grow naturally if there are no man-made changes to the islands and the rate of global warming is a slow process without human induced causes (Ewart, 2014; Yamamoto & Esteban, 2014). But the rates of these processes appear to have lost their proportions already (Box, 2009; Shaw, 2014), and the world has started experiencing the disastrous effects (Allen, 2004; Williams, 2007). Some Pacific Islanders have already tried to enter New Zealand and Australia as environmental refugees (Camprubi, 2014).

The Maldives, the country with the lowest highest point in the world, has been in the fore-front to draw attention to this looming problem since 1987 with its president delivering the first speech of its kind by a head of state "The Death of a Nation" in the Commonwealth head's summit in Vancouver, Canada. A series of stirring speeches (Gayoom, 1998) and many other activities brought recognition to both this serious issue and to the president himself that he was referred to with the headline-catching title of "Godfather of Environmental Awareness" (Ellis, 2008, p. 22) and Royston Ellis (1998) titled his book on him as "The Man for All Islands".

Among other activities, the underwater meeting of the government cabinet ministers and the film "Island President" featured by the former President Nasheed of the Maldives to whom "it is certain that the climate is changing and sea levels are rising," drew considerable attention to this phenomenon (Nasheed, 2009, n.p). To "deny the dangers of climate change", according to Nasheed (2014, p. 1) "is to ignore … the greatest national security threat" to the Maldives. Other presidents of the Maldives are also making their footprints on the road to make the world realise the war against climate change is not a war that would "divide the world between victor and vanquished", but rather, depending on the responses to world commitments like AGENDA 21 (UNCED, 1992) to reduce climate change and global warming, "we will either be all winners, or all losers" (Gayoom, 1998, p. 96). Presidents, prime ministers, and heads of government of many other countries following suit have expressed their concerns through various forums.

The President of Mauritius (Michel, 2014, n.p) described climate change as "a collective crime against humanity" while Tuvaluan Prime Minister (Sopoaga,

2014, n.p) called it "a weapon of mass destruction" and begged the world to save the earth by saving Tuvalu as well. Many other leaders, environmentalists, and scientists have spoken in similar tones in many international gatherings on climate change. The world seems to have heard these calls (Goldenberg et al., 2014) as Box (2009, p. xix) stated that "the staunchest sceptics have had to acknowledge that it does change; that the change is in all likelihood largely manmade". Due to the cumulative evidence of individuals, organisations, and the Intergovernmental Panel on Climate Change (IPCC), now "at last the world … has acknowledged that the global warming is real" (L. C. Smith, 2009, p. 2), because it is "unequivocal" that "the atmosphere and ocean have warmed, the amounts of snow and ice have diminished, and sea level has risen" (IPCC, 2014, p. 3). The largest climate march in history has been reported on September, 21, 2014 with more than half a million people taking part in 2700 simultaneous events in 161 countries around the world (theguardian, 2014).

As the last of a series of events to date, following AGENDA 21 (UNCED, 1992), to call upon the world to reduce the greenhouse effect to slow down the global warming rate, the UN Climate Summit (2014) has urged the world to take urgent action (UN News Centre, 2014) to drastically reduce the present unprecedented atmospheric concentration levels of greenhouse gases, particularly "carbon dioxide [$CO_2$], methane and nitrous oxide" (IPCC, 2007, p. 2), with predicted estimated emissions of 40 billion tonnes per year (for the year 2014) (Earth System Science Data, 2014; Friedlingstein et al., 2014; Le Quéré et al., 2014). The major polluters such as the "United States and Australia, the world's largest overall and highest per capita producers, respectively, of greenhouse gases— and the only developed countries that declined to ratify the 1997 Kyoto Protocol" (Allen, 2004, p. 3), are reluctant to make considerable commitments while China has made its intentions and plans clear. Following the Copenhagen Accord (2009), the Maldives committed to become carbon neutral by the year 2020 (Fenhann & Marianne, 2014; Jamali, 2012).

The Maldives has been addressing this issue at several international forums with different perspectives. It has also made efforts to draw world attention to this issue as a human rights perspective, because the people of these areas may become environmental refugees in the near future due to the activities (beyond

their control) of other larger and richer countries that emit carbon-dioxide and other greenhouse gases.

A similar strong case needs to be made for the development of education in these countries and territories so that the human resource of the SIDS can be harnessed for their benefit rather than a liability. In the absence of other abundant and diverse natural resources the most expensive asset available to them is their manpower.

For the first time, in 2014, in their official resolutions, the SIDS have officially "recognise[d] that beyond the[ir] rich ecosystems …, [the] people are … [the] greatest resource" for their sustainable development (United Nations, 2014, p. 6). Hence, the commitments to increase investments in education and training of their people have been reiterated in the Third International Conference on SIDS in Apia, Samoa.

As educationalists and researchers I believe that we have a responsibility to convince the politicians with research-based arguments to include strategies specific to these islands to improve education. No meaningful development of human assets can take place without a quality education system, and no quality can be achieved without a motivated cadre of teachers and education managers.

Islands account for less than 1.5% of the earth's land surface area, yet it is the habitat for over 10% of the population (Baldacchino, 2006). Hence, in the years to come, the SIDS and other island territories must explore ways and means to sustain teachers' motivation in their respective localities if they are to realise the full benefits of their human assets by fulfilling the provision of education to all as a human right. The present research and some other research in developing countries identified the lack of accessible services within the proximity of a particular school as a deterrent to successful, effective quality teachers in a particular school. This lack of services is likely to be a common feature of all these countries as they have narrow economies, costly and poor managements, and inefficient governance.

# THESIS STRUCTURE

This thesis comprises eight chapters and relevant appendices. This first chapter provided an introduction. The major components of this chapter were the clarification of the research problem, descriptions and definitions of concepts involved in the research area. Placing the case under research – the Maldives – in the wider context of the SIDS highlighting the major concerns was also a component.

The second chapter deals with details about the Maldives regarding its history, people, culture, religion, language, governance, and way of life which may have implications for teachers and teacher motivation.

The third chapter is a review of related literature. This chapter highlights the scarcity of literature on teacher motivation in developing countries, particularly in SIDS among which the Maldives leads in raising its concerns about developmental challenges. Major motivation theories and concepts related to motivation are also included in this chapter.

The fourth chapter delves into the research paradigms and describes constructivism as an appropriate theoretical framework to address the research problem. Furthermore, case study as applicable methodology is also explored in this chapter.

The fifth chapter begins by stating the specific research questions and describes the procedures, and the guiding parameters of the methodology and methods used in conducting this research. The chapter also provides more details about the case, sub-cases, and procedures of data collection and analysis.

The sixth chapter presents the findings of the research in two parts. The first part is the characteristics and qualities of a successful teacher in the Maldives. Even though this is not the major research question, a lot of data were collected on this issue as the research question aimed at exploring motivational influences for successful teachers. Hence, this became an important part of the findings. The second part of the presentation is on the motivational influences for successful teachers to remain in the teaching profession. This is the major findings of the research.

The seventh chapter is devoted to the discussions of major findings with relation to major debates in literature. This chapter highlights the challenges and threats presently foreseeable to the major motivational influences perceived by the participants of this study.

The eighth chapter provides some insights and conclusions in light of the findings and its discussions with major issues identified in literature. This chapter also makes reflections on the study with respect to its contribution to the field and whether it has answered the original research questions. Recommendations and future research ideas are provided in this chapter.

The eighth chapter is followed by a list of references and a set of appendices.

## Summary of the Chapter

The first chapter introduced the research with a statement of the problem and descriptions of concepts associated with the research. The problem was identified as the inability of the education system of the Maldives to retain the indigenous teachers in the system. Hence, the perceptions of what motivated them to remain in teaching were assumed essential to be explored to help facilitate retention of successful indigenous teachers. The Maldives was identified as a unique context; however, it was noted to have similar challenges to many other countries collectively referred to as a group of SIDS in the international arena. This chapter tried to situate the Maldives within the realm of the SIDS with a brief description of its role in advocating for international attention for their sustainable development challenges. Key concepts such as being successful, indigeneity, stakeholders, motivation, motivational influences and perception were explored to offer more clarity on how these terms are used in this thesis.

The second chapter attempts to provide more details about the Maldives through a geo-political, socio-cultural perspective assuming the areas under consideration may also have had some impact on the formation of perceptions about the motivation of teachers.

# CHAPTER 2    MALDIVES: IN A GEO-POLITICAL, CULTURAL AND RELIGIOUS PERSPECTIVE

## INTRODUCTION

The story of a community can only be understood within its own unique cultural and political context (Alvaro Mutolo, 2011). Likewise, "it is essential to understand [the] relationships and [the] tensions in [the] context" and in the life of the individual "not only as related to the present but [also in] the past, as well" if we want "to understand how a teacher thinks, acts, feels and intends, and how a person knows what [he or she] know[s]" (Butt, Raymond, McCue, & Yamagishi, 1992, p. 60). Hence, this chapter describes the geo-political, cultural, religious, and language issues in the Maldives that may have an impact upon the formation of the people's perceptions on what may motivate teachers to teach and their desire to remain in the teaching profession. The chapter also highlights some gender issues in the teaching profession and the possible role the language of the people might have played in the formation of perceptions on motivation.

## PEOPLING THE MALDIVES

There is a dearth of reliable literature on the origin of the people of the Maldives and its first settlements because of the political insignificance of the Maldives in the region until recent times (Maloney, 1980). Despite the scarcity and unreliability of literature on the issue, historians have delved into the questions about the original inhabitants and the first settlements of the Maldives (Naseema Mohamed, 2008). Their efforts to corroborate various pieces of evidence, however, have not yielded any definite conclusion.

Those who recognise a cultural affinity of the Maldivians with Sinhala to relate their origin to Sinhala soon begin to admit, as Maloney (1980, p. 48) put it, that "they are not just the Sinhalas; [but] there is something else there" and warns the historians to be prepared to accept that "[the study of [the] Maldivian cultural history] is more complicated than has been thought". Pyrard, from whose pen seventeenth century Europe knew almost all that it did know about the Maldives,

also doubted "the veracity of this oral tradition" of Ceylonese shaping the Maldives, "because the Maldivians are not "black and ill-shapen" like the people he saw later in Ceylon … [but were] adroit in crafts, skilled in arms, and law-abiding" (Lach & Van Kley, 1998, p. 936).

People have migrated from many different regions around and away from the Maldives (Maloney, 1976; Naseema Mohamed, 2008). There were forced migrations like those of shipwrecks or others. Those who settled ultimately identified themselves as Dhiveheen (singularly know as Dhivehi – the same name as that of their language). They must certainly have brought with them elements of their own cultures. Perhaps that was one of the reasons that resulted in the difference in culture from those that prevailed in the vicinity of the Maldives. Dhiveheen distinguished themselves as a unique people, with a common history, ethnicity, race, religion, culture, language and lifestyle despite similarities with other SIDS in some other respects (N. Ahmed, 2008).

## MALDIVES CULTURAL UNIQUENESS

According to Isaam Mohamed (2003, p. 16), "there are significant differences that make the case of the Maldives unique", with its "common bond of history, culture, language and religion", from most of the other members of the SIDS as well as the neighbouring countries. Despite sharing similarities in economic, administrative and political challenges with many other SIDS, the early settlers of the Maldives, who presumably have come from far and near, have adopted and passed on a lifestyle that suited the unique environment by developing a culture distinct from many other SIDS and neighbouring countries:

> *[T]he settlers of Maldives came from many lands … the battle for survival in difficult conditions [has made them meld] together into one nation [by] developing a unique culture suitable for their environment [with] over ninety-eight percent of the country consist[ing] of the sea.*
>
> *Naseema Mohamed, 2005, p. 1*

According to Gandhi (n.d.), "a nation's culture resides in the hearts and souls of its people" (n.p.). So does the religion. Maldivians, as a Muslim population,

seemingly uphold the Muslim scholars' perspective that "Islam is a complete way of life" (Naik, 2014) which has all the rules to govern "all religious, political, economic, and social affairs" of a nation, (Al-Sheha, 2006, p. 23). So, religion is part and parcel of everyday life for the Muslim community of the Maldives.

## CULTURE AND RELIGION

The defining influence of the Maldives' culture could be its religion. Like motivation, culture and religion are elusive terms with varying definitions in literature. Ahmed Ali Didi (2007), exploring organisational culture citing many authors (e.g., Beare, Caldwell, & Millikan, 1989; Deal, 1985; Handy, 1985; Hopkins, 2001; Owens, 1995; Sashkin & Sashkin, 2003), concluded that "some terms – values, beliefs, norms, and assumptions – seem to appear more often than others – customs, rituals, practices, and attitudes – in those definitions" (p. 56). In line with this observation, the preferred definition of "culture" in this chapter is the one preferred by Geerth Hofstede (1984, p. 82) who stated that:

> [C]ulture is the collective programming of the mind which distinguishes the members of one group or society from those of another. Culture consists of patterns of thinking that parents transfer to their children, teachers to their students, friends to their friends, leaders to their followers, and followers to their leaders. Culture is reflected in the meanings people attached to various aspects of life; their way of looking at the world and their role in it; in their values, that is, in what they consider as "good" and as "evil"; in their collective beliefs, what they consider as "true" and as "false"; in their artistic expressions, what they consider as "beautiful" and as "ugly". Culture although basically resident in people's minds, becomes crystallised in the institutions and tangible products of a society, which reinforce the mental programmes in their turn.

Geerth Hofstede, who had been involved for more than fifteen years in a large research project in many nations that aimed at detecting particular elements of structure in their cultural systems which most strongly affected behaviour in work situations, concluded that "it takes years to understand a single cultural system if one is not born to it". Even if a person is born to a particular cultural system, the

person cannot be said to have "understood [it] in a way which can [be explained] to others because the person participates in [that system] unconsciously" (Hofstede 1984, p. 82). Therefore, my intention here is only to make an attempt to try to convey the message that the cultural practices may have a very strong bearing on motivational influences, rather than attempting to explain the culture of the Maldives in detail.

According to Clifford Geertz (1973), religion is also a cultural system. The definition of religion by Geertz (1973, p. 90) seemed appropriate for the themes of this chapter:

> *A religion is (1) a system of symbols which acts to (2) establish powerful, pervasive, and long-lasting moods and motivations in men by (3) formulating conceptions of a general order of existence and (4) clothing these conceptions with such an aura of factuality that (5) the moods and motivations seem uniquely realistic.*

One reason for this appropriateness may have resulted from the fact that this anthropologist based much of his research on two countries, namely Indonesia and Morocco, with high proportions of Muslims (people who believe in Islam) in their populations. The author's interest in the study of religion and culture in Islamic communities may also have shaped his definition that became suitable for this chapter, because this chapter aimed at exploring the religious influence on teacher motivation in an Islamic country.

Through culture and religion the people of the Maldives have developed in the past "great respect" for "learned people and religious scholars" (Naseema Mohamed, 2008, p. 97). Since teachers were among the learned and often the learned were of religious learning as "religious teachers came and settled on the islands", teachers were accorded a high respect and status by the people (Naseema Mohamed, 2008, p. 37). So the culture and religion have strong impacts on the disposition of the people and the way of life on these small islands of the Maldives.

It was thought that the country remained a Buddhist kingdom for over five centuries. Most of the cultural practices in modern Maldives are attributed to having been formed during these times. They have changed and transformed in

various ways over the course of time due to various other influences, including the Islamic values adopted from the Arabian travellers and scholars educated in the Arabian or Islamic cultures and elsewhere.

The advent of Islam as a state religion in 1153 AD, "with its teachings of equality and its propagation of moral values", was perceived to have brought considerable changes to the lives of the people. These changes, "reflected in the language, customs and values of the people", still remain central to the lives of people (Naseema Mohamed, 2008, pp.86, 97), particularly so due to the fact that these islands and people have been politically unknown to the wider world until relatively recent times even though the Maldivians have made their presence in many great courts of the world.

## THE LANGUAGE OF THE MALDIVES

History suggests that the language of the Maldives, Dhivehi, is a very old one. Cain (2000) presumed that the "Proto-Dhivehi-Sinhala came to the Maldives" "perhaps as early as the 2nd c. BC" "and became the lingua franca of a diverse population of Aryan speakers, Dravidians, and possibly others" (p. 3). Holt (1983, p. 101) was of the opinion that Dhivehi is an "Indo-European language closely related to Sinhalese (the language of Sri Lanka)".

According to Holt (1983, p. 101), "[t]he most important contribution of the Maldives to the world culture is the word 'atoll' [which seems to have been derived from the Dhivehi word 'atholhu']. 'Atoll' has become accepted into the international terminology". Similarly, due to the frequent contact with various other parts of the world recently, the present day language has also acquired many words from various other languages for Dhivehi has become a mixture of Aryan, European and many more languages.

Even though there are a few spoken dialects of Dhivehi, almost every Maldivian in the country is conversant with the common language which is considered to be one of the key elements of the common culture that binds the country together.

Dhivehi is widely spoken only on the islands of the Maldives (Countries and Their Cultures, 2014). However, there is one atoll named Minicoy which now belongs to the Indian Union, just about 130km to the north of the northern-most island of

the Maldives and over 380km away from the west coast of India, where this language is widely spoken. A lot of people on this particular island know how to write, read and speak in Dhivehi and practise the Maldivian constitutional religion of Islam.

Dhivehi has its own script and can be written in a MS Word document today. But the art of writing the script manually and beautifully is desirable. Often there were teachers who taught this skill to children. It was one of the subjects one had to pass in order to get certain certificates that qualified one for public service jobs. The 3Rs were highly sought after while the skills to write beautifully would only help to get a satisfactory mark in writing. This made it a special skill that the teachers needed to have in order to be teachers until quite recently when writing ceased to be a requirement to qualify people for public service jobs.

## LIVELIHOOD

Maldivians were sea fairing people. They made their livelihood mainly from the sea. Most of their meals contained fish and/or coconut. The most common sources of meat were chickens and ducks kept mainly for their eggs. Goats and cows were reared only on very few islands (Maloney, 1980). Meat was a delicacy and available only on special religious and festive occasions until the import of frozen meat became common.

Land masses were small and no large-scale agriculture was undertaken. Cultivation was mainly for domestic purposes. The northern and central atolls usually grew a variety of millet while the southern atolls grew "several kinds of taros" (Maloney, 1980, p. 23). Many other kinds of tropical vegetables such as breadfruits, screw-pine, eggplant, chillies, drumsticks, corn, and limes etc. were grown. Tropical fruits like banana, papaya, mangoes and many other local varieties like jamburoalu etc. were generally grown on many islands. Most of the households used to have a plot of land adjacent to their homes (or sometimes in the uninhabited areas of their island or on separate uninhabited islands) where they grew their own limited varieties of vegetables and fruits. Only a few people used to undertake agricultural activities on a commercial basis, either on their home island or on a leased uninhabited island. The consumption of vegetables and fruits was almost limited to the home grown varieties on the islands or

received from other islands as gifts till recently when the import of these items began.

As the populations on the islands grew and the plots of lands allocated to families became smaller, the land available for home gardening was considerably decreased. This, coupled with the realisation of a stable market for locally grown fruits and vegetables for domestic consumption and tourism purposes, has led some organisations to venture into commercial agriculture on some uninhabited islands. But the supply is irregular and unreliable. Hence, the staple diet of Maldivians consists of fish, coconut, imported condiments (chillies, turmeric, coriander, cumin, pepper, ginger and garlic etc.) and grains like rice, flour and sugar imported from various places in the region.

The naval architecture of the Maldives was unique to them. With no drawings or written instructions, the art of building sea-worthy vessels remained a unique skill for some people and continued from generation to generation. The design and the techniques of making both sides of the vessel symmetrical to balance the boat properly on water remained in the minds of the leading carpenter who also served as the main architect, capable of shaping the boat to increase buoyancy or speed etc. depending on the owner's requirements.

The Maldivian vessels were purpose-built. The cargo boats were different in shape from the fishing boats while the reef-fishing vessels were distinguished from the leisure boats. To illustrate this fact, Naseema Mohamed (2008, p. 79) mentioned six different kinds of boats: *bokkura* – row boat; *mas odi* – squire-sailed fishing craft; *mas dhoani* – fishing vessel; *naalu batheli* – inter-island freighter; *vadhu dhoani* – troll boat; and *jaha dhoani* – royal transfer boat. All these kinds of boats were built mainly with coconut wood and other locally grown wooden planks. Even the pegs (Lhis) they used to build the boats were made by using locally grown hard wood (often kuredhi), or copper rods (Loa kabeela), instead of iron nails (Naseema Mohamed, 2008). However, considerable transformations have occurred during recent days with the advent of imported wood, fibreglass and foreign trained naval architects (M. H. Maniku, 1998).

## OUTREACH

The Maldivians were noted for their skills in boat building because they have "developed some quite good boats on their own … with considerable deckhouses and big overhanging forecastle, very like that of Columbus's ship, the Santa Maria" in the 19th century (Smyth, 1906, p. 319). So they had the skills to navigate in the oceans with their vessels driven by wind-dependent sails often made out of woven screw-pine leaves. With the fair monsoon Maldivian vessels "they are rapid passage-makers, but beating to windward is not their forte" (Smyth, 1906, p. 322). Hence, they made their way to great distances despite the high "risk of getting lost and [dying] at sea or never be[ing] able to return home" due to changes of winds or weather conditions (Romero-Frías, 2014, p. 3).

Among the early voyages to distant lands, Maldivians were recorded as having made a journey to visit Rome to the court of Emperor Julian as early as the 4th century AD (Rolfe, 1937). They were also noted for sending delegates with gifts to the Chinese Emperor in 662 AD (Naseema Mohamed, 2008). The "locally unearthed…ancient Chinese porcelain ware" (Xi Jinping, 2014, p. 1) that was then used "very common[ly], obviously to the surprise of" (Lach & Van Kley, 1998, p. 940) the early European visitors, "bear[s] witness to the friendly interactions" of the Maldivians "in distant lands" (Xi Jinping, 2014, p. 1). Their skills in boat-building and travelling within the Indian Ocean impressed some notable sailors who visited the islands. However, there was a dearth of evidence of any great political notice from the external world on these tiny islands until quite recently. This made the islands virtually non-existent except for the various traders or a few anthropologists or historians who were shipwrecked or anchored for prolonged periods on their way across the archipelago to the east or west (Reimer, 2007).

## INDEPENDENCE

Except for brief periods of foreign occupation of some islands, the Maldives have existed as an independent country with a unique way of life for the last two millennia. The islands have never been totally colonised by any foreign power. The Portuguese and Dutch settled briefly on some islands and locals fought continuously to drive them out. In the 19th century, circumstances made the king

approach the British Government to provide protection for the islands. An agreement was reached in 1887 through the British Viceroy in Sri Lanka for the Maldives to become a British Protectorate State whereby Britain officially recognising the state Maldives would provide protection against any foreign invasion of the islands while the Maldives could have diplomatic foreign relations with other countries only through Britain. The main purpose of this, according to A. U. Manik (2016), was to keep the British at bay when the internal affairs of the Maldives were concerned. This was the case until the Maldives gained full independence from Britain on July 26, 1965.

The Maldivian Government's orders to commence negotiations for full independence, according to Abdul Sattar Moosa Didi – the then Maldivian Representative in Sri Lanka – who played a pivotal role in the process were issued when the British Government evacuated the President of a break-away republic of the southern three atolls and his family following the Maldivian Government's suppression of the republic (A. S. M. Didi, 2014). It was alleged that Britain instigated the creation of the republic and upon its fall the British Government reportedly transported (30th September 1963 to 4th October 1963) President Abdulla Afeef and his family on a warship (HMS Loch Lomond anchored at S. Gan Harbour on 29th September 1963) to the Seychelles – a British Territory in Indian Ocean then – without the Maldivian Government's consent or Maldivian travel documents (A. U. Manik, 2016). The family still lives in the Seychelles.

## SYSTEM OF GOVERNANCE

The system of governance is the way in which a state and its communities are led with a vision and sense of responsibility, adaptive to changing circumstances (Mothe, 2006). With no universal uniformity in the definitions of governance again, Duncan, (2005, p. 2) preferred to define it as a "management [system] of a society's physical and social resources" while Larmour (1996) noted the high prominence given in literature to the World Bank's (1992, p. 3) definition of governance as "the manner in which power is exercised in the management of a country's socio-economic resources". The system of governance with its political and judicial convictions affects and influences the people's system of values,

beliefs and views about how others ought to be acting (Bird, 2006). Hence, it has far-reaching consequences in the formation of perceptions on teachers' duties, attributes and also motivational influences because it affects the disposition of the people and the general mood of the country (Kurbjuweit, 2013; Sexton 2012).

Unlike many other SIDS, the Maldives "had its own system of governance suited to its geographical situation" (Naseema Mohamed, 2008, p. 10). Isaam Mohamed (2003) distinguished the system of governance in the Maldives from many other SIDS for the reason that the country did not import a system of governance from any colonial powers. Another distinguishable feature was the absence of subjects from colonisers residing in the country influencing the system of government, letting it remain as a tailor-made system suited to "the unique geography" rather than an imposed one (Maloney, 1980, p. 78).

## KINGDOM

Documented history indicates that until 1968, except for a brief period in 1952, the country remained a kingdom with a system of government which included an absolute monarch or at times a council of elders for the king or queen to ask for advice on matters of state importance (Naseema Mohamed, 2008).

## PROCLAMATION OF THE REPUBLIC

The result of a referendum, held to decide on whether the people wanted a kingdom or a republic, was announced on April 18, 1952 favouring a republic (Haveeru, 2005). Hence the first republic was proclaimed. It was very short-lived. It was abolished while the president was abroad. Upon his return he was sent into exile on a nearby uninhabited island and the country returned to being a kingdom.

The second republic was proclaimed on November 11, 1968, when the public overwhelmingly voted in a referendum to abolish the kingdom and restore a republic with the then prime minister succeeding the presidency. Since then the country has remained a republic.

## SEPARATION OF POWERS

Until 2008, the so-called three powers (judiciary, executive, and the legislature) of a modern democratic system of governance were not formally fully separated from each other. However, in practice the basic principle of 'people's power' of a democracy could have been said to have been in place for a long time. For example, in 1934, when a mob gathered outside the King's Palace demanding a constitution, the King had to abdicate, proving that the real power was vested with the people.

Another major incident that demonstrated people's power could have been the no confidence vote in the People's Majlis (the parliament) against Prime Minister Ibrahim Faamuladheyri Kilegefaan and his consequential resignation in 1957 upon signing an agreement with Britain leasing the southern island of S. Gan for a period of 100 years from December 15, 1956 to Britain as a military base, without the consent of the People's Majlis and the Cabinet. While the Maldives was still a protectorate state of Britain, the people seemed to have exercised their powers over this issue.

The judiciary also remained fairly independent from the executive "for over a millennium as a separate organ" with the Chief-Justice as the head of it until the Chief-Justice alleged that the Prime Minister pressed for cases "contrary to the constitutional guarantee of judicial independence" (Suood, 2014, p. 61). Upon this row, in response to a letter by the Chief-Justice to the Prime Minister requesting him to "refrain from interfering with judicial matters", Prime Minister Ibrahim Nasir reportedly stopped supplying stationery to the judiciary, forcing the Chief-Justice Sheik Mohamed Jameel to resign on June 13, 1967 (Suood, 2014, p. 61). Following the resignation, the then Prime Minister initiated constitutional changes and upon his resumption of the presidency on November 11, 1968, as the first President of the second republic, he abolished Mahkamathul-Sharuiyya (the Judicial department) in favour of a Ministry of Justice bringing an end to the degree of judicial independence until it was constitutionally restored again in 2008.

## THE LEGISLATURE

The first parliament (known as the People's Majlis) was established in 1932. This parliament had appointed members to represent various atolls. They were just nominated representatives. Since then there has been a parliament continually in place. At times there were two houses in the parliament. At the moment it is a unicameral parliament with 85 members elected by popular votes of the people in constituencies created according to the population densities. The parliament is elected for a five-year term with no limit to the number of terms a member can contest and serve if elected.

## THE JUDICIARY

The present Constitution (Qanoonu Asaasee, 2008), brought into effect on August 7, 2008, separated the Judicial Branch from the Civil Service (CS) to be administered by a Judicial Service Commission formed in accordance with the constitution that detailed its composition. This paved the way to bring into effect a three-layer court system with a Supreme Court comprising of a bench of seven Justices including a Chief-Justice as its head (Dhivehi Raajjeyge Court Thakuge Qaanoonu, 2010)[4]. These three layers consisted of the island magistrate courts and the superior courts in the capital, the High Court with a bench of five judges, and the Supreme Court as the final court of appeal (Shatheeh & Saleem, n.d.).

## THE CONSTITUTION

The administration of the country changed briefly in 1932 from authoritative kingdom to a constitutional monarchy with a very short-lived Constitution which was publicly torn up in a public gathering in the foreground of the King's Palace – Gulhakulhey Fasgadu – due to frustrations of some influential people. Then again the country relapsed into the old system vesting greater powers with the King. The transformation of the very local indigenous system of administration that was informed by the practice and local context took place slowly during the

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[4] The first amendment to Judicature Act 22/2010 (Dhivehi Rajjeyge Court Thakuge Qaanoonah 1 vana islaah genaumuge Qaanoonun, Law No. 40/2014) reduced the number of Justices in Supreme Court from seven to five in 2014.

course of time. From time to time there were changes to the nature of the powers the King had.

The second Constitution was decreed on July 5, 1934. Following this decree, a group of aristocrats including some ministers allegedly instigated by the then Crown Prince Hassan Izzuddin, apparently initiated a movement to abolish the new constitution. While the government, led by Prime Minister Mohamed Fareed, succeeded in arresting and banishing the ministers involved in the movement, the Prince prevented the arrest of some of the accused conspirators associated with the Palace.

When a mob gathered outside the Palace demanding the surrender of these officials, King Shamsuddin III, who had been on the throne for 32 years, and his son came out to meet the people. The King spoke to the people and asked if they wanted the Constitution or the King and the Prince. The people overwhelmingly shouted for the Constitution and "the King and the Prince were arrested, tried and banished" when they were "found guilty of violating the Constitution" (Suood, 2014, pp. 21-22).

## ISLAND ADMINISTRATION

The islands were basically administered until quite recently by the local people appointed among the inhabitants of the islands by the King until the abolition of the monarchy in favour of the second republic in 1968. The administrative power of the executive branch was exercised through the Atoll Chiefs[5] (Atholhuverin) and Island Chiefs (Katheebs). Since the proclamation of the republic the president has performed these duties. For a brief period during the late 1960s and early 1970s a prime minister served for these purposes under the guidance of the king or the president.

The islands functioned basically as very independent administrative units and managed all their everyday life requirements by themselves. Protection of the islands against natural erosion, maintenance of proper order in the islands, cleaning of the islands and the development of infrastructure were organised by

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[5] An Atoll Chief is a political appointee appointed by the president with a credential to administer an administrative atoll – a group of islands. An administrative atoll may mean a geographic atoll, or group of geographic atolls or a part of a geographic atoll. A geographic atoll is a natural cluster of islands often with a submerged reef connecting them.

the island administration. Services such as education and health, contemporarily considered very basic and should have been provided by the state, were also managed by the local communities until quite recently.

Law and order were enforced by the respective communities in the absence of a police force. Even though the police as an organisation was legally established on March 29, 1993, they were deployed only in Male' (Maldives Police Service, 2013). Their main duty was to promote peace among citizens by protecting people and their belongings (Maldives Police Service, 2015). The other islands managed these needs on their own until the police expanded their services to them after the establishment of the Maldives Police Service as a separate civil entity on September 1, 2004 (Fuluhunge Qanoonu, 2008).

For administrative purposes, the islands were grouped, not necessarily according to the geographical atolls but on the basis of proximity and travelling convenience, into 20 administrative atolls. Each of these atolls comprised a number of inhabited islands and uninhabited islands. The atolls were headed by appointed atoll chiefs selected from the locals within or from other atolls or from Male. Often these people were respectful people within the atoll or people from the 'noble' families in Male'. Sometimes it becomes pastimes for 'bodun' from Male'. They take the appointment as an atoll chief just to be on the islands away from the hustle and bustle of Male'. This was the case until the 1990s when there was a wave of appointing a comparatively young and more modern educated group of atoll chiefs. This was seen to have brought about considerable changes to the way the atolls were managed.

Later, in 2009 the government appointed state ministers and councillors to carry out the roles fulfilled by the atoll and island chiefs respectively. Finally, in 2010 the posts of the atoll and island chiefs were made ineffective and their powers were later legislatively delegated with the Local Government Authority Act (Laamarukazee Qanoonu, 2010) to the island, atoll and city councils elected and installed in their place in 2011 (Dhennevun 2011/14). On March 1, 2014, the second batch of elected councillors took an oath for the term of three years in office.

## THE SOCIAL INSTITUTIONS

There are various forms of social institutions that are highly influential in creating the norms and modes of lives of people on the islands. Some of these are deliberately formed formal institutions while others are formed informally or unconsciously for security reasons or personal satisfaction. In any case, these social institutions play important roles in the lives of the people. The following are some of such institutions.

### MARRIAGES

Marriages can be considered as the most basic of formal social institutions. All marriages and divorces must be registered and certified by the appropriate judicial institutions. Both men and women have legal and religious rights to initiate marriage or divorce processes. They do not normally have lavish marriage ceremonies like those normally held in the neighbouring countries (Ellis, 2008). The divorce process is also simple. As such, the Maldives holds the record for divorce in the world[6]. Having sexual relation or starting a family outside marriage is both a violation of religious/cultural practices as well as illegal and punishable (Aailaa aa Behey Qanoonu, 2000; Jinsee Kushuge Qanoonu, 2014).

### OTHER REGISTERED ASSOCIATIONS

Various forms of parties, clubs and other associations are incorporated and operated, and registered in accordance with the law to function as non-governmental organisations. In 2013 alone 105 such associations were formally registered with the Registrar of Associations. Usually these non-profit associations serve in achieving social objectives. They are very influential within the communities in forming public perceptions and also in helping schools if the schools have favourable relations with such associations thereby raising the morale of the teachers.

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[6] http://www.guinnessworldrecords.com/records-11000/highest-divorce-rate/

## UNREGISTERED UNIONS

Apart from the registered associations, there are a variety of unions formed for the purpose of promoting various sports, music and the arts. These unions sometimes become very visible and influential within the community due to the small and isolated nature of the island. They serve as lobby groups in various ways. Having the blessings of such groups often make the schools' and the teachers' image better in the community. Often such unions function in welcoming other visitors to the island or in performing communal work. School boards and parent-teacher associations are unregistered as they are considered to be functioning within the school, but due to the nature of the communities they also make a huge impact on the whole community.

# TEACHING – A FEMALE PROFESSION?

Islam is often associated with all forms of discrimination against women. Particularly, it is frequently argued that Islam discourages or even forbids education for girls. Similarly, it is commonly expressed that in Islam a woman's place is in the home. These, in fact, could be taken as wrong notions about Islam when we look at how things have been happening in the Maldives where Islam has been the state religion for almost a millennium. Women were encouraged to study almost on the same basis as men. A group of women was dispatched to Ceylon on April 18, 1946 as the first batch of state-funded scholars abroad (Haveeru, 2005). Teaching in traditional 'Qur'anic' schools has been carried out by both male and female scholars. Gender bias either to favour males or females becoming teachers or in the pay scale as in many other countries has not been an issue in literature for the Maldives.

Since the introduction of English medium education and the adoption of the new curriculum, gender issues among teachers perhaps could be noted. When the initial teacher training programme began in 1976, the participants were predominantly male. This, I believe, was more due to culture than the religion. However, the situation has almost reversed. Now some schools, particularly the pre-schools and primary schools, are dominated by female teachers while the ratio reduces as levels of teaching go higher, which is consistent with the OECD reports for many other parts of the world (OECD, 2012b, 2013). For example, one

of the participants of the present research observed that male teachers are not remaining in schools because of the staff being mostly women:

> *Particularly, male teachers are not remaining, even if they came with a secondary or higher secondary qualification. So the whole system is dependent on female teachers.*
>
> *Abbas*

Perhaps, this could have been happening due to the point Argentin (2013) demonstrated as women choose teaching for a "more long-term pathway ... following their personal values and in the intrinsic and altruistic values of teaching" while men, conversely "show a more adaptable pattern of choice: chance and switching career" playing "a more relevant role in ending them up in teaching" (p. 271).

Some schools are so dependent on female teachers, perhaps benefiting the girls more as Aslam and Kingdon (2011) indicated that the cultural norms sometimes make it uncomfortable for male teachers to remain in such schools. A participant commented that the school was very feminine and observed male teachers being uncomfortable working in the schools and they leave:

> *It is interesting to note that maybe because this is a primary school, the place is very feminine. Overall, in all primary schools there are more females. So, if there is a male teacher, it seems that he is a bit disturbed to work in a feminine community. Such male teachers have left school and are in high ranking positions in other areas.*
>
> *Hazlaan, a school principal*

Another participant observed that this dominance of female teachers and the dependence on them alone sometimes creates challenges in dealing with issues related to boys in the schools:

> *This dependency creates problems and challenges to deal with issues related to boys.*

*There are differences among male and female teachers in dealing with classroom issues.*

*Abbas*

Formally, there are no differences in the treatment of teachers by the management or the system. No differential or preferential pay based on gender exists. All are paid and assigned work on a similar basis. But some differences could be noticeable in the extra and co-curricular activities, which are often taken by teachers voluntarily. For example, there may be very few female teachers involved in the preparation of the schools' soccer teams; likewise, very few male teachers may be involved in 'bashi' – predominantly a female game. This again may have been due to cultural norms.

## DHIVEHI ON MOTIVATION

Even though the faculties of "thinking and speech have different generic roots" and "the development of them move along different channels, independently of one another" (Vygotsky, 2004a, p. 51), thoughts are often expressed by speech (vocal, art or music) (Vygotsky, 2004b). If thoughts are expressed through language, perhaps, languages (or dialects) can also express thoughts and beliefs (Boroditsky, 2010). The following Dhivehi proverb may be taken as one that communicates a popular belief about motivation among Maldivians who generally speak Dhivehi, the language of the Maldivians. This proverb is read as; Atholhuverinnah ves hippuveynee valugaey, baareh nulevvuveyney.

އަތޮޅު ވެރިންނަށްވެސް ހިއްޕުވޭނީ ވަލުގައޭ، ބާރެއް ނުލެއްވުވޭނޭ.

This literally means that all that the atoll chief can do is to force the people to cling on to the hauling rope used to pull the boat aground, but cannot make them pull unless the people themselves have the will to pull. In the Maldives, the fishing vessels were periodically pulled ashore (normally on Friday mornings) to be cleaned, to make them water-tight, and apply oil to preserve them. Often the whole community voluntarily participates in pulling them ashore. So it has to be done with their free will. It cannot be done by force or coercion. This proverb could be considered as an indication that the popular belief of Maldivians on motivation

rejects McGregor's (2006) theory X which assumes that external forces increase motivation to achieve the desired outcome.

## SUMMARY OF CHAPTER ON MALDIVES

The chapter looked into the peopling of the Maldives, the system of governance, the social institutions, the culture, the religion, language, teaching, and language on motivation. The origin of the Maldivians was uncertain, though they partly have cultural and physical resemblances to other people around the region. They have a unique language of their own and a system of government and social structures that were believed to have been formed to suit best their island life environment.

This chapter has briefly delved into the issues that may provide an insight into the kind of life the Maldives has been through during the course of the centuries. Presumably these would have had major impacts on the lives of the people and their way of thinking. This may possibly have affected their perceptions on various aspects of life including teachers' motivation.

The third chapter will be devoted to a review of related literature on teachers' motivation. General motivation theories and related concepts regarding motivation and motivational influences for teachers to join and remain in teaching will be reviewed.

# CHAPTER 3    LITERATURE REVIEW

## INTRODUCTION

This chapter is devoted to a review of related literature on motivation, and in particular, teacher motivation. The review considers the importance of researching motivation, concepts related to motivation, effects of rewards on motivation, the need for research on motivation, and the outcomes of some recent research on teacher motivation. The applicability of the present seminal motivation theories to the study of teacher motivation in small isolated communities are considered. The review concludes with a brief look at the implications the reviewed literature might have on the nature of teacher motivation studies due to the complexities in understanding what motivates or demotivates teachers in a given context.

## THE IMPORTANCE OF RESEARCHING MOTIVATION

According to Ames (1990, p. 409), "[t]here are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation". It is important to study human motivation and actions because of the role they "might play in helping [a hu]man control his/[her] destiny" (McClelland, 1961, p. x). The success or failure of humankind depends upon them. As humans are the assets for the success of social, economic, and educational institutions, the research on their motivation and behaviour will continue to be of great importance (Drucker, 1999). Herzberg et al. (1959) eloquently summarised the benefits of motivational studies:

1- To the individual – the understanding of the forces that lead to improved morale and intense motivation would bring greater happiness and greater self-realisation

2- To industry (including companies and organisations such as schools) – the pay-offs would be increased productivity, decreased attrition, decreased truancy and smoother working relations

3- To the community – the recompense would be a decreased bill for psychological casualties and an increase in the overall productive capacity and effective utilisation of the human resources.

As education is used to control occupational and economic needs of the society (Brickman & Miller, 2001), the communities, governments, schools, all employers, and/or self-employed must, therefore, look for ways of motivating and sustaining the motivation of the providers of this vital service of education so that they keep working happily and effectively to produce the desired results (Whitaker, Whitaker, & Lumpa, 2013).

Jesus and Lens (2005) advocate for the importance of the sustenance of teacher motivation for three major reasons:

1- Motivated teachers are more likely to work for educational reforms

2- Motivated teachers guarantee the implementation of reforms originating at policy-level

3- Teacher motivation is important for the satisfaction and fulfilment of the teachers themselves.

Teacher motivation research can enable the facilitation of greater motivation among teachers and students resulting in better educational outcomes (Alam & Farid, 2011; Anderman & Anderman, 2010; Dörnyei & Ushioda, 2011; Skinner & Belmont, 1993). Hence, teacher motivation has been gaining the attention of various researchers.

Although numerous studies have been carried out and reported from various parts of the world "on the topic of teacher motivation, a more general integrative theoretical structure for its study remains elusive" (Jesus & Lens, 2005, p. 120).

According to Frey and Osterloh (2002, p. 7), "[t]he prevailing approach to motivation is ambivalent" and, "[v]arious explanations, disagreements and confusions exist on how people get motivated" (Herzberg et al., 1959, p. vii). The general consensus of researchers in the area is that motivation is a complex but important phenomenon (Brunetti, 2001; Hoy, 2008; Hynds & McDonald, 2010;

Maslow, 1954; Maslow et al., 1987; Zhao, 2008) that needs to be studied, and hence a range of concepts and theories suggest various reasons for motivation.

## CONCEPTS AND CATEGORISATIONS RELATED TO MOTIVATION

There are many ways motivation has been categorised. The common major categorisations are discussed here. Some writers (e.g., Pintrich & Schunk, 2002), exploring motivation, identify two distinct kinds of motivation: **extrinsic** and **intrinsic** motivation. Some others (e.g., Frey & Osterloh, 2002) further divide each of these categories into still more divisions according to the motivating factors or the apparent ultimate purpose behind the motivated behaviour.

A third kind of motivation is also identified by those investigating motivation in social service areas (e.g., education, health and other humanitarian fields). It is termed **altruistic** motivation (Moran et al., 2001). Another categorisation refers to the process (dynamics and process of motivation) and content (factors motivating an individual) theories (Ruthankoon & Ogunlana, 2003; Usugami & Park, 2006).

### EXTRINSIC

When the motivating drives are highly influenced by external factors related to rewards such as wages, tangible incentives, pleasant working conditions, and job security, the motivation is said to be extrinsic (Huang & Vliert, 2003). Extrinsically motivated people are those who work to get something that is not inherent to what they do. Their action is not an end in itself but rather a means or is instrumental to the end (Deci, Vallerand, Pelletier, & Ryan, 1991). They perform certain jobs only because they get (often tangible) material benefits or can avoid a punishment. Their motivation is sustained as long as they keep increasing such benefits. For those who are extrinsically motivated, "[w]ork is regarded as an unpleasant inconvenience, and effort is expended solely in order to earn" (Frey & Osterloh, 2002, p. 74) something else rather than having the satisfaction of the work done. Teachers are extrinsically motivated if they work essentially to earn their living rather than deriving pleasure and satisfaction out of teaching.

## INTRINSIC

Motivation caused by purely internal drives such as the need for personal and professional growth, personal satisfaction, achievement and recognition with no, or less, external influence is called intrinsic motivation (Huang & Vliert, 2003). Intrinsically motivated people derive their satisfaction from what they do (Carson & Chase, 2009). The work for them is an end by itself and there is no expectation of them that their efforts will lead them to succeed in something else (Santrock, 2004). Teachers are intrinsically motivated if they teach for the sake of teaching because teaching itself is interesting and rewarding for them (Cambria & Guthrie, 2010).

## ALTRUISTIC

Altruistic motivation is the result of liking or desire to do a particular kind of work, simply because of an urge to serve society/mankind (Moran et al., 2001). This type of motivation requires a distinction as the motivated activities have a common impact rather than a personal one – even though it is a motivation for personal satisfaction, the influencing of external forces is due to societal benefits rather than individual benefits.

They strive hard to achieve what they themselves have set out to achieve. Their main apparent aim is to improve the prevailing conditions in the world in many sorts of ways. Teachers often mention reasons such as wanting to make a difference in other people's lives or aiming to improve their communal conditions as the primary motives for teaching (Voorhees & Adams, 2004). Such teachers are altruistically motivated, even though Sandra Hayes (1990) presumes that it is foolish in the present social climate to choose a career for altruistic reasons.

Altruistically motivated teachers concentrate more on their own non-material goals rather than gaining any tangible rewards or strive to derive pleasure out of their work. Frey and Osterloh (2002) called such people "autonomists" (p. 76) but others refer to them as altruistically motivated people.

## PROCESS AND CONTENT THEORIES

Theories about motivation are abound. These theories are often classified into two main categories. They are the process and content theories [7] Process theories focus on the "how" of motivation, investigating the thinking process through which people choose one action over another. They analyse how personal factors (internal to the person) interact and influence each other to produce certain kinds of behaviour. Content theories focus primarily on individual needs, attempting to explain the factors within a person that energise and/[or] stop behaviour. They address the question "what factors motivate people?"

## PERSPECTIVES AND THEORIES ON MOTIVATION

Motivation has been a very significant topic in psychology and education for some time (Steers, Porter, & Bigley, 1996). Extensive research has been conducted on motivation and plenty of books and papers have been written on the area (Ruthankoon & Ogunlana, 2003). Although a range of theories on motivation has emerged out of all these research endeavours and within the literature, there are essentially four key theoretical approaches.

Santrock (2004) identifies the four different psychological perspectives to explain any or all of the above kinds of motivation. These perspectives are partly grounded in motivation theories.

   a. **THE BEHAVIOURAL PERSPECTIVE** emphasises the effects of external rewards or punishments on behaviour. It recognises the influence of incentives as "positive or negative stimuli or events" that control human behaviour (Santrock, 2004, p. 415). This perspective is closely related to McGregor's (2006) theory X which assumes that people generally lack ambition and dislike responsibility and/or work to the extent that their behaviour

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[7] Examples of Process Theories Ruthankoon and Ogunlana (2003) have given are:
    1- Vroom's Expectancy Theory (Vroom, 1964)
    2- Adam's Equity Theory (Adams, 1965)
    3- Porter & Lawler's Model (Porter & Lawler, 1968)
Examples of Content Theories they have given are:
    1- McClelland's Needs Theory (McClelland, 1953)
    2- Maslow's Hierarchy of Needs Theory (Maslow, 1954)
    3- Herzberg' Two-Factor Theory (Herzberg *et al.*, 1959)
    4- Alderfer's ERG Theory (Alderfer, 1972)

continually needs to be controlled with rewards, and they need to be coerced and threatened with punishment in order for them to take action or to get something done. The behaviour-contingent incentive systems widely used in education to modify teachers' as well as students' behaviour are based on this perspective (Chapman, Snyder, & Burchfield, 1993).

b. **THE HUMANISTIC PERSPECTIVE,** according to Santrock, is closely associated with Maslow's hierarchy of needs which stresses the "capacity for personal growth, freedom to choose [their] destiny and positive qualities (such as being sensitive to others)" (Santrock, 2004, pp. 415-416). Anthony and Ord (2008) construe that people are attracted to teaching because teaching is portrayed as an intellectually challenging profession that offers opportunities to learn new skills while developing and strengthening their existing abilities. Teachers want their skills and experiences to be recognised and valued.

c. **THE COGNITIVE PERSPECTIVE** assumes that the doer's thoughts guide motivation (Pintrich & Schunk, 2002). This perspective focuses on people's internal urge to achieve, their perceptions about the causes for them to succeed or fail, particularly the perceptions of effort as a predictor of achievement, and their beliefs that they can effectively control their behavioural environment. Unlike the behavioural perspective which "sees motivation as a consequence of external incentives, the cognitive perspective argues that the external pressures should be deemphasised" (Santrock, 2004, p. 417). This perspective acknowledges the need for individuals to be given more opportunities and responsibilities (which they will readily take) to control their own achievement outcomes. Having greater autonomy in relation to curricular, pedagogical, and school improvement plans is noted by Umansky and Vegas (2007) as affecting teachers' motivation that enables them to improve student learning outcomes. This relates to the assumptions of McGregor's (2006) Theory Y, which assumes that people exploit their physical/mental potential to derive pleasure or satisfaction out of accepting responsibility and achieving personal or collective goals through their ingenuity, creativity and self-direction. This also relates to the Theory Z of Ouchi's (1981), and

Herzberg's (1966) motivators (which are both briefly described later in this chapter).

d. **THE SOCIAL PERSPECTIVE** is much related to the medium level needs of Maslow's hierarchy and McClelland's theory as it is explained as the motive of being "securely connected with other people" or the "need for affiliation or relatedness" (Santrock, 2004, p. 417). It involves the desire to be established, maintain, and restore cordial relationships with peers, friends, parents, and others with whom one has associations in various ways. Swan, Heywood, and Mayo (2009) point out the importance of social events for bringing the teachers together as a cohesive workforce in schools.

## COMPLEXITY OF MOTIVATION

The socio-cognitive process of motivation is indeed a very complex process on which literature is in abundance. It has been researched through various perspectives. Scientists have advanced their research in the area and can monitor motivation travelling through the brain. With an optogenetic method, they have actually been able to locate the "exact pathway from neurons in the prefrontal cortex [(PFC)] that signal motivation. They could see not only which cells are possibly involved in motivation, but the way motivation moves from one brain region to another" (Stanford University Medical Centre, 2012, p. 2). A team of researchers (Warden et al., 2012), including psychiatrist Dr. Deisseroth, believed that the will to act is born in the PFC of the brain, and then "zips through the brain as a series of electrical signals, passing from neuron to neuron along countless branching pathways until it reaches the nerves that directly implement" the action (Servick, 2012, p. 2). Despite the pioneering efforts to explore and understand the role of the PFC, "it is [still] unclear which specific neural pathways are involved in real-time selection of effortful behavioral responses" in challenging situations in changing circumstances (Warden et al., 2012, p. 428).

The stimulus that creates the will, the desire or the effortful behavioural response often puzzles the scientists. This thesis attempts to understand something about this stimulus (for the teachers to remain in teaching) in a particular location (the

Maldives) rather than the cognitive processes, because some scientists who studied motivation with a cognitive perspective also have stated that behaviour is in fact mediated by the environment and there seems to be no single way to understand motivation and make a generalised comment.

## MOTIVATION THEORIES

Many authors have tried to provide synopses of motivation theories (e.g., Ginsberg & Wlodkowski, 2009; Hynds & McDonald, 2010; Maccoby, 2010). Ginsberg and Wlodkowski provide a framework for culturally responsive teaching. This framework is adoptable for general motivation. According to this framework, the following four conditions need to be met to create and sustain motivation.

1- Having established a sense of inclusion

2- Having developed a positive attitude towards the activity

3- Finding meaning in the activity

4- Engendering competence in performance.

Hynds and McDonald (2010) identify four key areas related to teachers' motivation to become involved and sustain involvement. They are:

1- Teachers' professional issues relating to benefits of being able to relate theory to practice

2- Personal factors of deriving pleasure out of doing something innovative and getting the reward of accomplishment

3- Having the opportunity to collaborate and be involved

4- Inducement issues related to having gained the opportunity to learn.

Maccoby (2010), who believed "that what most motivates people are the 'intrinsic' rewards of mastering a task that engages" people (as noted in the 4th point of Ginsberg and Wlodkowski's framework) highlights the "4Rs of motivation" as follows (pp. 60-61):

1- Responsibilities

2- Relationships

3- Rewards

4- Reasons.

The commonalities of these 'triple 4s' are quite evident. But as Pink (2009) believed, most of the syntheses tend to exclude the extrinsic factors of motivation. The two-factor theory of Herzberg (1966; Herzberg et al., 1959) and Theory Z of Ouchi (1981) are good examples. Herzberg et al. (1959) refused even to consider the extrinsic factors as motivators. They termed them as hygiene factors rather than motivators while they considered only the intrinsic six factors of (1) achievement, (2) recognition for achievement, (3) work itself, (4) responsibility, (5) advancement, and (6) possibility of growth, as motivators. The nullification of the impact of extrinsic rewards on motivation induced much debate about the credibility of this theory.

Out of the many motivation theories, Maslow's (1954; Maslow et al., 1987) and Herzberg's are considered to be seminal (L. Evans, 1998). They are two of the theories with a holistic view of motivation. But in these seminal works they "[fail] to provide an explicit definition of motivation" (L. Evans, 1998; 2010, p. 6). In addition, Maslow seems to be quite confused and puzzled about how he can fit in "the human tendency for inertia, laziness, sleepiness, least effort and the desire for sheer activity, stimulation and excitement" into his theory of motivation (Maslow, 1954, p. 81). But Maslow et al. (1987, p. 5) still reiterated that "the study of motivation must be in part the study of ultimate human goals or desires or needs", and many other writers are in concord with them.

McGregor (1957) is one of those who seem to agree[8] with Maslow on the issue of motivation relating to needs gratification. He also seems to know how to incorporate some of 'those'[9] into an acceptable theory but was not successful in doing so into one holistic theory. Instead, he had to provide two separate theories – theory X and theory Y – based on entirely opposing sets of assumptions. Theory

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[8] 'His [Abraham Maslow's (of Brandeis University)] is the most fruitful approach I know' (McGregor, 1957).

[9] The human tendency to inertia, laziness, sleepiness, least effort and the desire for sheer activity, stimulation and excitement.

X appositely accommodates them while theory Y contradicts or nullifies the former denoting the complexity of motivation.

Theory Z of Ouchi (1981) shed a strong light on what helps employees feel happy about their work by proposing a theory with eight main characteristics as follows:

1- Trust

2- Life time employment[10]

3- Slow evaluation and promotion

4- Non-specialised career paths

5- The implicit and internal control mechanisms in organisations

6- Participatory decision making

7- Sharing collective values

8- Wholistic (holistic) concern for people.

This theory is formulated on research and observations of management styles in Japanese companies. According to Ouchi, the success of Japan's progress is mainly due to the result of managing "people in such a way that they can work together more effectively" (p. 5). However, unlike Maslow's and Herzberg's theories Ouchi's is yet seldom used to study motivation in the teaching profession. But implication of this theory in education and in the study of teacher motivation is noted elsewhere in this review.

Another theory that may have great implications in the study of teachers' motivation in places like that of the Maldives is the sociocultural theory of Vygotsky (1978). According to this theory, human development takes place within a culture. The person is born not to a culture but becomes a member of a particular culture through "appropriation" (Leont'ev, 1981) within the "zone of proximal development" (Vygotsky, 1987) or in "the construction zone" (Newman, Griffin, & Cole, 1989). Many researchers have recognised the influence of the

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[10] Usugami and Park (2006) found life time employment or employment stability to be the strongest motivator for Korean executives.

culture, society, and the environment on the development of human dispositions and beliefs. Research about the "person-in-context" (Beltman & Volet, 2007) strengthens these convictions. Hence, a considerable number of researchers conform to and confirm "the social construction of reality" (e.g., Berger & Luckmann, 1966) view and acknowledge "that there are conflicting and contested realities which vie for attention and dominance" (M. Ahmed, 2006, p. 241).

Due to the influence of the environment on cognitive development, Vroom's (1964) Expectancy Theory may also have important implications in the understanding of teacher motivation in close-knit societies like that of the Maldives where what may constitute in Vroom's term "valence" can readily be communicated to teachers through the common culture and religion. According to Vroom, motivation is a product of expectancy, instrumentality, and valence, where "valence" is the value the individual places on the rewards received as a result of some behaviour. This value is based on the person's needs, values, goals and perceptions which are created through Leont'ev's (1981, p. 266) special process of "appropriation" of the "person-in-context" in the "zone of the proximal development" where the human construction in respects – physical, social, moral and cognitive – takes place in the "construction zone". Teachers, constantly undergo developmental processes throughout their career in their dealings with students, parents, and the whole community in the case of the Maldives, making the study of teacher motivation even more dynamic, complex and challenging to understand.

## MOTIVATION IN THE TEACHING PROFESSION

The quality of education largely depends on the standard of teachers (UNESCO, 2006). Qualified teachers are a critical resource with significant impact on student outcome (Darling-Hammond, 2000; Darling-Hammond & Sykes, 2003; H. Mohamed, 2012). This is the strongest resource for enhancing student learning (Glaser, 2003). Therefore, the retention of adequately qualified and experienced teachers in classrooms is vital for better student achievement (Clotfelter, Ladd, & Vigdor, 2007; Nye, Konstantopoulos, & Hedges, 2004; Scherer 2003b). Motivation among teachers has a significant impact upon their performance (Ofoegbu, 2004; VSO, 2002). Yet, teacher motivation is generally an over-looked

(McDonald, 2011) or a neglected area in certain countries (Davidson, 2007; Zhao, 2008). Perhaps even more unattended is the business of increasing motivation among teachers (VSO, 2002). Even if attended, teachers' voices are missing in the policy decisions for remedial actions (Swan et al., 2009). Teachers' and other stakeholders' voices need to be heard and taken into consideration when determining policies and actions to motivate teachers to remain teaching (UNESCO, 2000a, 2000e). This is why this study aims to listen to key stakeholders' perceptions on what in their teaching profession renders comfort, satisfaction and pleasure for successful indigenous teachers to remain teaching.

The most comprehensive collection of teacher motivation research on developing countries I could find is in the form of reports in the VSO collection which were not readily retrievable through the common library databases. However, these reports are consulted during this review (e.g., Cowan, 2007; Doctors, 2008; Jago, Harvey, Harvey, Lalla-Maharajh, & Ellis, 2008; Sarton, Lalla-Maharajh, & Parsons, 2009). None of them articulated the theoretical perspective with which the research was carried out. They have neither attempted to understand teachers' motivation through a cultural perspective nor have they attempted to provide the role of the dominant culture impacting teachers' motivation through cultural values, and/or religious beliefs.

Of these reports one is based on the Maldives. It has considered teachers' views on their own profession (Wheatcroft, 2005). Like most of the VSO research it has been conducted by "an outsider" who may presumably be in a disadvantageous position, unlike "an insider", to understand the findings through a culturally responsive perspective and make inferences to the cultural implication of the findings.

Realising the lack of scholarly literature retrievable, researchers seem to have been attempting to make their research findings more accessible. Since the inception of this research in 2010, a number of articles on teacher motivation in developing countries (but not in archipelagic SIDS like the Maldives) have become available (e.g., Liu & Onwuegbuzie, 2014; Naseer Ud Din, Tufail, Shereen, Nawaz, & Shahbaz, 2012; Salifu & Agbenyega, 2013b). Hence, to address this dearth of literature on teachers' motivation in archipelagic SIDS, two

articles based on the data for this research have been published and made accessible (Hasan & Hynds, 2014; Hasan & McDonald, 2015). A third article is accepted for publication (Hasan, McDonald, & Hynds, in press). The appearance of more articles in various data bases recently indicates that this is a research need as claimed by the present study. I here review a selection of articles and documents out of the few available.

Research undertaken with over a hundred thousand participants in 49 different countries, both poor and rich, indicates that there are places where intrinsic job satisfaction fails to work (Huang & Vliert, 2003). Even though the link between the intrinsic job characteristics and job satisfaction varies considerably from country to country, Huang and Vliert's study reports a strong positive relationship between the extrinsic job characteristics and job satisfaction across all these countries. Participants in poorer and less individualistic countries attach less importance to intrinsic job factors while the opposite tends to be the case in the richer places. Their study also suggests that social security alone is capable of shifting people's attitudes towards valuing intrinsic aspects of jobs more than they do the extrinsic elements. Thus, the people of poorer countries, count more on extrinsic factors of job satisfaction such as wages, bonuses and other rewards than they do on intrinsic ones. But OECD (2012c) – the organisation of the world's strongest economies – recognise that money cannot buy strong performance in schools while Perrachione, Petersen, and Rosser (2008, p. 1) found that "intrinsic motivators [such as] personal teaching efficacy, working with students, and job satisfaction" influenced significantly to teacher retention and the two "extrinsic [de]motivators [of] low salary and role overload did not have any effect".

These findings are quite consistent with Maslow's hierarchy of needs theory of motivation which proclaims that human motivation is based on needs, and thereby, certain basic primitive needs must be gratified in order for high level needs to become motivators. Similar to the differences between the countries, differences also exist among the regions within a country with regard to the provisions that enable the meeting of these basic needs.

Qualified teachers often prefer to work in the affluent areas within a country rather than in the remote, rural and under-served regions (Gomba, 2015; Komatsu,

2009; Mulkeen, Chapman, DeJaeghere, & Leu, 2007). Due to this preference, many countries employ various strategies to attract quality teachers to work in remote locations (UNESCO, 2008). These strategies range from waiving university degree fees (to attract high calibre individuals to the profession in general) to increasing job salaries and bonuses together with other benefits for the existing teachers who agree to be deployed in rural areas (UNESCO, 2006). The strategies mainly tend to be extrinsic in nature to reflect a tendency towards the extrinsic factors which Herzberg et al. (1959) considered hygiene factors rather than motivators in their two-factor motivation theory.

With a study in one of the developing island countries, Zembylas and Papanastasiou (2004) noticed that the reasons for Cypriots choosing teaching as a career were intrinsic, but with a closer look at their data they arrived at the conclusion that the teachers chose teaching "because of salary, the hours of work and the holidays associated with the profession" (p. 369). Contrary to the evidence demonstrated by an earlier study (Yong, 1994) in another developing country, Yong (1995) found that the dominant determinants of teacher trainees' choice of entering the teaching profession in Brunei Darussalam were extrinsic in nature rather than intrinsic or altruistic.

Bastick (2000), comparing the teacher trainees' motives for entering the profession in metropolitan and developing countries, also noticed a similar pattern between the rich and the poor. It was found that the reasons given by the metropolitan participants for entering the profession "emphasise intrinsic and altruistic motivation, whilst denying extrinsic motivation" (p. 344). Bastick, however, concludes that the reasons of participants in developing countries are more of a mix of the three, but the extrinsic ones are more dominant for Jamaican participants. These findings, according to Bastick, are "consistent with the predictions from Maslow's theory of motivation when the influences of economic differences on motivation are taken into consideration" (p. 347).

Other researchers (e.g., Claeys, 2011; Moran et al., 2001; Watt & Richardson, 2008) also highlight that literature in this field shows that the factors influencing the choice of teaching as a profession can be extrinsic, intrinsic and/or altruistic. Donelson (2005) notices a generational difference too while the main influencers

of motivation to join the profession in places with differences in geography, socio-economic levels, culture and religion may be different.

However, according to the findings of a Northern Ireland study, Moran et al. (2001) seem to be sceptical  about whether extrinsic tangible financial incentives may attract the right kind of people to the teaching profession as most influential motivating factors of joining the profession are "intrinsic in nature" (p. 28). Those who join also manifest a clear need to "gain intellectual fulfilment by imparting knowledge … allied to a wish to serve the society at large in a school environment" (pp. 25, 28).

On a similar note, Cooper and Alvarado (2006) state that "[m]ost teachers choose to enter teaching because they believe that teaching is important work and contributes significantly to society" (p. 18). Cooper and Alvarado, as oppose to Dolton and Marcenaro-Gutierrez (2011b, p. 21) who state that "better pay for teachers will attract high quality graduates into the profession" are also of the opinion that increases in salary may not necessarily attract the right people to the profession unless they have a "calling" and thus, the strategies for attracting high calibre people need to be experimental as the research base on the issue is not strong enough to rule out any particular approaches (p. 7). Backes and Burns (2008) also note the importance of religious and secular calling as a motivator for teachers.

The retention of teachers, particularly those who are successful, is important as teachers' performance is crucial for education quality (VSO, 2002). However, attrition is a widespread problem within the profession in all countries with a rate ranging from 5 to 30 per cent (Macdonald, 1999). Evidence suggests that those who are more likely to leave the profession are the young energetic individuals with better qualifications (Mulkeen et al., 2007). This aggravates the situation created by attrition even more because of 'greying the profession' with less vigour and energy for innovation (Clarke & Pittaway, 2014; OECD, 2006a).

OECD (2006b) however, with a study in some 25 countries predicted a larger number of new entrants to the teaching force in next 5-10 years than in the past 20 years. Furthermore, OECD (2006b) also presaged the importance of the

enthusiasm and morale of the current teacher workforce in influencing the next generation of potential teachers to decide to remain in the profession.

Avoidance of attrition is essential not only for the developing countries, but also for the rich and developed, because it involves high fiscal, social as well as opportunity costs, which are hard to compensate (Cooper & Alvarado, 2006; Swan et al., 2009). Cooper and Alvarado point out the importance of good working conditions as the prime influence on teachers for making the decision to stay in the profession.

Ofoegbu (2004), supported by Kocabas (2009) presumes that a safe, healthy, happy and supportive school/classroom climate affects teacher motivation. Linda Evans (2001) posits school leadership as the most potent influence that boosts teacher morale and increases job satisfaction resulting in high motivation. Other researchers too support this view (e.g., Earley, 2009; Goleman, Boyatzis, & McKee, 2001; Kocabas, 2009; Muijs & Harris, 2003; O'connor, 2009). Sergiovanni (1998) claims that the leaders can pedagogically help teachers meet their psychological needs while their cultural needs are fulfilled by providing opportunities for sensible and meaningful school lives. Reasonably good salaries, bonuses, rewards, career prestige, clear career paths, favourable employment conditions and positive regard to the profession by society are factors that help retain teachers (Kocabas, 2009; Levačić, 2009; Watt & Richardson, 2008).

The delegates of four (UNESCO, 2000a, 2000c, 2000d, 2000e) out of seven UNESCO conferences and including the World Education Forum (UNESCO, 2000b) within a span of one year in four continents urged their respective governments and reiterated the need to recognise the importance of positive public perceptions on teachers, protection of teachers' remuneration, rights and welfare as attracting and retaining strategies of good teachers. Other strategies like induction and mentoring are also used to curb attrition (Cooper & Alvarado, 2006). Research on the issue implies the removal of job dissatisfying factors serves much to curtail attrition and retain teachers in the profession.

Evidence also exists to indicate that many people are intrinsically motivated to teach (Anthony & Ord, 2008). As suggested by Herzberg's (1959) two factor theory, achievement, recognition and responsibility are shown to be potent forces

in engaging in teaching (Sergiovanni, 1967). Other intrinsic elements emanating from the actual teaching are also found to strongly influence motivation (refer to Watt & Richardson, 2008). In spite of evidence on the strong effects of intrinsic rewards in teaching, Performance-Related-Pay (PRP) has also been experimented or implemented or in the pipeline for implementation to enhance teacher motivation in some places (refer to K. Davis, 2010; Figlio & Kenny, 2006; Glewwe, Ilias, & Kremer, 2003; U. Jensen, Yamashiro, & Tinbbetts, 2010; Mahony, Menter, & Hextall, 2004). Yuan, Le, McCaffrey, Marsh, Hamilton, Stecher and Springer (2013) postulate that there is no positive effect of PRP on teachers' motivation but Levačić (2009) reports only traces of evidence to suggest some positive effect of it promoting student learning while Deci, Koestner, and Ryan (1999) warn of the negative implications of such extrinsic rewards for what they called "interesting activities" like teaching.

## THE DETRIMENTAL EFFECTS OF THE MOTIVATIONAL REWARDS

Ouchi's (1981) Theory Z of motivation virtually ignores the traditional system of offering higher wages, incentives and other intrinsic rewards and penalties for employees except for the basic age-dependent wages and bonuses and punishments for very severe offences. The reasons may be due to the growing body of evidence on the detrimental effects of such extrinsic rewards and punishments on motivation. Darlington (2005) states that "the art of motivating people stands with learning how to influence individual behaviour" (p. 2) while Deci, Koestner, and Ryan (1999) acknowledge that extrinsic rewards can "control" behaviour and allege that to be the very reason why extrinsic rewards are detrimental in producing intrinsic motivation.

Deci and Cascio (1972) argue that some activities do have their own inherent rewards quite independently from the extrinsic rewards. Deci, Koestner, and Ryan (1999) declare that the offer of tangible extrinsic rewards, namely money, for activities which they called "interesting activities", actually undermines and diminishes the intrinsic motivation and introduces the cognitive-evaluation theory (CET) to explain this phenomenon. The "CET proposes that, to the extent that social factors foster perceptions of competence, autonomy, and relatedness, in individuals", the higher the intrinsic motivation would be, and activities that

promote these perceptions would be performed volitionally because such activities nurture these three basic psychological needs (Vallerand & Ratelle, 2004, p. 49). James (2005) uses CET to explain how motivation crowding out occurs in a principal-agent model when extrinsic explicit incentives are offered.

According to a meta-analysis [11] of 128 well-controlled experiments, Deci, Koestner, and Ryan (1999) proclaim that the effects of extrinsic rewards on intrinsic motivation are clear and consistent that all forms of extrinsic rewards not only undermine and crowd out the levels of intrinsic motivation, but they also have a negative effect on intrinsic motivation. However, they posit that the verbal rewards – commonly "labelled as positive feedback in the motivation literature had a significant positive effect on intrinsic motivation" (p. 653).

This proclamation is thought-provoking to many other scholars in the field. In fact, two very high quality articles have also been published in response to this. One of them is another meta-analysis by Eisenberger, Pierce, and Cameron (1999) who argue that "rewards can decrease, have no effect or increase intrinsic motivation and perceived self-determination depending on its method of presentation" (p. 677). They also challenge the credibility and accuracy of CET and introduce the general interest theory (GIT) which suggests that extrinsic rewards can have incremental, as well as decremental, effects on intrinsic motivation.

The other response comes from Stanford University, by Lepper, Henderlong, and Gingras (1999). Their article explains the uses and abuses of meta-analyses and attempts to interpret the effects of external rewards on intrinsic motivation. Extrinsic rewards in the first place are introduced as reinforcers to create, raise and sustain the levels of motivation and enhance performance. Lepper et al. (1999) summarise and state "that detrimental effects are less likely (and positive effects are more likely) when rewards are clearly non-contingent, unexpected, and verbal" or when tasks are of less inherent interest to the doer (p. 670).

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[11] According to Suter (2006, 88) A "meta-analysis is a statistical summary of a body of empirical studies, all of which were conducted to answer one research question (or test one research hypothesis)."

Deci, Ryan, and Koestner (1999) repeat their declaration by announcing that "the undermining effect is a reality after all" (p. 692), while some other authors go beyond that and claim to "blame our society for its genius to have the ability to perpetuate harmful practices" in spite of overwhelming evidence against such practice (Kohn, 1994, p. 20).

Kohn (1999, 2004) posits that the use of rewards to control behaviour, such as the awarding of grades, stars, trophies and treats in schools to induce children to learn or comply with the norms of the society, is as ineffective and counterproductive as the use of incentives for adults in the workplace. Kohn (1994) went on to say that "do this and you will get that" is not a fact of life and he is yet to find a single piece of research that demonstrates a long-term enhancement of the quality of work as a result of rewards or incentives.

The phenomenon of "motivation crowding" out (Frey & Jegen, 2001, p. 589) is investigated by many authors (Rode, Gómez-Baggethun, & Krause, 2015; Rommel, Buttmann, Liebig, Schönwetter, & Svart-Gröger, 2015) with erratic evidences (Festré & Garrouste, 2015; Schnedler & Vanberg, 2014).

Eric Jensen (1998) states that "[t]here's an enormous difference in how the human brain responds to rewards for simple and [or] complex problem-solving tasks" (p. 63). According to E. Jensen, external "rewards can temporarily stimulate simple physical responses [for short periods] … [but for] more complex behaviours external rewards do not usually help (p. 63).

This resonates with other scholars who are of the conviction that some forms of "extrinsic rewards can be counterproductive" (Smilkstein 2011, p. 106), and sometimes extremely insulting in some cultures (Huff, 2007, p. 31), "particularly when the goal [to achieve through extrinsic rewards] is something deeper, more complex, or long lasting" (Kohn, 2000, p. 23). Pink (2009) asserts that there is a mismatch of what science tells us about motivation and what we really do and believe.

Sometimes when some things are taken for granted and when people accept that it works perfectly well, there is no need for laboratory investigations and research

to confirm it. Billions of people the world over who have embraced various faiths and religions believe that they will get certain things only if they did certain things.

One can wonder whether these facts of life are those proven by laboratory research only. One question is that if incentives do not serve the very purpose for which they are introduced, then why has this practice of rewarding continued for such a long period of time? There is little information relating to this precise query.

## WHAT THEORY IS APPLICABLE TO STUDY TEACHER MOTIVATION?

As teachers' job satisfaction and motivation to teach are affected by a complex array of factors (London, 1983), most of the famous motivational theories "tending to overvalue [or devalue] one concept or variable" (Jesus & Lens, 2005, p. 121) fall short of capturing the complexities of the motivational beliefs of teachers (Backes & Burns, 2008; Dörnyei & Ushioda, 2013). Sergiovanni (1967), who applied the famous two-factor theory of motivation (Herzberg et al., 1959) to study the factors that affect satisfaction and dissatisfaction of teachers, found that some of the motivators and hygiene factors both served as "bi-polar" rather than uni-polar as suggested in the theory (p. 76). Unlike most other professions, successful teaching and consequential sustenance of teacher motivation are very much embedded in the societal perspectives of the profession and these have great implications for teacher satisfaction, motivation, and retention issues (Hettiarachchi, 2013). For example, Dinham and Scott (2000) argue that there is a third domain as opposed to just the two factors (motivators and hygiene factors) in the two-factor theory within the work environment that affects considerably the morale of employees in schools. This third domain is "largely out of the control of teachers and schools and found within the wider domain of society, government and the employing body" (Dinham & Scott, 2000, p. 389).

Schepers et al. (2005) argue that there are considerable differences in the motivational beliefs of the employees in the so-called 'for-profit' areas (business) and the 'non-profit' areas (such as education and health) and the latter is an area that needs "further empirical attention" (p. 203).

Research studies on sources of motivation for teachers are mostly carried out in continental contexts or in the developed world (Watt & Richardson, 2008). According to some researchers, "[r]esearch linking motivation to teacher satisfaction in developing countries does not [even] exist" (Zembylas & Papanastasiou, 2004, p. 358). Thus, the structures or theories available to study teacher motivation are insufficient to capture the complexities of motivational influences for teachers in varying geographical situations (Neves de Jesus & Lens, 2005).

## IMPLICATION FOR THIS RESEARCH PROJECT

When Zembylas and Papanastasiou (2004) found a dissimilar pattern in motivation of teachers in Cyprus from that of the teachers in the UK, the US, Australia and New Zealand, they suggested that "it will be interesting to further investigate this and explore whether there is a similar pattern in other developing" island countries (p. 370). Schepers et al. (2005) make a distinction between motivation in for-profit and non-profit making arenas, calling for more research in the motivational issues of the latter, which includes education.

These expressions of research needs indicate a paucity of empirical knowledge with regard to teacher motivation, particularly of the motivational influences for successful teachers to remain teaching in the small isolated communities in small island states. As motivating factors are continuously being changed and influenced by the levels of socio-economic development, religious, social and cultural beliefs, this area needs to be researched ceaselessly in relation to different communities. The recognition of the influence of these factors on motivation "opens up a host of new questions to be pursued" and "the problems and challenges" these issues present cannot and should not be avoided" (Maehr & Meyer, 1997, p. 399). Therefore, the reported research was carried out in a country which is unique in many ways. It is a country with a population spread over 196 small coral islands, yet speaks one language, practises one religion, and is administered as a unitary state.

# SUMMARY OF LITERATURE REVIEW

Numerous theories, studies and publications offer various points of view on motivation. None of them are universally applicable. Motivation indeed is a perplexingly complex phenomenon which requires individualised studies to understand. Research studies on sources of teacher motivation are mostly carried out in for-profit, continental contexts or in the developed world and studies based on the developing countries' or island contexts are rare. The findings of such studies are currently sufficiently inconclusive and prevent the identification of key motivational factors that would point reliably to the reasons successful Maldivian educators may remain in the teaching profession.

Following the review of literature and the realisation of the inappropriateness of present motivation theories to capture the intricacies of teacher motivation in different locations, the fourth chapter delves into other general theoretical frameworks available to inform research of this nature to address the research problem. The appropriate methodology is also explored in the next chapter.

# CHAPTER 4   THEORETICAL FRAMEWORK AND METHODOLOGY

## INTRODUCTION

After reviewing some of the major motivation theories and observations made by some scholars about the applicability of these theories as a theoretical framework to study motivation, particularly the motivational influences for successful indigenous teachers to remain in teaching, I was convinced that, as stated earlier, no single theory of motivation captures the whole complexity of those motivational influences. Hence, I turned to explore other non-discipline-specific theoretical frameworks (J. S. B. T. Evans, 2016) such as "Meta-theories" (M. Smith, 2014) or "Grand Theories" (Skinner, 1990) that may inform and enrich a study of this nature on motivational influences of indigenous teachers in a specific context. In this exploration, I have come across terms like theoretical frameworks, conceptual frameworks, worldviews, paradigms, ontology, epistemology, theory, methodology, methods, and qualitative and quantitative approaches that are used in related literature.

In the first instance, it needs to be acknowledged that there are inconsistencies in the use of the terminology and the descriptions of the major concepts in the literature that I cannot possibly eschew but have to use in this chapter. This was well observed, way back in 1998, by Crotty, among others, who indicated that "the terminology is far from consistent in research literature and social science texts" (Crotty 1998, p. 1). More recently, to the same effect, indicating the persistence of the issue, Mackenzie and Knipe (2006), after a review of literature, stated that they "found that many writers fail to adequately define research terminology and sometimes use terminology in a way that is not compatible in its intent, omitting significant concepts and leaving the reader with only part of the picture" (p. 202). They concluded their thirteen-page article stating that the:

> *Research books are designed to assist students and researchers in understanding the research process but*

*instead many are baffling readers and adding to confusion and misconceptions. (Mackenzie & Knipe, p. 202)*

Despite these issues, I attempt in this chapter to briefly describe the theoretical framework and a suitable methodology for this study. First, I explore the definitions of a theoretical framework.

## WHAT IS A THEORETICAL FRAMEWORK?

A framework for research is a structure that provides guidance to the research when proceeding through the research process of formulating the research questions, the selection of appropriate methodology, and the methods of collection and analysis of data with due consideration of the assumptions of the theoretical perspective a researcher holds at a given time on a given research project. Hence, a theoretical framework can be described as a framework that provides the structure already described based on some kind of a theory.

Theoretical framework is often used in literature interchangeably with conceptual framework (Merriam & Tisdell, 2016). In this sense, a theoretical framework and conceptual framework serve basically the same purpose, that is, to provide the study with "a map or travel plan" with theoretical underpinnings to guide the research "journey toward an endpoint" of developing "new knowledge that will [ultimately] contribute to [better] practice" (Sinclair, 2007, p. 39). Authors tend to have their own preferences for the usage while some authors call upon others to be more specific, attempt to debunk the mysticism, and delineate and distinguish between them (Green, 2014). Merriam and Tisdell (2016) preferred the use of theoretical framework over conceptual framework because for them a theoretical framework seemed "a bit broader and includes terms, concepts, models, thoughts, and ideas as well as references to specific theories" (p. 84).

In two recent publications, Imenda (2014) and Parahoo (2014) have tried to debunk the mysticism between the two concepts of theoretical framework and conceptual framework. Both of these authors concur that a theoretical framework is derived from one single theory while a conceptual framework is derived from many. In the absence of a single theory (as is often the case in the social sciences) that captures the whole complexity of a certain phenomenon, it may

require researchers to use many (related) constructs or concepts from different theories to meaningfully explain certain phenomena (Imenda, 2014). With regard to social/behavioural sciences (particularly in education), researchers often "have problems with theoretical explanations of data due to the principle of the underdetermination of theory by fact" (Tashakkori & Teddlie, 2003, p. 66), and so "any given set of data can be explained by many theories" (Reichardt & Rallis, 1994, p. 48).

Hence, in such an instance, when a study is navigated theoretically by more than one theory, Parahoo (2014) and Imenda (2014) opine that it is the use of a conceptual framework rather than a theoretical framework. In order to illustrate these concepts, definitions and derivations of both theoretical and conceptual frameworks, I propose the following figure which is developed primarily based on Imenda (2014).

Derivation and Definitions of Conceptual and Theoretical Framework
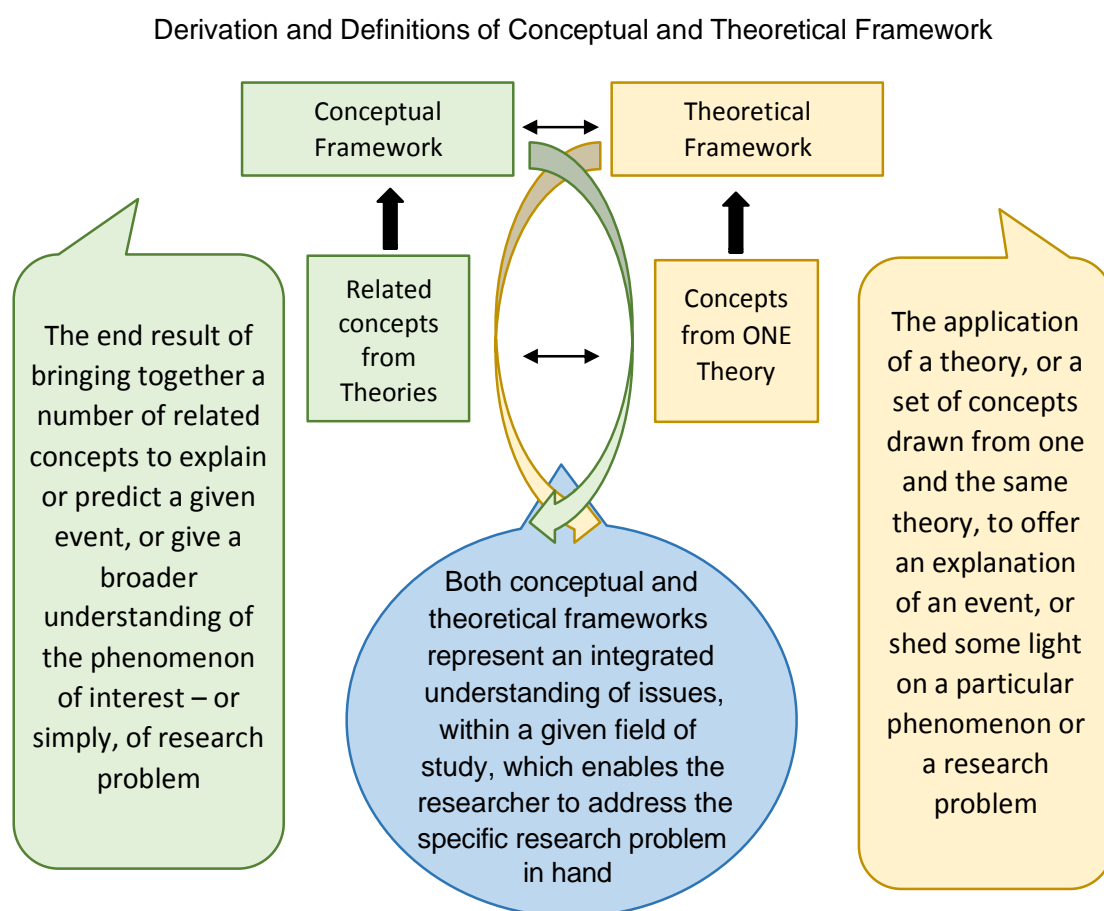


Source: Adapted from Imenda (2014) and Parahoo (2014)

**Figure 5: Derivation and Definitions of Conceptual and Theoretical Framework in Research**

Notwithstanding this distinction between the two concepts, like other authors (e.g., Rathert, Williams, Lawrence, & Halbesleben 2012), who were critiqued by Green (2014) for using theoretical framework in the title but actually discussing a conceptual framework in their article, I have preferred to follow suit with Merriam and Tisdell (2016) in using theoretical framework in the title of this chapter, not for the same reason they offered, but because both of these concepts are, in fact, defined as structures developed on the basis of a theory or theories. Here, it may be apt to look at theories in literature.

## THEORY

As usual, for theory too, definitions proliferate; some are simply useful, others are not, but need not sift and winnow, as "theory has come to mean almost anything – any generalisation, any thought, any structured reflection (or indeed unstructured reflection)" (Thomas, 2010, p. 578). According to Marlaine Smith (2014, p. 7), "theory" comes from the Greek root word of "theoria" which means "to see". A theory provides a particular way of seeing or looking at a phenomenon of concern in a certain way in a certain discipline (M. Smith, 2014, p. 8). They are statements about how things are connected to each other (Mutch, 2013). In other words, in the research context, a "theory explains how something operates in general (i.e., for many people), and it enables one to move beyond the findings of any single research study" – meaning to make generalisations (Johnson & Christensen, 2014, p. 19).

Walker and Avant (2011) classified theories into four different levels as practice theory, middle range theory, grand theory, and meta-theory. Mutch (2013) explained theories in three levels of micro[12], mid-range[13] and macro[14]. Other

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[12] "Micro-level theories deal with particular phenomena, in specific situations in a more concrete manner". These may be "tentative theories arising of qualitative research". For example, "Hasan began his research with the proposition that although computers had been in use for many years, they had not made a difference to mathematics teaching and learning. He conducted a wide-ranging survey across New Zealand secondary schools to test his theory and found that computers were used for mathematics teaching and learning for less than one percent of actual teaching time" (Mutch, 2013, p 61).

[13] According to Mutch (2013, p. 60) "most of the theories we use in our everyday educational discussion [such as Ure Bronfenbrenner's (2009) theory on the ecology of human development (2009), Lev Vygotsky's (1978, 1986, 1987) socio-cultural theory] are mid-range theories".

[14] Macro-level theories attempt to explain how societies and social systems functions. Mutch (2013) provided *Marxism, Functionalism, and Symbolic Interactionism* as examples.

researchers too have tried to spell out different kinds of theories, some of them sometimes contradicting their own definitions (as well as contradicting those of other authors) of the descriptions or classification of theories. For example, Marlaine Smith (2014, p. 8), trying to explain a meta-theory, stated that a "meta-theory is the knowledge beyond or at a more abstract level than theory *per se*", while J. S. B. T. Evans (2016, p. 53) stated that "'grand theories' … are arguably not theories at all, but research programmes or paradigms". Admitting the blurriness of the concepts of these two categories – grand theory and meta-theory – J. S. B. T Evans acknowledged that grand theories could, in fact, be called meta-theories. Hence, presumably we are effectively left with three different kinds of theory which I shall briefly describe.

## Practice Theory

Practice theories are sometimes referred to as "micro-range" theories that specify guidelines for practice in particular disciplines (J. M. Smith & Liehr, 2008). They tell us the commonly accepted and agreed procedures and/or practices in dealing with certain issues that occur in specific areas. Practices are sets of activities humans "perform with varying degrees of regularity, competence and flair. Although practice theory has been a mainstay of social theory for nearly three decades", the consensus of social theorists is "that there is no such a thing as a coherent, unified practice theory" but what exists is "a body of highly diverse writings" that define approaches to practice in the specific fields (Postill, 2010, pp. 1, 4).

## Middle Range Theory

Middle range theory can often be specifically derived from a grand theory or can be related directly to a paradigm. Each middle range theory has its foundations on one paradigmatic perspective (M. Smith 2014).

## Grand Theories

Grand theories are described as frameworks that consist of concepts and relational statements that help elucidate abstract phenomena. Such theories "include the abstract conceptual systems and theories that focus on the central phenomena of the discipline" (M. Smith 2014. p. 8). J. S. B. T. Evans (2016) did

not make much distinction between grand theories and meta-theories. For him, "grand theories or meta-theories are often referred to as 'theories', but they are not testable in themselves" (p. 76). Even though they are not testable, in J. S. B. T. Evans' opinion, they are so powerful and so hard to overthrow that they can become "quite oppressive to researchers who do not wish to follow them" (p. 56).

Grand theories are basically paradigmatic in the Kuhnian sense, because their adherents share a common belief system regarding the conduct of research studies and their interpretation (J. S. B. T. Evans, 2016). These theories often cluster under the term paradigms coined by Kuhn (Kuhn & Hacking, 2012; M. Smith, 2014). For example, Holyoake (2009) describes constructivism, social constructivism, social learning theory, and behaviourism as 'grand theories' acknowledging the existence of a whole range of other grand theories. Sousa (2010) discusses positivism, postmodernism, and critical realism as metatheories in research. All these grand theories or metatheories are also often referred to as paradigms in research methods books (Lor, 2017). Such an epistemological paradigm, according to Imenda (2014, p. 190), is also referred to as a conceptual or theoretical framework which "a researcher adopts in looking at a given research problem" because it is a structure that "guides the researcher". If that is the case, then, what is an epistemological or a research paradigm?

> "A paradigm is a set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them" (McGregor & Murnane, 2010, p. 419)

## RESEARCH PARADIGMS

The origin of the notion of paradigm is often attributed to Thomas Kuhn who apparently has used the word "paradigm" in "twenty-one distinct ways" in his 1962 book (Kuhn & Hacking, 2012, p. xviii). Now, it is viral. Many people use it with many different meanings and senses.

A paradigm, according to Ahmed Ali Didi (2007, p. 81), "is simply a worldview" or a mind-set or a perspective with which one operates. It is the "philosophical assumptions that guide thinking and actions" (Mertens, 2010, p. 7). In a research context, "a paradigm is a set of assumptions and perceptual orientations shared by members of a research community" (Donmoyer 2008, p. 591). It is a set of beliefs or principles that guide the holder's actions or behaviours while attempting to understand the world around them. It is a way of thinking about the world while trying to make sense out of the complexities of understanding the real world.

Paradigms, in fact, "tell us what is important, legitimate and reasonable" (Patton, 2002, p. 67). In a more technical sense, paradigms are "basic belief systems [that are] based on ontological, epistemological and methodological assumptions" (Guba & Lincoln, 1994, p 107). A paradigm's philosophical assumptions help us conceptualise our inquiry to explore the reality depending on the conviction one upholds about the nature of reality at a given instance.

According to Denzin and Lincoln (2011, p. 91), "a paradigm encompasses four items: ethics (axiology), epistemology, ontology, and methodology". The ethics component of the paradigm poses the question "How will I be a moral person in the world?" while the ontology raises fundamental questions about the nature of the reality and human beings. The epistemology asks about "How do I know the world?" and "What is the relationship, if there is any, between me and

> "A research paradigm is a set of commonly held beliefs and assumptions within a research community about ontological, epistemological, and methodological concerns" (Johannesson & Perjons, 2014, p. 167)

what I know?" whereas, the methodology focusses and deals with the best and most appropriate means of gaining knowledge about the world.

Therefore, Johannesson and Perjons (2014) posit that the paradigm on which one operates provides the person with answers to the ontological questions about the nature of reality, what entities exist, and how they interact with each other or how they relate to each other.

The paradigm also addresses and answers the epistemological questions about the ways in which the person can know about the reality and how knowledge about the world could be gained.

Methodologically, the paradigm responds to the questions about the legitimacy and appropriateness of the procedures and techniques employed to investigate the reality and how they helped confirm the validity of the knowledge generated through them.

Paradigms appear to have kept evolving as human thinking changes. Until the middle of the twentieth century, according to Schroeder (2014), only three major paradigms – *positivism, postpositivism* and *interpretivism* – were common.

**Positivism** – experimental testing

**Postpositivism** – a view that we need context and context free experimental design is insufficient

**Critical theory** – ideas in relation to an ideology – knowledge is not value free and bias should be articulated

**Constructivism** – each individual constructs his/her own reality so that there are multiple interpretations. This is sometime referred to as interpretivism

Source:

(University of Southampton, 2015)

Guba and Lincoln, in 1994, expanded on only four different paradigms – *positivism, postpositivism, critical theory et al., and constructivism*, with constructivism appearing instead of interpretivism and critical theory et al. appearing anew. They believed that they were the competing four major paradigms, while Lincoln, Lynham, and Guba (2011) thought of adding a *participatory* paradigm based on propositions by Heron and Reason (1997). Wiersma and Jurs (2009) explained four paradigms of *positivist, postposivist, constructionist and transformative* whereas Mertens (2010) also described four major paradigms of *postpositivism, constructivist, transformative, and pragmatic* (but none of the four of these authors are quite the same as those of Guba and Lincoln). Different ways of looking at different phenomena are being articulated by various researchers (for more examples, refer to Denzin and Lincoln (2011), part II, chapters six to thirteen for different paradigms used in qualitative research).

Still more recently, Schroeder (2014) influenced by authors such as Linda Tuhiwai Smith (2012) whose work is of particular relevance to anyone "engaged in research – in any part of the world with a legacy of colonialism" (Overton 2013, p. 599), Margaret Kovach (2009) who advocated for an indigenous cultural worldview for those who, according to Bennett (2012, p. 291), "struggle" to gain their "voice" and "space in the academy", and Shawn Wilson (2008) who articulated an indigenous research paradigm identifying "shared ontological, epistemological,

> "An Indigenous research paradigm is a guiding set of beliefs, values, and principles" based on multiple realities and mutual respect that parallel Indigenous ways of being, knowing, and learning.
>
> Adapted from
> Watson (2012, p. 293)

axiological, and methodological components" (Watson, 2012, p. 293) has also articulated a paradigm of *Indigenous Research*.

Even though I have expanded this discussion using the term paradigm, "unfortunately, there is almost no consistency across writers in how this aspect of qualitative research is discussed" (Merriam & Tisdell, 2016, p. 8). According to Merriam and Tisdell, some authors referring to this aspect of research talk about theoretical traditions and orientations (e.g., Patton, 2015), while others (e.g., Bogdan & Biklen, 2007) discuss the research traditions and theoretical underpinnings. Creswell (2014) explains them as philosophical assumptions and interpretive frameworks, and for others they are the paradigms and perspectives (e.g., Denzin & Lincoln, 2011), or epistemology and theoretical perspectives (Crotty, 1998). For Scott and Usher (2011, p. 120), "positivism-empiricism, interpretivism, critical theory, and postmodernism" are "epistemological frames" within which researchers operate.

Although there is no uniformity or consensus but "confusions and contradictions" in their definitions, in the terminology and in the teaching of these terms (Tashakkori & Teddlie, 2003, p. 64), as stated earlier, it may be useful, first of all, to try to explore some of the concepts that appear most frequently in the research methods literature while dealing with the philosophical perspectives or theoretical underpinnings that undergird research projects.

For example, Crotty (1998, p. 3) proposed the "four elements" of epistemology, theoretical perspective, methodology, and methods as the essential basics of every research project. According to Crotty (1998, p. 8), although "the bulk of discussions and much of the terminology" in most social research texts often relates to these basic elements, authors seldom try to distinguish between these terms despite the centrality of the researcher's epistemological stance in informing the theoretical perspective on which a given researcher operates at a given time and the influence of the theoretical perspective on the methodology and the ultimate selection of methods.

Crotty (1998) offers the following diagram to illustrate the relationships and the influence of one element on another in his four elements.
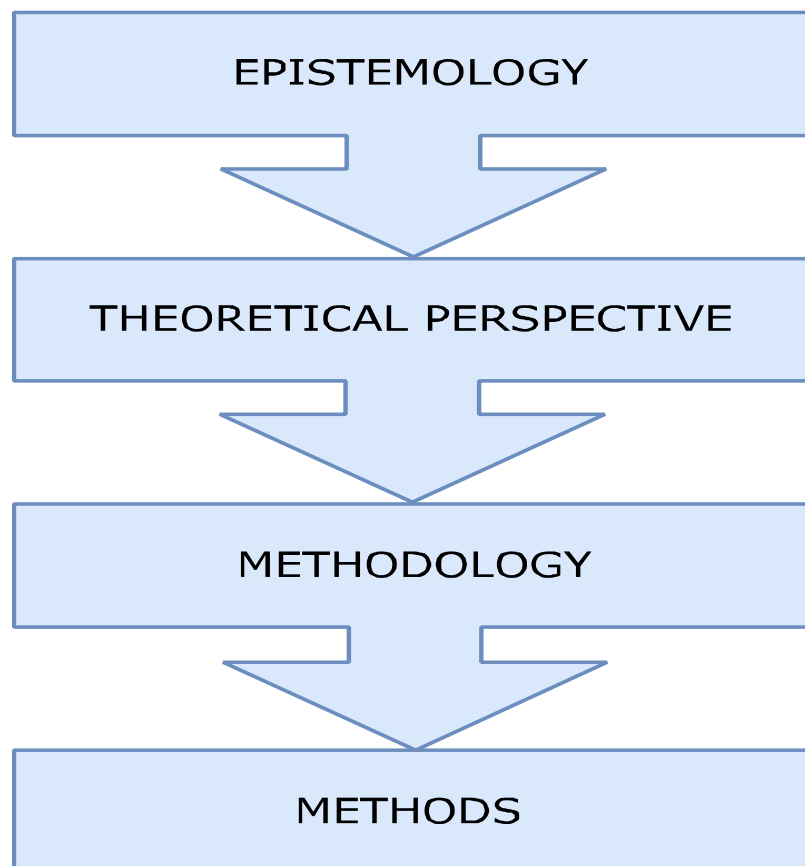


Source: Crotty (1998, p. 4)

**Figure 6: Relations of Four Essential Elements of a Research Project**

He begins with the conceptual stage of epistemology rather than at the level of ontology, because the process of knowing "what is" begins at the epistemological stage, although the "ontological…and epistemological issues tend [to begin] to emerge together" (Crotty, 1998, p. 10). Because these two stages of conceptualisation occur almost concurrently, "in many instances the authors are not talking about ontology at all", let alone trying to distinguish between the two stages (Crotty, 1998, p. 11).

> Epistemology is our perceived relationship with the knowledge we are un/dis/covering
>
> (University of Southampton, 2015)

Exceptionally, Blaikie (2007), trying to distinguish between the ontological and epistemological categories, noted that the former ends with "ist", and the latter with "ism". For example, "idealist" or "realist" is ontological while "idealism" or "realism" is epistemological. However, this usage is not consistent among all authors either. For example, Crotty (1998) went on to say that "without a thorough objecti*vist* epistemology, positivism would not be positivism as we understand it today" (1998, p. 12). This indicates that these two concepts are bound together and go hand in hand. But, still, it may be germane to try to explore how these terms are defined by some authors despite the clumsiness in definition and usage.

## Ontology

According to Blaikie (1993, p. 6), ontology is the "science or study of being" and it is understanding "what is". Ontology is concerned with the nature of reality (or being or existence), and the ontological position one adheres to confirms what can be real or what cannot be real for that person (Willis, Jost, & Nilakanta, 2007). It is the belief one holds "about the nature of reality" (Merriam & Tisdell, 2016, p. 8). Surprisingly, Merriam and Tisdell define

> Ontology is what exists and it is a view on the nature of reality
>
> (University of Southampton, 2015)

"epistemology [and not ontology] as the nature of knowledge" (p. 8). What is the difference between reality and knowledge?

## Epistemology

An epistemology "is a way of understanding and explaining how we know what we know" (Crotty, 1998, p. 3). Epistemology is a crucial foundation for research in both social and natural sciences (Willis et al., 2007). It is "the theory of knowledge embedded in the theoretical perspective and thereby in the methodology" (Crotty, 1998, p. 3).

Unlike many other authors, Crotty's (1998, p. 14) model posits that, "the great divide" in research actually occurs at the level of epistemology (and ontology) rather than at the level of methods that segregate research into qualitative, quantitative or a mix of these two.

The modern reconciliation of the two groups of methods – qualitative and quantitative – to bring about a blend of what is recognised as "mixed methods", "mixed model approach" (Tashakkori & Teddlie, 1998), or "multimethod" (Brewer & Hunter, 1989), could be considered testimony to the absence of a strong fundamental reason for such a "great divide" at the methods stage of a research project.

This divide and the polarisation actually is (and if it should at all be, should be) at the conceptual stages, between the objectivist/positivist ontology and the subjectivist/constructionist (interpretivist) ontology (Crotty, 1998, p. 15) or at the "two opposing epistemological camps [of] the objectivism/positivism and the subjectivism/constructivism" (Tashakkori & Teddlie, 2003, p. 62). Bringing objectivity and subjectivity together would certainly be cumbersome and perhaps conflicting, because they both view "reality" differently.

Merriam (2009) provided a summary of what she called the four epistemological perspectives in a table with these perspectives as column headings and three main rows that indicated the prime purpose of research in each of these perspectives, the types of research found in each of them, and how the nature of reality is viewed in the different perspectives. Please refer to table 3.

**Table 3: Epistemological Perspectives**

|  | Positivist/ Postpositivist | Interpretive/ Constructivist | Critical | Postmodern/ Poststructural |
|---|---|---|---|---|
| **Purpose** | Predict, control, generalize | Describe, understand, interpret | Change, Emancipate, Empower | Deconstruct, problematize, question, interpret |
| **Types** | Experimental, survey, quasi-experimental | Phenomenology, ethnography, hermeneutic, grounded theory, naturalist/ qualitative | Neo-Marxist, feminist, participatory action research (PAR), critical race theory, critical ethnography | Postcolonial, poststructural, postmodern, queer theory |
| **View of Reality** | Objective, external, out there | Multiple realities, context-bound | Multiple realities, situated in political, social, cultural contexts (one reality is privileged) | Questions assumption that there is a place where reality resides; "Is there a there there?" |
| **Source: (Merriam, 2009, p. 11)** | | | | |

In concurrence with many other authors (e.g., Denzin & Lincoln, 2011) but with exceptions (e. g, Willis, 2007; Pickard, 2013), Merriam (2009) classified post-positivism in one column with positivism, considering it as a strand of positivism though some others denied this view and considered post-positivism as the overarching term for a paradigm that denies positivism while there are other authors who considered post-positivism to be a different paradigm. For example, Schroeder (2014) provided the following table to illustrate the differences in the ontology, epistemology, and methods that are usually embraced in five major paradigms.

**Table 4: Research Paradigms – Major Issues**

| Issues | Positivism | Postpositivism | Interpretivism | Critical Theory | Indigenous |
|---|---|---|---|---|---|
| Ontology (Nature of reality) | External to human mind | External to human mind | Individually or socially constructed | Material and external to the human mind | Multiple realities; a set of relationships; ontology is the same as epistemology |
| Epistemology (Knowledge and relationship of knower to known | Find universals - Investigator and investigate are independent of each other | Find universals – Independence is not possible objectivity is the goal | Reflect understanding from interaction of investigator and subject | Uncover local instances of universal power relationships and empower the oppressed | Egalitarian and inclusive. Knowledge is not in things, but rather relationship (interpersonal, intrapersonal, environmental, and spiritual). Culture, worldview, language, histories, spiritualties, and place in the cosmos |
| Acceptable Methods & Data | Scientific method. Objective Data. Quantitative | Scientific method. Objective Data. Quantitative and Qualitative. | Subjective and objective research methods. Qualitative | Subjective inquiry based on ideology and values. Both quantitative and qualitative. | Respectful. Inclusive, healing, educational, empowering. Arising from community, recursive. Decolonizing. Privileging of indigenous values, accountable and beneficial to community. Local. Story, sharing circles, protocol |
| Source: Adapted from Schroeder (2014) | | | | | |

Out of all these paradigms or theoretical perspectives, one could see that positivism and interpretivism (or constructivism) seem to have a fundamental difference in the view of reality, that is, the objective and subjective reality respectively. For example, positivism and postpositivism have fewer important differences than similarities (Willis et al., 2007). In both positivism and postpositivism, reality is viewed as being independent of human interventions while in interpretivism reality is dependent upon humans' perceptions and people collectively or individually *construct* their reality, and thus, multiple realities exist.

This is the case in both indigenous and critical theory. Realities are constructed through the interpretations of events. Because of the fact that realities are viewed as constructed, I feel more comfortable and appropriate to use constructivism instead of interpretivism for this study as some authors opine that these two "visms" are, in fact, interchangeably synonymous (University of Southampton, 2015) and hence "generally labelled as constructivism" (Costantino, 2008, p. 116). Subsequent to the difference in the view of reality, they, "the postpositivists/[positivists] and the constructivists", became the "two warring paradigm camps", whose "differences", many thought, "could not be erased" (Denzin, 2010, p. 421). All other paradigms seem to be strands of either positivism or constructivism/interpretivism or both of these two. Furthermore, these two paradigms are more frequently featured in educational research and therefore I shall discuss them a little more.

## POSITIVISM/ OBJECTIVISM

Those who operate in the paradigm of positivism are often referred to as positivists. The positivists *ontologically* assume that there exists "out there" a certain "objective reality" or an "absolute truth" independent of human actions, experiences and perceptions. For them, the truth, or reality, needs to be searched, researched, found or discovered through scientific means (Johannesson & Perjons, 2014).

*Epistemologically*, the positivists claim that objective knowledge – reality or truth – is "obtainable but only through observation and experimentation" (Johannesson & Perjons, 2014, p. 167). In this view, the positivist researchers searching for the "absolute truth" must assume the role of a "completely detached investigator" who

ensures that their own (or anyone else's) personal interests, background or experiences do not interfere with the findings of the study to create a bias.

*Methodologically,* the positivists strive for value-free objective inquiries in which they do not get involved in the entities being studied (Johannesson & Perjons, 2014). Often they conduct quantitative studies based on representative samples (large or small) aiming to generalise their findings to the larger population (whether it is true or not for every individual in that population from which) their samples are drawn from.

Within positivism, Pickard (2013, p. 6) identifies "three different generations" – the original social positivism attributed to French philosopher Auguste Comte who "devised social positivism as a means of examining social phenomena as an empirical science", the logical positivism associated with the Vienna Circle (a group of philosophers in Vienna who rejected Comte's positivism and distanced themselves from Comte to the extent of refusing to even call it logical positivism but rather label their generational strand of positivism as "logical empiricism"), and the standard positivism developed in the mid-20th century. The development of the analytical tools of mathematics by Russell in the Vienna Circle, according to Pickard (2013, p. 8), "made the greatest distinction between Comte's positivism and the new empirical positivism" by providing statistical analysis to examine social behaviour.

For the logical positivists, physical evidence is of paramount importance and hence, "they believe that concepts such as motivation and affective influences on behaviour can only become metaphysical speculation, as there is no visible means of verifying these 'unseen' behavioural influences" (Pickard, 2013, p. 8). Therefore, the positivists generally reject the position of investigating phenomena such as motivation without statistical evidence to confirm. The use of statistical evidence is meant to predict human behaviour based on the results derived from a statistical sample taken to produce statistically generalisable outcomes. Tashakkori and Teddlie (2003, p. 67) challenge the accuracy of such predictions of human behaviour which "is much more difficult" to predict than the natural phenomena such as the climate change and weather in which, too, "the scientists expect a certain degree of error (miss rate) to be present." Hence, the

constructivists (or interpretivists) argue that positivism may be appropriate for natural sciences but certainly "fails to capture the essential aspects of the social world, in particular the subjective construction of social phenomena" (Johannesson & Perjons, 2014, p. 168). But some proponents of constructivism (or interpretivism) now argue that the position arrived at by the logical positivists is "not too far distant" from the "multiple realities [position] favoured by the constructivists" (Paley, 2008, p. 650).

## CONSTRUCTIVISM/INTERPRETIVISM

As mentioned earlier, there are many paradigms within the interpretivist camp which I preferred to call "constructivist camp" or constructivism in this project, because of its ontological and epistemological stance on reality, mainly. Apart from other paradigms that often appear within this camp, there is one very important strand of constructivism – social constructivism (others being, psychological, radical constructivism (Costantino, 2008) and cognitive, situated, cultural, and critical constructivism (C. M. Thompson, 2015)) – which may have a significant relevance to the present study. Therefore, I shall cast my eye very briefly on social constructivism before proceeding any further with constructivism and then will discuss constructivism and social constructivism together in this section.

### Social Constructivism/Constructivism

Expressed in a nutshell, constructivism posits that the reality is a personal (collective or individual) "creation" whereas social constructivism argues that it is not just an individual personal creation but it is the outcome of a process of negotiations with significant others who influence the outcome in one way or another in the "zone of proximal development" (Vygotsky, 1978; 1978) or "construction zone" (Newman, Griffin, & Cole, 1989; T. Thompson, 2015) through "appropriations" (Leont'ev, 1981). This view of social constructivism originally was largely drawn from Vygotsky's sociocultural theory of learning (Costantino, 2008). However, there is another term tightly linked with social constructivism – social constructionism which is attributed to other scholars, and most frequently to the 1966 publication of The Social Construction of Reality by Berger and Luckmann (Gergen & Gergen, 2008). The two terms of "constructivism" and

"constructionism" are not often differentiated (Robbins, 2003, p. 55). Crotty (1998, p. 58), attempting to distinguish between the two terms, suggested reserving "the term *constructivism* for epistemological consideration focusing exclusively on the 'meaning-making activity of the individual mind'" and to use the term *constructionism* where the focus includes 'the collective generation [and transmission] of meaning'". Constructivism foregrounds the individual in the social setting whereas constructionism foregrounds the social setting (Robbins, 2003). This view highlights a similarity between constructionism and social constructivism referred to earlier. Therefore, the concept of constructivism referred to here encompasses constructionism as well. This constructivism is also considered "both a philosophical perspective and a theory of learning" (Wiggins, 2015, p. 115) or "a 'paradigm' and a 'theory'" (Fox, 2001, p. 23).

According to this theory, learning and development occur with substantial influence and help from the social environment. Human knowledge, as this theory basically claims, "is acquired through a process of active construction" (Fox, 2001, p. 24). It is through this process that human beings achieve their developmental aspirations. Thus, the proponents posit that the perceptions about the reality or the world are developed, "in part, in terms of the broad values and beliefs they share with significant others" and they often tend to embrace worldviews or sets of values and beliefs held by those significant others (Przybylinski & Andersen, 2015, p. 654). Everything a person knows and does has been influenced and determined "by the intersection of politics, values, ideologies, religious beliefs, and language and so on" that the person shares with others (Costantino, 2008, p. 118). Therefore, social constructivism plays a decisive role in the social construction of human beings and affects their dispositions, attitudes, and perceptions.

However, social constructivism based on this theory seldom appears as a distinct major research paradigm in research methodology books. Nonetheless, "research confirms that people do create and maintain worldviews or sets of shared values and beliefs with significant others" (Przybylinski & Andersen, 2015, p. 654). Therefore, any research that considers the perceptions of human beings ought to acknowledge the social, cultural, political, religious, and language contribution for its formation (Kraus, Chen, Lee, & Straus, 2010). For that matter,

I consider both social constructivism and constructivism have similar effects on the outcomes of the present research as I intend to investigate the motivational influences for successful indigenous teachers to remain teaching in the Maldives through the perceptions of indigenous stakeholders. In fact, Costantino (2008, p. 117) acknowledges the manifestation of German sociologist Max Webber's influence on the paradigm of "constructivism … in the social sciences research that focusses on … motivation". Henceforth, for convenience, I shall discuss constructivism and social constructivism together here.

Among others, the forerunners of the constructivist camp include the German sociologists Max Weber, Edmund Husserl, and Wilhelm Dilthey. They are considered to be among the pioneers of a paradigm that sought ways of addressing the issues in the human/ social world while positivism mainly addressed the issues in understanding the natural world. In their view, positivism helps understand the natural world but that paradigm fails to capture the complexities of the human constructed social world such as the "the built environment, social institutions, language, culture, the belief systems, … and the meanings humans ascribe to their experience" (Costantino, 2008, p. 116). This view brought about an antipositivist movement which resulted in an alternative paradigm that advanced contrary ontologies and epistemologies. This became the present constructivist or interpretivist paradigm.

Contrary to the positivist view of reality, the interpretivist or the constructivist view *ontologically* suggests that there is no single absolute truth or reality but reality or truth differs for different people at different times primarily depending on the bearer's vantage point, experience/prior knowledge, and other internal/external influences. Constructivism, ontologically, presumes that realities are subjective constructions of the human mind and hence believes in subjective multiple complex realities rather than a common objective single reality that everyone appreciates (Pickard, 2013).

Constructivism argues that the social world does not exist "out there" [like the natural world], independent of human intentions, desires and actions, but instead, the people within the natural world individually and collectively construct the social world through their negotiated actions, meanings, and beliefs. Hence, the

reality for humans in constructivism is considered to be an artificial subjective construct that is neither constant nor the same for everyone at all times. On the contrary, it is in a state of constant subjectivity for renegotiation and therefore liable to change or modifications at any moment in time. Thus, the social reality dependent on the constructivist view, unlike the physical one which is dependent on positivism, is "much more elusive and fluid" because "it depends on people with all their whims, prejudices, and other subjectivities" (Johannesson & Perjons, 2014, p. 169). Therefore, the constructivists believe that the studies about human beings must be conducted within the context of their cultural and social world, because their actions are guided by the values and meaning they attach to them (Costantino, 2008).

In constructivism, "research endeavours must be geared towards seeking" (Yazan, 2014, p. 138) "for culturally derived and historically situated interpretations of the social life-world" (Crotty, 1998, p. 67). In this paradigm, knowledge is conceived to be socially constructed and knowledge should emerge from people's social practices, and therefore, the social reality is considered to be generated and constructed by the people and that exists largely in the minds of the people. The researchers, according to Merriam (1998, p. 22), try to bring out this reality in the minds of the people through interaction "with other people's constructions or interpretations" of the phenomenon under study and hence, "the final product of [a constructivistic] study is yet [again] another interpretation [or construction or creation] by the researcher" based on others' views and the researcher's own (Marshall & Rossmam, 2011), after a process of collaboration to understand the social realities of others as comprehensively as possible.

This is, ontologically, in stark contrast with the positivistic ideals. Therefore, sometimes in research contexts, it is referred to as "anti-positivism" (Dash, 2005, p. 1) and is often critiqued as being antiscientific as well. However, the promoters of the constructivist camp, denying such claims, state that the "camp is not antiscience per se" but the researchers of the camp "do something different" (Denzin & Lincoln, 2011, p. 10) and believe in something different. According to them, the proponents of this camp indeed "believe in multiple forms of science: soft, hard, strong, feminist, interpretive, critical, realist, post-realist, and post-humanist" (Denzin & Lincoln, 2011, p. 10). It is just a matter of viewing reality in

a way that is different to the way the positivists view it and the studying of the social phenomena with a conviction of that different worldview that make the distinction.

The blatant ontological contrast between the view of reality in the social and the natural world has crucial epistemological consequences. Epistemologically, the constructivists believe that 'the coming to know of the realities' is a collaborative and "time-and-context-bound" process in which "the known and the knower influence each other" where the causes and effects are impossible to be separated (Pickard, 2013, p. 12), because all entities are in a constant state of simultaneous shaping and reshaping (Lincoln & Guba, 1985).

Despite appreciating "the positivist ambition for objectivity", the constructivists epistemologically "contend that objective research results can only be attainable if the researchers restrict themselves to surface-level phenomena in the social world" (Johannesson & Perjons, 2014, p. 171), but deeper understanding can only be achieved through active participation in the phenomena under study with the people who actually create or experience the phenomena. They posit that the researchers should not detach from (but engage with) the people who actually create the phenomena, should they aim at deeper understanding. This apparently compromises the objectivity rendering the positivists the opportunity to challenge constructivists, arguing that the results of constructivist "investigations are so subjective that they are next to useless" (Johannesson & Perjons, 2014, p. 172). The constructivists readily trade objectivity for subjectivity (Johannesson & Perjons, 2014) for deeper understanding and "sacrifice scope for detail" (Silverman, 2013, p. 105).

The proponents of the constructive paradigm claim that the purpose of people's actions, and particularly the meaning they make out of their actions, and hence, the meaning of the social world at large, can only be understood through grasping the subjective values, meanings and goals they attach to their actions (Johannesson & Perjons, 2014). They do not aim at knowledge that warrants everywhere for ever, but rather they aim at deeper understanding at the time of inquiry in the context of the study that may or may not have a shorter warranty and is imperilled to become obsolete at any point in time. In short, the positivists

presumably generate statistically reliable but shallow knowledge, while the constructivists offer deeper and contextualised knowledge with transferability only to similar or comparable situations.

Authors try to contrast positivism and constructivism in various ways. Teddlie and Tashakkori (2009), citing Lincoln and Guba (1985), provide the contrasts of positivists and constructivists in five dimensions. Following is a figure created to illustrate these differences.

**The Positivist versus Constructivist Debate**

Significant Differences between Constructivists and Positivists
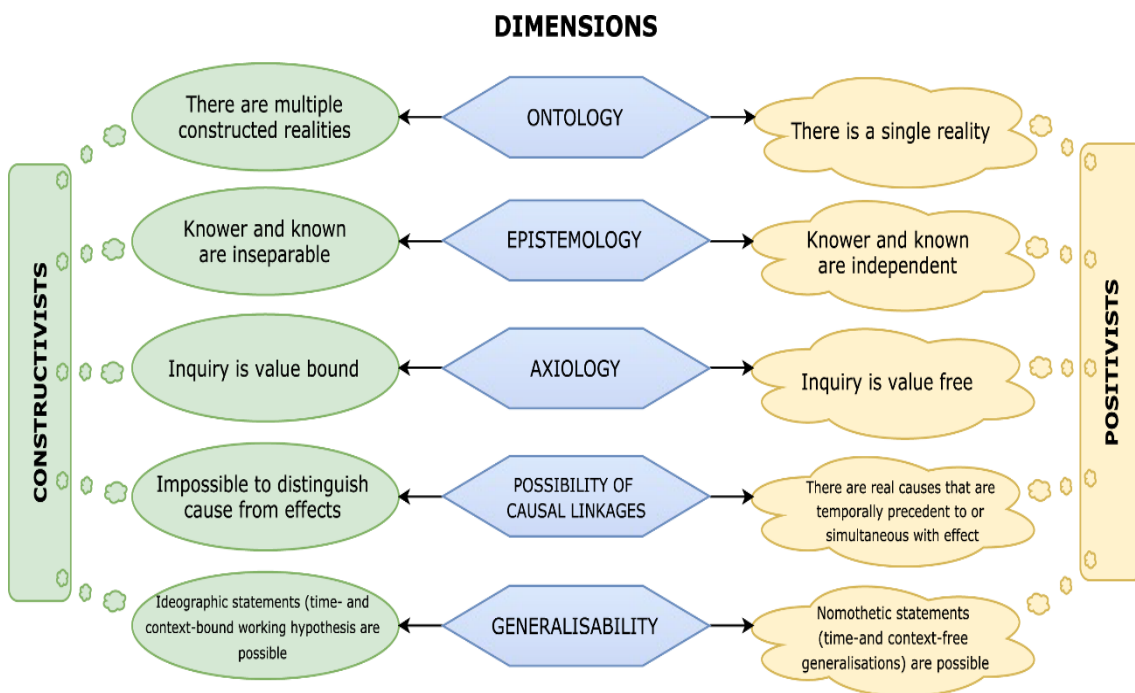


Created from Teddlie and Tashakkori (2009, p. 85)

**Figure 7: The Positivist versus Constructivist Debate: Significant Differences between Constructivists and Positivists**

The differences between the paradigms have "significant and important implications at the practical, material, everyday level" according to Denzin and Lincoln (2011, p. 95). However, they also predict "a blurring of paradigm differences", even though they are sceptical about the possibility of these differences disappearing. Lincoln et al. (2011) posit that there "will be no single conventional paradigm to which all social scientists might ascribe" (p. 125).

Because of these differences in paradigms, the research techniques, methods, and the methodologies the researchers in these 'paradigmic' camps use also differ. Methodologically, the constructivists often prefer research strategies that pave the way for them to arrive at empathetic or participatory understanding (Johannesson & Perjons, 2014). Hence, their preference is for methodologies such as case studies, action research, and ethnography and so on. Therefore, the next sections delve into methodology.

## Methodology

Yet, again there is no consistency in the definition of methodology. Methodology and method are used interchangeably (McGregor & Murnane, 2010). According to Mertens and Hesse-Biber (2013, p. 6), "methodology – theoretical perspectives on reality – flow" from the assumptions drawn from the researcher's standpoint about the nature of the reality. Clearly, Mertens and Hesse-Biber indicate that the methodology flows from ontology and epistemology. But, equating methodology with theoretical perspectives on

> Methodology refers to how you go about finding out knowledge and carrying out research. It is your strategic approach rather than your techniques
>
> (University of Southampton, 2015)

reality complicates the concept of methodology. Methodology focuses on the best means of gaining knowledge about the world (Denzin & Lincoln, 2011). Methodology is sometimes synonymous with research strategy (Verschuren, 2003) or research approach (Creswell, 2013). According to Verschuren (2003, p. 122) the concept of research strategy "refers to a coherent set of methods, techniques and procedures for generating and analysing research material, … [and also to] the way the researcher looks at reality and conceptually designs the research project". To draw from Crotty's (1998) definition, the methodology is the strategy, the plan of action, the process or design that lie "behind the choice and the use of particular methods and linking the choice and the use of methods to the desired outcomes" (p. 3).

Astalin (2013) considered case study among one of his four major qualitative research methodologies of phenomenology, ethnography, and grounded theory. So, a researcher who wishes to make an inquiry can conduct a case study

provided that the research questions are appropriate for a case study and the study is actually being done on a case. Therefore, the rest of the chapter will be devoted to the use of a theoretical framework in case study methodology aligned with constructivism.

## ROLE OF THEORETICAL FRAMEWORK IN QUALITATIVE STUDIES

Qualitative studies are often criticised for their apparent lack of theoretical underpinnings and in fact some authors maintain that it is not even necessary to have a theoretical framework expressed explicitly for every qualitative study (Anfara, 2008). Qualitative research is usually designed to inductively build theory rather than to test theories, concepts or hypotheses which is more the purpose of quantitative studies (Merriam & Tisdell, 2016). Hence, some qualitative research appears not to have a theoretical or conceptual framework explicitly discussed in the research design, but the development of it becomes an outcome of the research (Green, 2014). Because of this, "many [people] mistakenly believe that theory has no place in a qualitative study" (Merriam & Tisdell, 2016, p. 84).

However, in every study there are philosophical and theoretical constructs that respectively inform the study even though it is not explicit in all instances (Creswell, 2014). Silverman (2013) provides a comprehensive coverage of the role of theory in qualitative research. Imenda (2014) posits that "the conceptual or theoretical framework … in essence … is the soul of every research project" (p. 185), and if it is the 'soul', it does not have to be 'visible' but will be present within the project and run through it in some way or another. According to Merriam and Tisdell (2016), many authors concur with Schwandt's (1993, p. 7) statement that "atheoretical research is impossible" and thus, there is a theory underlying every action. The philosophy or the epistemology, or the paradigm on which the research dwells generally, becomes the theoretical framework for qualitative research that appears not to have an explicit theoretical framework based on a middle range theory expanded (Green, 2014).

Hence, a theoretical framework, according to Anfara & Mertz (2015), is crucial because it affects almost all the aspects of the research study since it is the theoretical framework that provides a lens for seeing and making sense of what to do in the design and the conduct of the study. Creswell (2014) suggests making

the philosophical ideas or assumptions the researchers espouse from the theoretical framework as explicit as possible so that the reasons for the choice of a particular research approach and the methods would be clearer.

However, as Mertz and Anfara (2015) point out, the theoretical framework within which a researcher operates may also either reveal or conceal meanings, and consequently the understanding of certain concepts. Baxter and Jack (2008) also note this point by stating that a "conceptual framework … may limit the inductive approach when exploring a phenomenon" (p. 553). This is something Merriam and Tisdell (2016) call upon researchers to be aware of when using a particular theoretical framework. To safeguard against becoming deductive (qualitative being an inductive process), Baxter and Jack (2008) suggest and encourage researchers to journal their thoughts and decisions and continuously discuss them with other fellow researchers (or supervisors), if possible, to ensure that they have not become over driven by a particular framework.

## USE OF THEORETICAL FRAMEWORK

Miles and Huberman (1994) noted three purposes they thought a conceptual framework serves in qualitative research as follows: (i) to identify who will and will not be included in the study; (ii) to describe what relationships may be present based on logic, theory and/or experience; and (iii) to provide the researcher with the opportunity to gather general constructs into intellectual "bins".

Anfara and Mertz (2006) demonstrate ten ways the theoretical frameworks may serve in qualitative research by compiling ten chapters by ten different authors who described how they used theoretical frameworks in their qualitative research, in the landmark book on "Theoretical Frameworks in Qualitative Research" with an additional four in its second edition published in 2015. The theoretical framework or the conceptual framework, according to Baxter and Jack (2008, p. 553), "serves as an anchor for the study" which prevents it deviating off course, particularly at the data interpretation stage.

Merriam and Tisdell (2016, p. 84) posit that it is always good to explore the researchers' own "ideas about the nature of knowledge and its construction (epistemology) and the logical links" they have with the methodology. However,

they also notice that the discussions on these issues "more often [appear] in the section on methodology", even though it is not how they "and others think about the theoretical framework of a particular study" (p. 84). Therefore, this chapter titled theoretical framework and methodology perhaps is more appropriate for this discussion as Merriam and Tisdell suggest.

## CASE STUDY

A case study is referred to both as a process of learning about a case and the product the learner prepares in order to communicate the learning outcome to others (Stake, 1995). Hence, a case study is both the process of an inquiry and the product of that inquiry (Stake, 2005). Often the process receives more emphasis in research arenas because the process determines or influences the product while different researchers approach the case with different tactics (Appleton, 2002). Case study research is a highly "contested terrain in social science" with varying characteristics, and "sometimes opposing approaches espoused" by the proponent methodologists (Yazan, 2015, p. 134).

In most methodology books and research articles case study is classified as a methodology (Yazan, 2015) with exceptions (e.g., Yin, 2014 calls it a method). However, according to Stake (2005, p. 443), a "case study is not a methodological choice" but it is "a choice of what is to be studied" and by whatever methods the inquirer studies a case. The definition is neither based "on the method nor upon the final [outcome] report. Instead, … [it] involves the description and analysis of the means by which … [the cases] portray themselves as exemplars" (Radley & Chamberlain, 2012, p. 394). It is the study of "the particularity and complexity" of the case (Stake, 1995, p. xi).

A case study is an individualised study of a particular case, and hence, it provides exemplary knowledge about that particular case and that is why Thomas (2011, p. 35) states that:

> *I should make it clear that in 'exemplary knowledge' I am talking about example viewed and heard in the context of another's experience (another's horizon) but used in the context of one's own (where the horizon changes):*

> *the example is not taken to be representative, typical or standard, nor is it exemplary in the sense of being a model or an exemplar.*

A case study concentrates on gaining "experiential knowledge of the case" by paying close attention to the influences on the case by "it's social, political, and other context[ual]" conditions (Stake, 2005, p. 444). There are no rigid procedures that need to followed, nor is there any particular format that needs to be adhered to in reporting the findings.

In a recent formative article, Yazan (2015, p. 134) provides a clear "analysis and synthesis" of the renditions of case study research by "three prominent methodologists", namely Robert K. Yin (2003), Sharan Merriam (1998), and Robert E. Stake (1995). I here provide an excerpt partly based on the juxtaposition Yazan (2015) published (refer to Table 5).

I include six dimensions that are of interest for this chapter. I call them the epistemological commitments, the defining characteristics, research design, the methods of data collection, analysis procedures, and validation techniques.

The epistemological commitments refer to the assumed or stated assumptions about the nature of reality and theory of knowing. The defining characteristics refer to the important features each of the authors emphasised in their definitions of what a case study is, while the research design is considered to be the logical sequence that connects the data to the research questions, and ultimately, to the conclusions reached by the study.

Data analysis procedures refer to the strategies the researchers have proposed to follow while analysing the data for the case study, and the validation techniques refer to the suggested techniques to ensure that the research is "plausible, credible, trustworthy, and therefore [the results or conclusions are] defensible" and valid (Johnson & Christensen, 2012, p. 264).

**Table 5: Juxtaposition of Three Case Study Approaches**

| Dimensions of Interest | Based on Robert Yin's Views | Robert Stake's Explanations | Sharan Merriam's Descriptions |
|---|---|---|---|
| **Juxtaposition of Three Case Study Approaches** | | | |
| Epistemological Commitments | Positivism | Constructivism<br>Existentialism (Non-determinism) | Constructivism |
| Defining Characteristics | Bounded<br>Contextual<br>Boundaries between phenomena are blurred and researchers have no control over them | Holistic<br>Empirical<br>Interpretive<br>Emphatic | Particularistic<br>Descriptive<br>Heuristic |
| Design | Single holistic<br>Single embedded<br>Multiple holistic<br>Multiple embedded<br>Design has five components<br>1- Study's questions<br>2- Its propositions (if any)<br>3- Unit(s) of analysis<br>4- Logic linking data to propositions<br>5- Criteria for interpreting findings | Flexible design<br>Allows researcher to make changes even after proceeding with research<br>Researchers need to have a few sharpened issue or research questions that will "help structure the observation, interviews, and document review"<br>(Stake, 1995, p. 20)<br>Relied on Parlett and Hamilton's (1976) notion of "progressive focusing" that builds upon the assumption that the "the course study cannot be charted in advance"<br>(cited in Stake, 1995, p. 22) | Five steps of design<br>1- Conducting literature review<br>2- Constructing a theoretical framework<br>3- Identifying research problems<br>4- Crafting and sharpening the research questions<br>5- Selecting samples (purposive sampling) |
| Methods of Data Collection | Six data collections tools<br>1- Documentation<br>2- Archival records<br>3- Interviews<br>4- Direct observations<br>5- Participant observation<br>6- Physical artifacts | Three tools for data collection suggested<br>1- Observations<br>2- Interviews<br>3- Document review | Three tools for data collection suggested<br>1- Observing<br>2- Interviews<br>3- Analysing documents |
| Data Analysis Procedures | Data analysis consists of examining, categorising, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial proposition of the study"<br>(Yin, 2003, p. 109)<br><br>Five dominant techniques for analysis:<br>1- Pattern matching<br>2- Explanation building<br>3- Time-series analysis<br>4- Program logic models<br>5- Cross-case synthesis | Flexible analysis option<br>"Each researcher needs, through experience and reflection, to find the forms of analysis that work for him or her"<br>Stake, 1995, p. 77)<br><br>Data analysis is "a matter of giving meaning to first impressions as well as final compilations"<br>(Stake, 1995, p. 71)<br><br>Simultaneous data collection and analysis<br><br>Two strategic analysing procedures:<br>1- Categorical aggregation<br>2- Direct interpretation | Simultaneous data collection and analysis<br><br>Data analysis is "the process of making sense out of data ... [which] involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read - it is the process of making meaning"<br>(Merriam, 1998, p. 178)<br><br>Six analytic strategies<br>1- Ethnographic analysis<br>2- Narrative analysis<br>3- Phenomenological analysis<br>4- Constant comparative method<br>5- Analytic induction |
| Sources: Merriam, 1998; Stake, 1995; Yazan, 2015; Yin, 2002; 2003 | | | (Continued on next page) |

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| Juxtaposition of Three Case Study Approaches (Continued) | | | |
|---|---|---|---|
| **Dimensions of Interest** | **Based on Robert Yin's Views** | **Robert Stake's Explanations** | **Sharan Merriam' Descriptions** |
| **Validation Techniques** | Researchers must ensure:<br><br>1- Construct validity (through triangulation of multiple sources of evidence, chains of evidence and member checking)<br><br>2- Internal validity (through the use of established analytic techniques such as pattern matching)<br><br>3- External validity (through analytic generalisation)<br><br>4- Reliability (through case study protocols and databases) | Issues of data validation are involved in the notion of triangulation.<br><br>Strategies for triangulation:<br>1- Data sources triangulation<br>2- Investigator triangulation<br>3- Theory triangulation<br>4- Methodological triangulation | Notes that the qualitative methodology approaches issues of validity and reliability of the knowledge differently.<br><br>Six strategies to enhance internal validity<br>1- Triangulation<br>2- Member checks<br>3- Long-term observation<br>4- Peer examination<br>5- Participatory research<br>6- Disclosure of researcher bias<br>Three techniques for external validity<br>1- Use of thick description<br>2- Typicality or modal categories<br>3- Multi-site design<br><br>Three techniques to ensure reliability<br>1- Explanation of investigator's position with regard to the inquiry<br>2- Triangulation<br>3- Use of audit trail |
| Sources: Merriam, 1998; Stake, 1995; Yazan, 2015; Yin, 2002; 2003 | | | |

With respect to certain dimensions, the methodologists are explicit with their positions while others are clearly implicit leaving the readers baffled (Appleton 2002). Appleton reproaches Stake (1995) for being implicit in his commitments to epistemology, while Yin's (2003) actual position seems unclear to many others. For example, Yazan (2015) considered Yin's (2003) position on the epistemological commitment to be positivistic, which is often quantitative, whereas, Baxter and Jack (2008, p. 545) considered both Yin's (2003) as well as Stake's (1995) positions to be "base[d] on a constructivist paradigm" which is qualitative in nature.

Perhaps Stake's (2005) epistemological position as constructivist was made clearer in a later publication where he stated that "[k]nowledge is socially constructed – or so we constructivists believe … and through their experiential and contextual accounts, case study researchers assist readers in the construction of knowledge" (p. 454). Case studies, according to Stake (2005), are often qualitative inquiries, but they are not essentially qualitative. They can either

be qualitative, quantitative or both depending on the approach the researchers adopt (Astalin, 2013). Hence, dependent on the case I intend to study and the research problem I have, I am becoming convinced that the most appropriate approach for me to espouse for this present study is a constructivist qualitative case study.

## WHAT IS A CASE?

A case may be complex or simple. According to Stake (2006, p. 1), "a case is a noun, a thing, an entity; it is seldom a verb, a participle, [or] a functioning". A case can be a person, or an agency or a legislative session (Stake, 2005). Merriam (1998, p. 27) defines a case as "a thing, a single entity, a unit around which there are boundaries". Yin (2003, p. 13) offers a more technical definition of a case as a "contemporary phenomenon within its real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context". Stake (1995) also emphasises the boundedness of the case in defining it so that what the case is and what the case is not can be clearly identified.

## WHEN TO USE CASE STUDY

Case study is defined by the interest the inquirer has in the case, and not by the methods used in the inquiry. Often researchers doing casework are noted for calling their studies by some other names (Stake, 2005). According to Stake, the name "case study" is emphasised "because it draws attention to the question of what can be learned about the case" or from the case (Stake, 2005, p. 443). So, if the researcher aims at learning about a case or learning from a case that fits the descriptions of the case then he or she can choose to adopt a case study methodology[15] and can call the process of the study and the outcome a case study. Case study methodology is "capable of examining simple or complex phenomenon" with range of simple or complex units of analysis (Berg, 2007, p. 283).

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[15] Even though "Stake (2005) actually suggests that the case study research is not really a methodology at all" (Berg, 2009, p. 317); "but [rather] a choice of what is to be studied (i.e., a case within a **bounded system**, bounded by time and place, others present it as a strategy of inquiry, a methodology, or a comprehensive research strategy" (Creswell, 2013, p. 97).

According to Yin (2014), "[t]here is no formula" for adopting a case study methodology, but to a "large part [the] choice depends on [the kind of] research question(s)" one has (p. 4), or "on what [exactly] the researcher wants to know" (Merriam, 1998, p. 32). It is actually the scholarly research questions that pursue optimal understanding about a particular case under study that warrants the study being a case study (Stake, 2005).

The more the research questions seek to explain some present circumstances (e.g., "how" or "why" some social phenomenon works), the more that case study will be relevant for research. Also, the more the research questions require an extensive and "in-depth" description of some social phenomenon, the more relevant the case study methodology is to the research (Yin, 2014, p. 4). In general, "what" questions may either be exploratory (in which case, any of the methods could be used) or about prevalence (in which case surveys or analysis of archival records would be favoured). "How" and "why" questions are likely to favour using a case study (Yin, 2014, p. 11).

In other words, a researcher would prefer to use case study if the purpose is to understand a real-life phenomenon in depth and "such understanding … [encompasses] important contextual conditions – because they were highly pertinent to … the phenomenon of … study" (Yin, 2009, p. 18). If the researcher has an intense interest in personal views and experiences, then the choice could be a case study (Stake, 2005). It is, according to Berg and Lune (2012, p. 342-343), "an extremely useful technique" is the researcher aims at "researching relationships, behaviors, attitudes, motivations, and stressors in organizational settings".

## CATEGORISATIONS OF CASE STUDY

Yin (2014) categorises case studies into three different types depending on the intent of the study. They are the descriptive, explanatory, and exploratory. A descriptive case study aims to describe a phenomenon or an intervention within its real-life context at the time when it occurs while the explanatory case study seeks to answer the questions that explain the cause and effect relationships. Exploratory case study investigates one (or more) particular situation(s) to grasp a general understanding of an issue. The case is expected to be typical of

something more general. The aim is to gain an insight into the phenomenon of interest by studying the case. The focus is more on the issue than on the case. Each of these types can be a single or a multiple case study depending on the number of cases involved.

Similarly, Stake (1995) also categorises case studies into three kinds as intrinsic, instrumental and collective, but adds a cautionary note stating that he was not making the distinction because it would be useful "to sort the case studies into those categories … but because the methods" used "will be different depending on intrinsic or instrumental interests" (Stake, 1995, p. 4). In 2005, Stake states that "there is no hard-and-fast line distinguishing intrinsic case study from instrumental, but rather a zone of combined purpose" (p. 445). Despite these cautionary notes, we find other authors (e.g., Baxter & Jack, 2008; Tellis, 1997) describing these categories in order to help novice researchers to decide which kind of case study may serve best the purpose they have.

Yin's (2014) classification has similarities to Stake's (2005) too. Yin's descriptive case study is similar to Stake's intrinsic, and instrumental case study of Stake, has similarities to both explanatory and exploratory of Yin. Here, I present Stake's three classes in more detail.

## Intrinsic Case Study

Stake (2005, p. 445) calls a study "an intrinsic case study" if the "first and last" purpose of the person undertaking the study is solely to grasp a deeper understanding of that particular case. The researcher has a genuine interest to learn more about the particular case. In this instance, the case is chosen because it is primarily of particular interest. Because of the interest, the case often is pre-selected and predetermined. The case is chosen not because it necessarily represents any other similar or dissimilar case or illustrates any particular feature or trait or problem of any other such case, but "in all [because of] its particularity and ordinariness" the case itself is of special interest to learn about in detail (Stake, 2005, p. 445). With intrinsic case studies researchers strive "to capture the richness and complexity" of that particular cases or cases (Grandy, 2010, p. 500).

The purpose of an intrinsic case study is neither to come to understand some abstract construct or generic phenomena nor is it to build theory, though the option is open to the researcher at times. According to Stake (2005), damage occurs to intrinsic case studies if the researcher's commitment to generalise or to theorise runs too strong to divert the attention away from the important features that help understand the particular case in detail.

Intrinsic case study usually begins with the case already identified, because the purpose is to study a particular case (Stake, 2005). For an intrinsic case "even though the case is decided in advance (usually), there are subsequent choices" that may need to be made about the places, persons or events to be observed or included in the study. Stake called them "cases within the case – embedded cases" (Stake, 2005, p. 451).

## Instrumental Case Study

Stake (2005, p. 445) coined the term instrumental case study "if a particular case is examined mainly to provide insight into an issue or to redraw a generalization". The case itself is not of primary interest, but of secondary. The case is studied because it plays a supportive role in facilitating the understanding of something else – another phenomenon. In other words, the case is more or less an instrument that helps the researcher to that external interest of learning by investigating the case in detail, scrutinising its context and exploring its activities. Similar to intrinsic, the case may or may not be typical of other cases.

## Multiple Case Study

A multiple case study or a collective case study is the study that involves a number of cases with no particular interest in any specific case (Stake, 2005). The purpose is to investigate a general condition, population or phenomenon, by studying a "quintain" (an entity having a number of cases) of cases (Stake, 2006, p. vi). The cases may be similar or dissimilar. They may or may not share common characteristics, but they are chosen just because the researcher believes that the study of them may lead to deeper understanding of the phenomenon, or perhaps, it may help to better theorise about a larger collection of cases. According to Stake (2005), this could be considered an instrumental case that extends to several cases. So, in fact, in Stake's classification there is

actually a significant difference between intrinsic and instrumental cases – the emphasis being on the case or the phenomenon.

## SOURCES OF EVIDENCE FOR CASE STUDY

Yin (2014) identifies six sources of evidence and their strengths and weaknesses for case study research in a table like the following:

**Table 6: Sources of Evidence for Case Study Research**

| Sources of Evidence | Strengths | Weakness |
|---|---|---|
| Documentation | ▪ Stable – can be viewed repeatedly<br>▪ Unobtrusive – not created as a result of the case study<br>▪ Specific – can contain the exact names, references, and details of an event<br>▪ Broad – can cover a long span of time, many events, and many settings | ▪ Retrievability – can be difficult to find<br>▪ Biased selectivity if collection is incomplete<br>▪ Reporting bias – reflects (unknown) bias of any given document's author<br>▪ Access – may be deliberately withheld |
| Archival Records | ▪ *(Same as for those for documentation)*<br>▪ Precise and usually quantitative | *(Same as those for documentation)*<br>▪ [In]Accessibility due to privacy reasons |
| Interviews | ▪ Targeted – focuses directly on case study topics<br>▪ Insightful – provides explanations as well as personal views (e.g., perceptions, attitudes and meanings | ▪ Bias due to poorly articulated questions<br>▪ Response bias<br>▪ Inaccuracies due to poor recall<br>▪ Reflexivity – interviewer gives what the interviewer wants to hear |
| Direct Observations | ▪ Immediacy – covers actions in real time<br>▪ Continual – can cover the case's context | ▪ Time consuming<br>▪ Selectivity – broad coverage difficult with a team of observers.<br>▪ [With a big team of observers, there may |

| Sources of Evidence | Strengths | Weakness |
|---|---|---|
| | | be greater observer bias] <br><br> ▪ Reflexivity – actions may proceed differently because they are being observed <br><br> ▪ Cost – hours needed by human observers |
| Participant-observation | ▪ *(Same as above for direct observations)* <br><br> ▪ Insight into interpersonal behaviour and motives | ▪ *(Same as above for direct observations)* <br><br> ▪ Bias due to participant-observers' manipulation of events |
| Physical artifacts [artefacts] | ▪ Insight into cultural features <br><br> ▪ Insightful into technical operations | ▪ Selectivity <br><br> ▪ Availability |
| ▪ Source: Adapted from Yin, 2014 | | |

## SOME CHALLENGES FOR CASE STUDY RESEARCHERS

There are a number of challenges for qualitative case study researchers. Among them, the challenge of staying close to the data of the study is one. Often, the researcher's own views tend to creep into the data. Therefore, case study researchers constantly need to be on their guard to try to fully understand the data according to the perspectives of the participants. This becomes challenging, either because the researchers are unfamiliar with the research context to the extent that they are unable to understand the data in those perspectives or the researchers thought they understood the data better. Either of these affects the trustworthiness of the research outcomes.

The other challenge is in the demonstration of fairness in dealing with vying realities of different participants. Often the views that align with the views of the researchers may gain preference while others tend to be ignored. Researcher bias is often acknowledged in qualitative research but that does not warrant a licence to discard the opinions of the participants. Qualitative case study

researchers should always bear in mind that "qualitative research is … for giving voice to people, to hearing people's own personal narrative and using the language of [the] … participants" (Munhall, 2012, p. 4).

Other main challenges revolve around the reporting stage of the case study, because "harm … is most likely to occur … in the course of writing and dissemination … in qualitative research" (Muchmore, 2001, p. 92). As "there is no one correct way" or a particular structure of reporting case study research, it always becomes a challenge for the case study researcher to "report the finding in a concise manner" yet in a "format that is readily understood by the reader" (Baxter & Jack, 2008, p. 555).

Qualitative researchers must always be aware of, and have strategies in hand to mitigate all these challenges to ensure the trustworthiness of the case study research.

## Gaining Trustworthiness for a Case Study

Guba (1981) provides several strategies that can be implemented to intensify the trustworthiness of qualitative research, and Krefting (1991), while adding still more, believes that the importance of applying them cannot be overstated. These strategies and techniques apply to qualitative case study research as well. A qualitative case study achieves its trustworthiness by establishing credibility, transferability, dependability and confirmability. Such a case study "gains credibility by thoroughly triangulating the descriptions and interpretations, not just in a single step, but continuously throughout the period of study" (Stake, 2005, p. 443-5). This is the "primary strategy" of ensuring trustworthiness (Baxter & Jack, 2008, p. 556).

Hence, "triangulation[16] is not [just] a tool or a strategy of validation but an alternative to validation" in case studies (Denzin & Lincoln, 2013, p. 10). A case study's "validation comes through the connections and insights it offers between another's experience and one's own. The essence comes in understandability

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[16] According to Berg and Lune (2012) triangulation of case study research is "the use of multiple lines of sight … of the same symbolic reality" (p. 6) "through the use of multiple methods and / or sources of data" with which the case study researchers "create a full and deep examination of the case" (p. 325).

emerging from phronesis—in other words, from the connection to one's own situation" (Thomas, 2010, p. 579).

Confirmability is also achieved through triangulation. To increase dependability of case study research, Baxter and Jack (2008) suggest the data to be coded by multiple researchers independently who then meet together to discuss the codes to arrive at a "consensus on the emerging codes and categories" (pp. 556). This may seem impractical in some instances. Krefting (1991, p. 221) recommends "a code – recode procedure" in which the same researchers can repeat the coding of the same piece of data after a lapse of some time and then compare the results. To help ensure transferability, case study researchers should offer details so that the readers can judge the transferability of the findings to other similar (or comparable) contexts.

## Core Criticisms and their Remedies

### Lack of Generalisability

The inability of the qualitative case study research to offer generalisable findings is at the core of the argument against this form of research as a credible serious inquiry (Flick, 2011; Thomas, 2010). In fact, the researchers who do case studies, particularly qualitative case studies based on constructivism, do not intend to make generalisations but their primary aim is to understand the specific case and then let the recipients of the results transfer the understandings to similar or perhaps comparable cases only, if possible, acknowledging its limitations to do so. These are often expressed in the outcome presentations. In other words, "its weaknesses … are not disguised" but openly acknowledged and established as a strength making the findings specific to that particular context or case alone (Thomas, 2010, p. 576). Such an inquiry is deemed "successful if it presents increasing understanding of its phenomena" through "thick descriptions" for the "readers [to be able] to transfer this understanding to other contexts" only if applicable (Costantino, 2008, p. 118).

Apparently, the lack of generalisability is, unfortunately, not a unique issue for case studies alone. All forms of research (in qualitative or quantitative or mixed methods approaches) are liable for this criticism despite having developed their

own strategies of dealing with this issue but none having achieved perfect success. Absence of "ironclad criteria regulating the production of knowledge or validation of inquiry findings" is acknowledged by the methodologists in both camps – positivist and constructivist – because inquiries have "always been and will always be a moral, political, value-laden enterprise" (Denzin, 2010, pp. 424-425). However, somewhat ironically, the critics of all forms of constructivist research often cite the lack of generalisability as a problem to discredit the constructivist research while the "leading thinkers and methodologists from both the postpositivist and constructivist schools have long recognised that generalizations can never be made with certainty" (Polit & Beck, 2010, p. 1457).

### Subjectivity of Results

Another main criticism of research based on the paradigm of interpretivism or constructivism is the subjectivity of the results. This is the nature of constructivism, it is subjective; there is no denial of that. The aim is to produce subjective knowledge. The researchers' experiences, "values, and dispositions influence the knowledge that is constructed" and generated through interactions with participants (Costantino, 2008, p. 118). This is the reality with qualitative case studies when they are based on constructivist paradigms. There is always the risk of different researchers with different backgrounds, experience, and interests researching the same phenomena and arriving at different findings, because of the fact that the researcher and the researched mutually construct their reality, depending on their conditions at a given point in time. It does not warrant to be true for a different researcher or/at another point in time.

## A CONSTRUCTIVIST CASE STUDY

As this research aimed at investigating the perceptions of the indigenous stakeholders on the motivational influences for successful teachers to remain in teaching in the Maldives, the paradigmatic stance most appropriate seems to be constructivism, because constructivism epistemologically accepts individual and therefore multiple (or shared or socially developed) perceptions as reality. Constructivism is related to qualitative approaches; hence, a qualitative approach seems most fitting. As for the methodology, a case study is suitable because, as a researcher, I have a special interest to probe into the issue as comprehensively

as possible, specifically for the Maldives, with no intention of making any generalisations even though the possibility of comparing the findings with similar cases for transferability and the generation of theory are options.

## CHAPTER SUMMARY

This chapter has delved into the major research paradigms and case study methodology to help make appropriate decisions for the research problem at hand. The most appropriate theoretical framework and methodology seem to be constructivism and case study.

Following the theoretical framework and methodology chapter, the fifth chapter aims at providing a description of the research design, and methods of data collection, its management, and analysis strategies employed. Ethical issues, limitations and delimitations of the research will also be considered.

# CHAPTER 5   RESEARCH DESIGN AND METHODS

## INTRODUCTION

This chapter describes the methodology in this study on the stakeholders' perceptions of what motivates successful indigenous teachers to remain in the teaching fraternity in the Maldives. The methodology embodies the strategies that guide the design and the plan for conducting the research (A. A. Maniku, 2008). Thus, this chapter includes the major research steps and the processes involved in this research. It also covers the researcher's logic of making decisions to proceed with the research in this particular manner. The supporting evidence for the rationale behind these decisions is also highlighted.

As a pre-phase to the descriptions of data collection and its analysing procedures, the researcher's viewpoints on the data, together with the research questions and research settings are described. The process of selecting participants is also described. The limitations and delimitations of the study are also declared before the conclusion of the chapter.

## RESEARCHER'S POSITIONING

Some successful teachers leave the teaching profession while others remain in the field. We need to know the reasons why they leave if we want to make informed decisions to abate successful teachers leaving the profession. What matters most, according to Biesta (2010, p. 103) in behavioural research "is first and foremost the question of causality, that is, whether we should assume that human action is caused[17] … or motivated". If we assume that it is motivated then we need to look for intentions and reasons for their action in order to provide answers to the question why people act the way do (Biesta, 2010). In this case, we again assume that human intentions and reasons for actions are best understood through their own expressions. Without understanding the people's own accounts of their own behaviour, researchers can only guess at the reasons

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[17] If we assume that human action is caused, then according to Biesta (2010, p 103) "we should look for the causes of action and the laws that govern causality in order to predict and control human action"

for their behavioural patterns (Richards & Morse, 2013). They know the real reasons best. Their realities are constructed on the basis of their perspectives and points of view developed through their social, cultural and historical experiences (Lincoln & Guba, 2000). These realities normally arise from the prolonged dialectical interactions of biological evolutions and socio-cultural processes propagated over the long course of human history and the experience the individual has been through in life (Luria & Vygotsky, 1992). For these reasons, the researcher has taken a socio-cultural constructivist epistemological stance in conducting this research.

Research is just a process of generating knowledge about the reality (Tashakkori & Teddlie, 2010). This process "can involve asking people questions, listening and observing, [and then] evaluating" the outcomes (Wellington, 2015, p. 3). Thus, this research was a process of generating knowledge about why successful teachers stay on as teachers by mainly asking questions. The knowledge was based on the perspectives of the stakeholders in the provision of education, namely the education policy makers, administrators, the school heads, teachers, students and parents.

## RESEARCH QUESTIONS

This research aimed to explore and describe the motivational influences that may lead to reasons why successful teachers remain in teaching through the perceptions of the key stakeholders. The education service-providers and the immediate beneficiaries of this service were considered to be the stakeholders in this research. The educational policymakers, administrators, school heads, and teachers were identified to be the service-providers while the students and parents were presumed to be the beneficiaries. Hence, the following general research question and the guiding sub-questions that follow are formulated as the major questions to be asked in order to gain empirical information as answers. Such information could be synthesised to accumulate knowledge that is based on the real life experiences of stakeholders on teachers' motivation to remain in the teaching community in the Maldives.

## GENERAL QUESTION.

What motivational influences are perceived by key stakeholders to enable successful indigenous teachers to remain in the teaching profession in the Maldives?

## Sub-Questions.

What do the participants perceive as:

1- Characteristics of a successful teacher in the Maldives?
2- The factors that motivate and how they impact on successful teachers' decisions to remain in teaching in the Maldives?

# RESEARCH SETTING

This research was carried out in the Maldives. The Maldives is a small island state located in the vastness of the Indian Ocean and stretches across the equator. The population of 338,434 (National Bureau of Statistics, 2015) is scattered over 196 of the approximately 1198 small islands (MPND, 2006). The islands are small and low-lying with only 10 islands larger than 2km$^2$ (Gischler, 2006) and rarely any land more than 2.5 metres above sea level (Riyaz, Park, Ali, & Kan, 2010). The highest population concentration on one single island is on the national capital, Male' (MPND, 2008a). Male' is a 1.8km long island and accounts for over one-third of the Maldives' population. The majority of the islands have fewer than 700 people with 55 being the smallest population residing on one single island (MPND, 2007a). The population is predominantly Muslim, with Islam as the State Religion (Constitution, 2008). It has been a Muslim state for almost 900 years (R. A. Ahmed, 2001). It is religiously and culturally different from its physically closest neighbours, Sri Lanka and India (Maloney, 1976), and is located about 700km away from Sri Lanka (Husham, 2006).

## RESEARCH SITES (SUB-CASES)

The Maldives was purposefully selected as the venue for this research. This purposeful selection was due to many factors including my own personal interest, availability of opportunities, financial provisions, and convenience.

I had a particular interest in studying teacher motivation in the Maldives. The interest could have been created for many reasons. One of them could have been my association with the provision of education in the country over a long period in different capacities. The other could have been the interest in generating empirical knowledge in this vital issue of teacher motivation. The desire to contribute something worthwhile to the country may also have been an influence.

Due to involvement in the provision of education in various capacities, I became conscious of the lack of organised research-based knowledge in the area of teacher motivation. Through personal communications with various key personnel in the area it became clear to me that any additional empirical knowledge would have been quite welcome as there was practically none available in the area of teachers' motivation to remain teaching on small islands. At the same time, having acquired a higher qualification also would have been appreciated as there was emphasis within the MoE and its department for professional and personal development.

However, financial provisions limited the flexibility of choice of research settings and sites. There were no funds available for research within the MoE. Therefore, I had to finance it myself. This restricted my ability and opportunities to roll out the frontiers of the research settings to include more research sites. Hence, the research setting had to be confined to limited and manageable areas of convenience within the country.

Convenience, in the sense of being welcome in any research site, was no problem as the Maldivians traditionally are welcoming (Shathir, 2003). Transportation and access to the sites were the major concerns. There is very unreliable, irregular and unorganised transportation to some islands while others enjoy luxurious transport facilities to and from the islands. Inter-atoll and inter-island transportation was the prime issue. Land transportation on the islands does not pose an issue as the islands are small and most of the places of interest for the research are within walking distance.

In the Maldives there are 26 geographic natural atolls. A natural atoll is one island or a group of islands connected by a reef. These atolls are grouped into 20 administrative atolls. A natural or administrative atoll can have one or more

islands. The capital, Male', is considered to be an additional identity. From time to time there have been further groupings of the administrative atolls in different ways for administrative purposes. But traditional grouping of the atolls forms three regions in the country. They are the North Atolls, South Atolls and Male'. North and South are referred to mean the north and south of Male'. The nine administrative atolls (including Male' Atoll but excluding Male') on the north of the capital Male' were considered as one region and the 11 administrative atolls on the south were considered another region.

With due consideration of these factors, I chose to select three islands in three different regions as the research sites. Out of these three islands, one island had only one school on it, another had two, and the third had more schools on it. The number of schools is basically dependent upon the size of the population but not necessarily proportional.  However, the selection of the sites was guided by pre-established guiding procedures described in the research proposal and approved by the respective authorities. These guiding procedures are explained elsewhere in this chapter.

In addition, the central MoE was also chosen as a research site. However, it was not treated in the same way as a school for data collection. Only two of the three data collection methods (explained later in this chapter) were employed in the MoE. In total, four sites (sub-cases) within the country were selected to collect data for this research.

## EMPIRICAL INFORMANTS (PARTICIPANTS)

Babbie (2013) distinguishes informants from respondents by defining respondents as "people who provide information about themselves" to help the researcher construct a composite image of the group the respondents represent, while informants are associates or "members of the group who can directly talk about the group *per se*" (p. 193). Babbie defines informant as "someone who is well versed in the social phenomenon that you wish to study and who is willing to tell you what he or she knows about it" (2013, p. 193).

So, for this research, the use of both informants and respondents was quite appropriate as the people who responded to the research questions included a

number of them (who were not teachers themselves) who spoke about the group of people under study (teachers) together with actual teachers who spoke for themselves. For convenience, informant or participant is used here to refer to anyone who was selected to provide data, because they all participated and informed me about the phenomenon under study.

As in the case of selecting research sites, the informants within the sites were also selected in accordance with a set of pre-set guiding procedures explained in detail elsewhere in this chapter. These procedures were approved by the Victoria University of Wellington (VUW) Human Ethics Committee and the concerned local authorities within the Maldives where necessary. The only local authorities within the Maldives were the MoE and the respective schools selected.

An unequal number of informants were selected from each of the four research sites. The informants from the MoE consisted of officials from the Ministerial political level. They also included CS staff assigned to head various departments and divisions of the MoE.

The informants from each of the three schools included the school heads, leading teachers, successful teachers, students, and parents. One informant may fall into just one category or more than one. The school heads were the principals or their deputies or assistants. The school heads nominated leading teachers as informants. A leading teacher was a senior teacher appointed to the post of leading teacher. A leading teacher has additional responsibilities for internal supervision of a small group of teachers and student administration on top of a specific teaching schedule. Successful teachers were identified with the guidance of a consultative advisory committee (CAC).

## USE OF CONSULTATIVE ADVISORY COMMITTEE

Three CACs were set up in three of the four sub-cases (research sites) to make recommendations on the selection of 'successful' teachers from their community. The fourth sub-case, being the MoE, was not required to nominate successful teachers as no practising teachers were required from there. Each CAC comprised the school head, a leading teacher, a member of the School Board, a member of the Parent-Teacher Association, and a student. The student in any of

these cases happened to be the school captain or a member of the prefect board. The names of the prospective members of each of these CACs were sought from the school heads and leading teachers.

Once the prospective members' contact details were obtained they were contacted either by telephone or personally. A brief telephonic or face-to-face introduction to their expected role if they wished to participate were provided and then invited to a meeting. When they came to the designated place for the meeting they were then given a detailed explanation of the research and the role they were expected to perform was again explained.
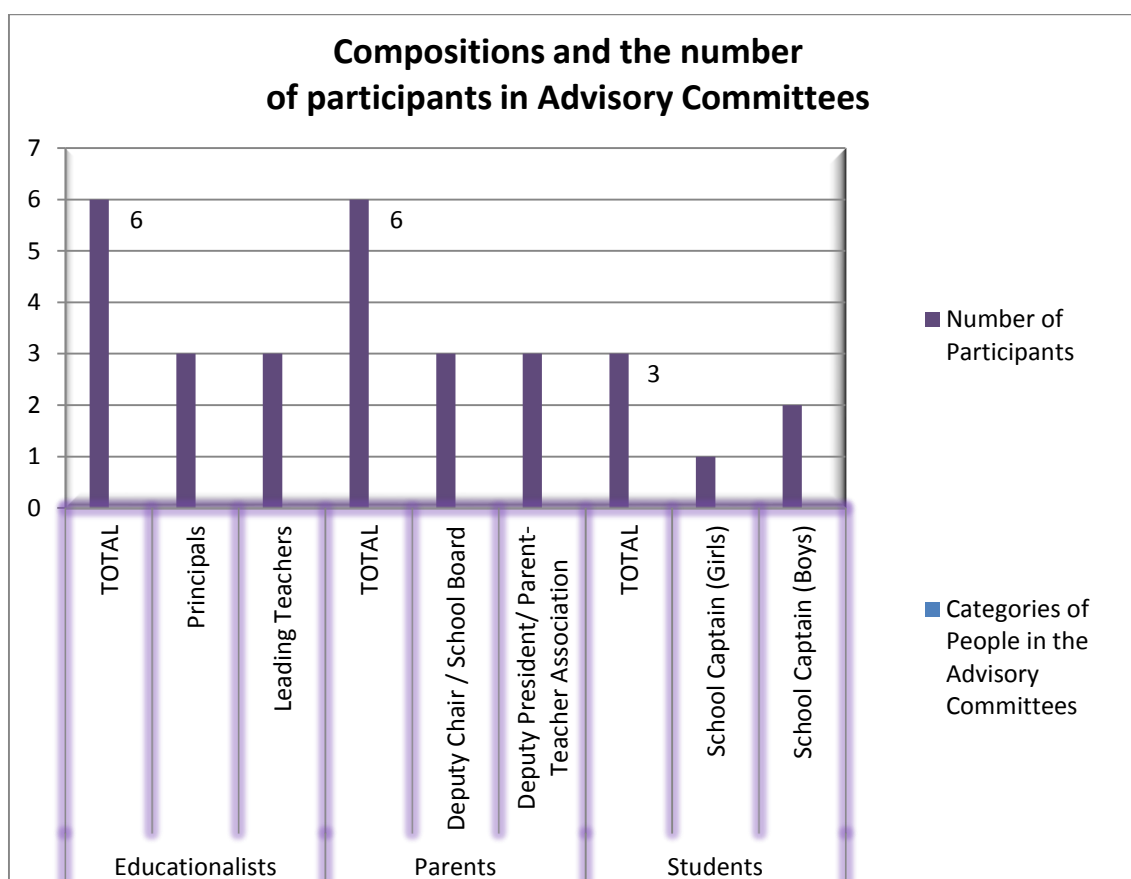


**Figure 8: Compositions and Numbers of Participants in the CACs**

The participants of the CACs were given opportunities to ask questions to seek clarification if they had any doubts or concerns. Their rights were explained and they were assured of their anonymity and confidentiality on my part as the researcher. They were also requested to keep the meetings' deliberations confidential to avoid any ill-effects on those who were not selected as successful

teachers. This could have been a very sensitive issue as the islands are small. There would have been no secret if they had not been warned of the consequences of disclosing the discussions.

Upon accepting membership of the CAC, each member was requested to sign a confidentiality agreement. They signed the form and returned it to me before they engaged in the expected role of a member. Each of the three CACs held a meeting in my presence. I chaired one of them. The other two meetings were chaired by senior educational personnel from a school. During those two meetings I sat at the side as a silent observer once the meetings began.
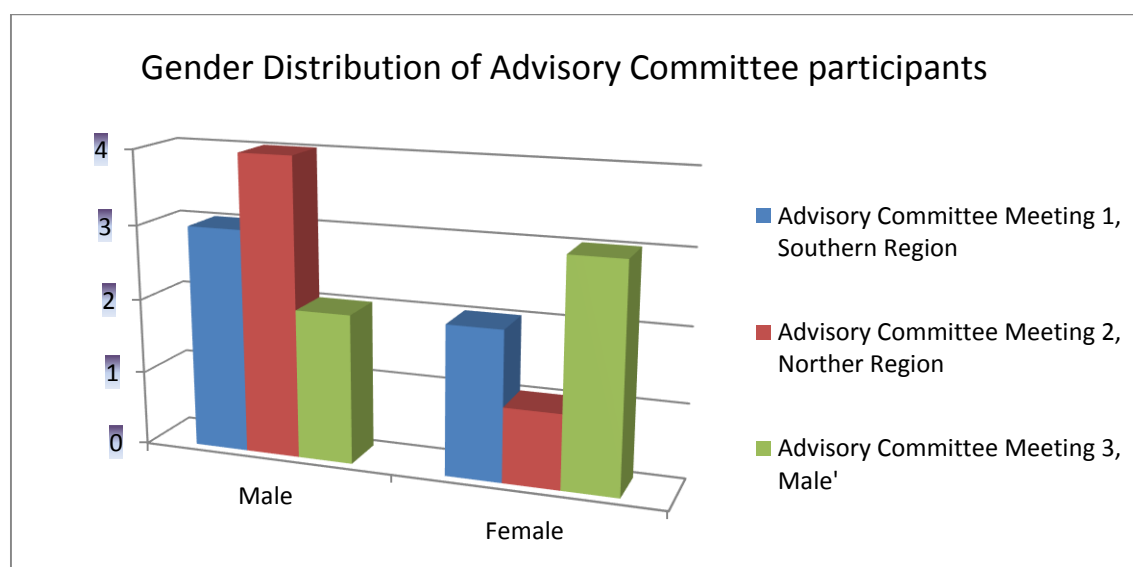


**Figure 9: Gender Distribution of CAC Participants**

Each of the meetings deliberated for a period ranging from one hour to one and a half hours. The members discussed the characteristics of a successful teacher. In light of their discussions they also came up with local versions of working definitions of successful teachers in their own communities. Based on that they made their own judgements about who they considered successful teachers on their islands and why they did so. The CACs also came up with local working definitions of successful teachers. Their working definitions were given to me. The notes of their discussion were also used to illustrate how a particular teacher was chosen. With the consent of the members of the committee, their deliberations were audio-recorded too. However, they were considered confidential.

Each member of the advisory committee was encouraged to make a list of three or four successful teachers rather than naming just two teachers, the minimum required for the research. Once a list was obtained I searched for various means to contact those teachers. Some of them were contacted by telephone. Others were personally met. Upon being contacted and verbally accepting participation in the research, they were invited to a meeting to be fully informed about the research. During the meeting each of the participants was briefed on the expectations of a participant. Once they agreed, they signed the consent form and returned it to me. They also agreed upon the times for other activities they were expected to perform to supply data.

## RESEARCH DESIGN

Choosing a method to conduct research is directly tied to both the research problem at hand and the purpose of the research (Bloomberg & Volpe, 2008). According to Richards and Morse (2007, p. 25), "[t]here is almost always a best way to do any research project, a particular method is best suited to each particular problem" and the choice of best method always comes from the research purpose (Silverman, 2010), because the "[m]ethods carry with them ontological and epistemological commitments that also colour the way" the research outcome will subsequently be written (Greener, 2011, p. 157). Therefore, the researcher's epistemological orientation and the subsequent selections of methods expressed in the research design were essential in defining the research outcome.

This research intended to explore and describe a highly context-based phenomenon in its real-life situation. The boundaries between the influences of contextual elements and teacher motivation are vague. The phenomenon is bounded in its context. Hence, according to the definitions of Merriam (2001), Yin (2003), and Woodside (2010), the most appropriate approach for this inquiry is the case study approach because case studies help develop research that "produces … context-dependent knowledge" (Flyvbjerg, 2006, p. 221). The study is on a selected group of people directly involved in educational services in the Maldives making it fit within Stake's (1995, 2005) descriptions of case studies. As very little is known about the perceptions of the stakeholders (particularly, the

selected individuals) on the motivational influences for successful teachers to remain teaching in the Maldives, qualitative approaches were used to investigate this phenomenon as thoroughly as possible (Merriam, 2001).

According to Richards and Morse (2013), in case study research "there is a commitment to qualitative techniques, to methods seeking to understand how those under study experience their world. … [and hence, case study] is a particular way of pursuing qualitative inquiry, distinguished from other qualitative research" (p. 77). Many authors (e.g., Richards & Morse, 2013; Stake 2005) describe case study as a qualitative method. Silverman (2010), indicating the strength of qualitative designs, states "that it often allows for far greater (theoretically informed) flexibilities than do most [other] quantitative research designs" (p. 146). Thus, this research was designed as a qualitative case study.

## THE CASE

My predetermined purpose for choosing the Maldives to study makes it an "intrinsic case study" (Stake, 2005, p. 445). Within the case of the Maldives, sub-cases (schools) and embedded cases (participants) were selected. The small size of the country enabled me to avail the advantage of considering the views of the people across the nation by selecting sub-cases from different regions.

At the initial inception of the study I was required to obtain the permission of the MoE as the sub-cases were going to be schools and the Ministry itself. As soon as the permission to conduct the research in the Maldives was granted by the MoE, I began the process of selecting sub-cases (schools) in consultation with the officials of the Ministry.

### SUB-CASES.

For the purpose of staffing and resource provision, the schools in the country are stratified by the MoE and Civil Service Commission (CSC), according to their enrolment numbers and levels of teaching. There are three levels of teaching: primary, secondary and higher secondary. Over 50% of the schools offer the two levels of primary and secondary while an additional three schools offer secondary and higher secondary and 34 schools offer the whole set of three levels (MoE,

2009). Only 52 schools have a single level of schooling. Until recently, in the islands where there are population concentrations to make such separations justifiable and economically feasible, the emphasis was on separating secondary from primary. But now, the present trend in the Maldives is to have all the three levels in the same school. There has been a policy change for 2010, by which the government wants to combine primary and secondary by introducing primary or secondary even in schools that have a long history of offering either level. So, the number of schools offering the multiple levels has been rising as it became government policy, while 96% of schools are government schools (MoE, 2009).

The MoE and CSC stratification has been used as a guide to further group the schools into large, medium and small within each region (explained earlier) to facilitate the selection of schools (sub-cases) of different sizes for this study. A large school offering the three levels of schooling was selected from the South. A small school offering the two levels of primary and secondary was chosen from the North. It was not possible to select a school that offers only primary in Male' as all the former primary-alone schools had already begun offering the first year of secondary by the time the data collection for this study began in 2011. So a school that had been recognised as a primary school for the last two decades but now had begun the first year of secondary was selected from Male'. All the selections were made on the basis of "convenience" (Miles & Huberman, 1994, p. 28).

As soon as the sub-cases were identified and approved for participation, I began to contact the school heads by telephone, because "even if permission is granted from up high without first checking with those below, it behoves you to meet those lower on the hierarchy to seek support" (Bogdan & Biklen, 1989, p. 75).

The context and purpose of this study were explained by telephone prior to a brief overview of the study and a written request for their cooperation being sent to them. When the selected heads of school nominated the leading teachers, and the CAC in turn suggested the names of the successful teachers, I started contacting the prospective participants to start "building the interviewing relationship" so that I could provide them with clear and reliable information about the research and expectations (Seidman, 2006, p. 46).

## ACCESS TO SUB-CASES.

There was no potential difficulty in having access to the sub-cases. However, there was rescheduling to travel to sub-cases from time to time. It was due to time constraints, weather conditions and financial implications. The absence of a regular ferry service between the atolls and islands also could be considered a challenge. Regular boat trips are operated between a few islands and atolls. Scheduled flights fly to the four operational domestic airports.

The southern sub-case was accessed by taking a scheduled domestic flight to the closest airport and then taking a boat trip. The mechanised dhoni (a local style boat) took about 40 minutes from the airport island to reach the island where the school was located. The boat trip that started around 2 o'clock in the morning in clear moonlight on a calm sea was enjoyable. When the island was reached, the school with its lights on was visible from the jetty where the deputy principal was waiting to see me, as I informed him of my flight schedule. There were, in fact, two schools on the island. The two schools together were chosen as one sub-case for the research as they both serve just one community. One of them offered only the primary level while the other had all the three levels of schooling on offer.

I stayed on the island for almost over a week. A place to stay was offered by a friend's family and there was a number of other friends who offered meals and various other kinds of treats.

There were no scheduled flights or ferry trips to the northern island where the selected school was located. I could have organised my own method of transport on a boat hired for the purpose, but it was found to be quite expensive. Therefore, I travelled in a cargo boat from Male' that was taking cargo to various northern islands. The trips of the cargo boats were quite ad hoc and there were no pre-set ports of call constant for every boat on every trip. It mainly depended on the availability of cargo or passengers and the demand for transport to a particular island. The timing of departures and arrivals was unscheduled and there were no set dates or times.

As I was in contact by telephone with the principal of the school, I requested him to let me know when there was going to be a boat that left Male' and called at

their port. It was easy to find that out at that end than in Male' because the community was much smaller and what goes on in the community often becomes common knowledge soon. He found out about the movements of the boats and informed me about an opportunity. So, he organised my travel. The boat left Male' early in the morning. On its way to the island it anchored at two other islands before it reached my destination. It took about nine hours to reach the island. By the time the boat came alongside the local styled berth, the principal and the deputy principal of the school were at the quay to receive me. According to them, the news of the arrival of the boat spread around the island soon after it was visible on the horizon. It was also announced over the 'loudspeaker' of the island office and communicated by mobile phone to those who had interest in it. Almost everybody on the island quickly came to know about its arrival.

Again, here on this island, I stayed for about a week. Board was offered by a friendly family. All meals were provided by them. Evening tea was offered by a leading teacher's family who were friends of mine. Occasionally, there were invitations to meals or kurun'ba (a treat of young drinking coconut) from other friendly parties. They included the families of the former principal, present deputy principal, and those of some teachers of the school.

Male' was the island where I live. Therefore, the travelling and access were easier on Male'. It only required on-land transport as it is customary for many people to travel on motorcycles even though the places are just close enough for walking.

## EMBEDDED CASES.

The embedded cases for this study were the participants selected from the sub-cases (Stake, 2005). It should be noted that for qualitative research there are "no statistical grounds for guidance" to determine the number of participants but "it tends to be small" (Miles & Huberman, 1994; Punch, 2000, p. 55), unlike in quantitative research where "the bottom line is to [include] as many people as practical" (Beins & McCarthy, 2012, p. 96).

The number of participants for this study was purpose-determined in light of practical logistical constraints (Miles & Huberman, 1984). It employed "purposeful

sampling" techniques (Coyne, 1997, p. 627). These were sometimes called "purposive or judgemental sampling" (Babbie, 2013, p. 190).

The intention was to select participants who "can speak from firsthand experience" and were information-rich to be able to contribute to the central issue under exploration (Creswell, 2008, p. 442; Patton, 1990). The selection of participants also had an element of 'snowball sampling' effects as some participants were requested to identify other potential participants but without losing the intended purpose.

## NUMBER OF PARTICIPANTS.

The total number of participants originally selected for this study was 30. This included three principals, three leading teachers, six teachers, three parents, and three students from the three schools. An additional two people (either a teacher and a parent, or parent and a student, or a student and a teacher) were expected to participate in the focus group discussion meetings from amongst them.

Another, six people working in the key positions of the MoE were also expected to be included among the original selection. They were: one political appointee, the permanent secretary and four department heads.

The MoE personnel and the school heads were selected by virtue of their positions. The leading teachers were selected on the recommendation of the head of the school. Successful teachers were identified by the CAC and selected on their advice. Parents and students were selected on the recommendation of the successful teachers.

However, due to the recommendation of the CAC, more teachers had to be selected. To minimise ill-effects among the community, more parents and students also had to be selected. The total number of participants rose to 33 and 32 of them participated with almost no gender bias.
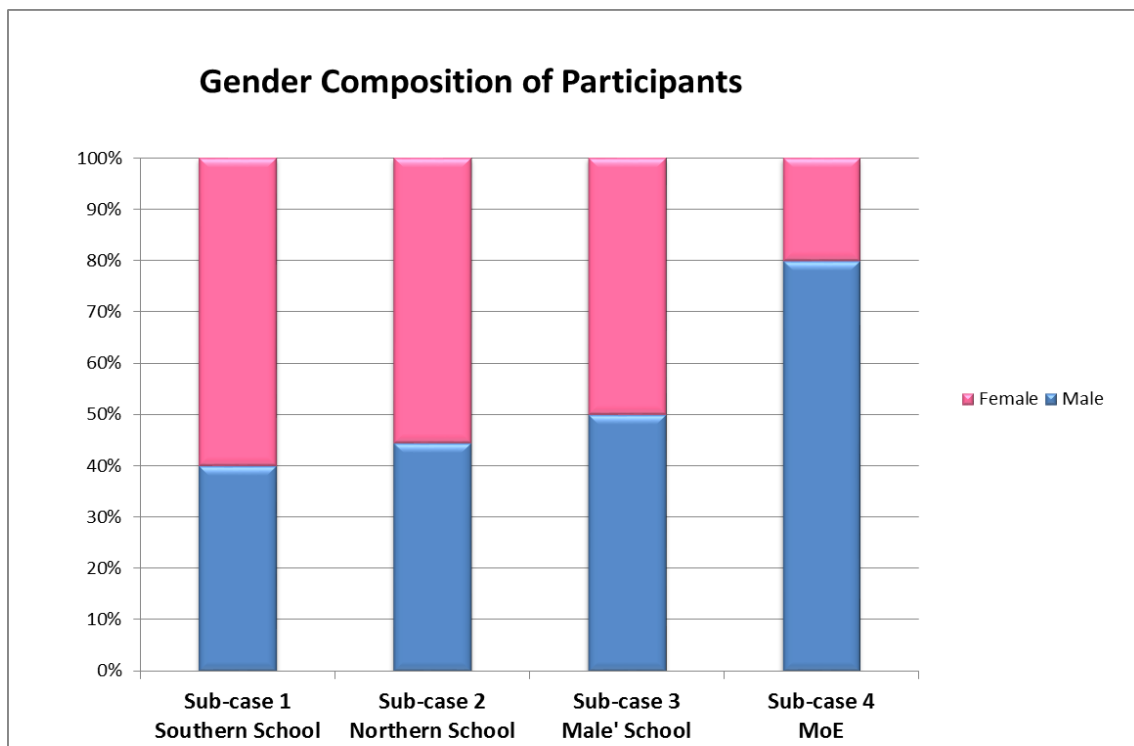
**Figure 10: Composition of Research Participants: Gender**
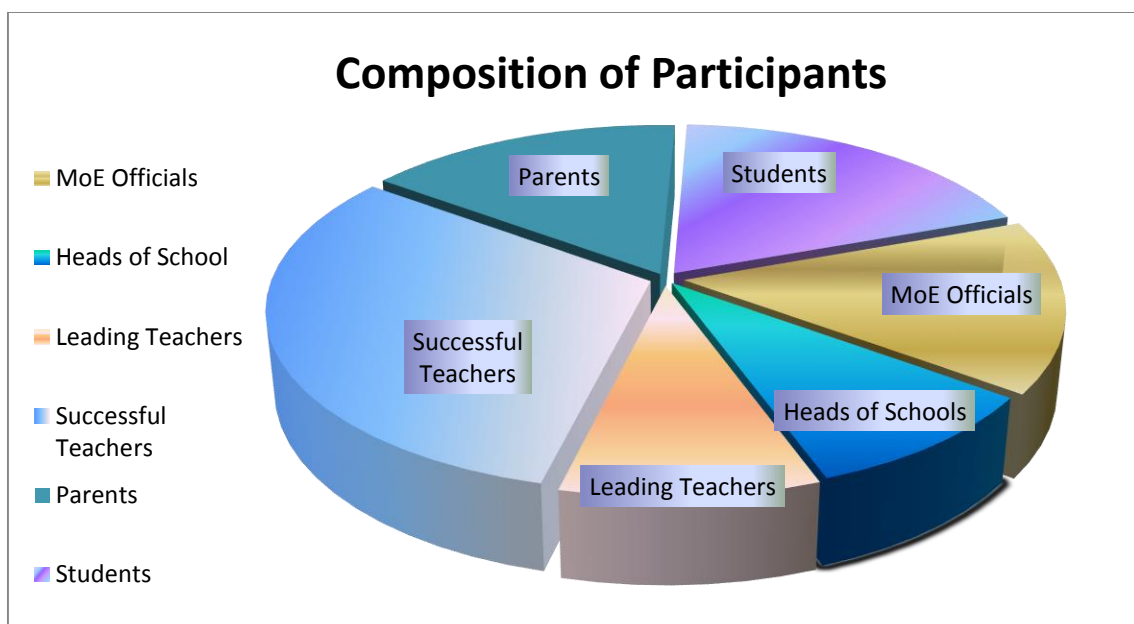


**Figure 11: Composition of Research Participants: Category**

As the unexpressed underlying purpose of this study was assumed to have a positive impact upon their motivation to work, even without "motivational

techniques" as suggested by Schmitt (2010, p. 150), no-one from the original selections actually declined to cooperate.

However, due to family health issues one principal was away from school on medical leave when I arrived in school. Even though he communicated with me to organise my trip and he invited me to the school, circumstances did not allow him to be in charge of the school at the time of data collection. He was unable to contribute any data for the research. His deputy principal was the replacement participant.

Due to time constraints and being unable to proceed with the interview according to the schedule for the third time on the day before I departed back to university, one of the MoE personnel was unable to give the interview. He promised to give a written version of the interview before the end of June 2011. As requested by him, the interview questions were given to him and they were explained. However, there was no response from him and I was of the opinion that the interviews already had rich texts that were sufficient for reasonable data saturation.

School heads nominated leading teachers on the basis of their subjective judgements as appropriate for embedded cases. The nominated leading teachers were contacted by telephone or met face-to-face and requested to participate. Once the leading teachers agreed to participate, a consent form was signed. The questionnaire and the interview questions were given. A convenient time and place for the interview were also agreed upon then.

The successful teachers were identified with the consensus of a CAC on the basis of deliberations in a meeting. The successful teachers were requested separately to nominate the most appropriate students and parents based on their personal judgements. Once a few names were received from one successful teacher, another teacher was also asked to nominate some. When their opinions were common, such parents and students were contacted to request their participation. I informed the successful teachers and the school heads about the requirements for the participants' qualities. The advisory committee was given a printed sheet of terms of reference to guide the procedures for the selection of successful teachers.

Involvement of more capable people in selecting embedded cases was thought to be an added advantage over selecting them on my own. The principals knew the qualities of the leading teachers better than I did. The successful teachers were thought to have known the parents and students better than anyone in the school. So the involvement of other people who knew the embedded cases better was thought to have been better served for the purpose of purposive sampling for rich data for qualitative research. In fact, over 90% of the embedded cases for this research were identified through the recommendations of other sources. These recommendations were also acceptable to me. I identified only 10% which were chosen by virtue of their positions and the degree of involvement in the provision of education. Some of the informants for this research were later awarded best teacher and best leading teacher awards in the following years by the presidents of the country.

## DATA COLLECTION

A period of almost three months in the early part of 2011 was spent in the field. During this period I visited the four sub-cases selected for this research and spent a considerable amount of time in them. The length of time spent in each of the sub-cases was different depending on the need, speed and deed of the participants and those of mine in the process.

In qualitative research, "the researcher is seen as the primary instrument for data collection and analysis. Qualitative data are mediated through this human instrument" rather than human-made ones (Creswell, 1994, p. 145). Hence, I was personally in charge of carrying out the data collection process. However, in addition, to organise and streamline data collection, the three means discussed below were used as data gathering techniques in this study.

### INITIAL QUESTIONNAIRE

An initial questionnaire was given to each of the embedded cases upon acceptance to participate and signing the consent form. This questionnaire was designed mainly to collect demographic information about the participants. However, it also had three questions that were central to the theme of the research. So, in addition to supplying basic information about the participants, it

helped to fine-tune the participants' thinking before they came for the interviews and for the focus group discussions. In most cases the questionnaires were collected when they came to the interviews. This ensured a high return rate of questionnaires.

## SEMI-STRUCTURED INTERVIEWS

According to Seidman (2013, p. 10), interviewing is a useful technique that "provides a necessary, if not always completely sufficient, avenue of inquiry" for researchers if their goal is "to understand the meaning people involved in education make of their experience". Hence, this avenue of inquiry was used as the main technique of data collection (Woodside, 2010). I was the principal interviewer. The interview questions were guided by the research questions. Phenomenological semi-structured interviewing (Vaughn, Schumm, & Sinagub, 1996) rather than unstructured interviewing was conducted with most of the participants, because semi-structured interviews were expected to allow "the opportunity for the unexpected insight[s] to be collected" during interviews and the interviewer to be able to probe further clarifications, explorations, and expansions on responses to questions (O'Toole & Beckett, 2013, p. 133). Semi-structured but flexible interview transcripts were easier (than unstructured) to compare and contrast to look for similarities and also allowed for new thoughts (May, 1997). Some participants, however, preferred the answers for the questions to be written by them in their own time and returned to me. With the consent and approval of the interviewees all oral interviews were audio-recorded as this is "by far the best way to record" data in full (Clough & Nutbrown, 2012, p. 142).

## FOCUS GROUP DISCUSSION MEETINGS

Three focus group discussion meetings were held. One of them was held in the school selected from the northern regions while the second was held in the second school on the island chosen from the southern region. The third meeting was held in the school identified as a sub-case from the capital. The number of participants in any of these meetings varied from 4 to a maximum of 6. They included at least one of the teachers and at least one student selected for

interview together with 2 or 1 other teacher(s)/or parent(s) and a student who was not among the interviewees.

The inclusion of new teachers, students and parents in the focus group discussion meetings brought greater breadth and depth to the data. It gave the chance for the interviewees to scrutinise their own thoughts against those of others, at the same time providing others the chance to enrich, supplement and complement the researcher's data. The school heads and the leading teachers selected for interviews were not participants in these focus group meetings. The decision to exclude them from the focus group discussion was founded on the thought that their presence might have hindered free expression of thoughts by the teachers, students, and perhaps the parents too. Due to the nature of the society, it was thought that it was possible for the parents not to express their thoughts candidly in the presence of the school heads or other high ranking people in the community. Out of courtesy people probably refrained from making comments that could offend people who were in senior positions in schools as they are often quite respected in many communities.
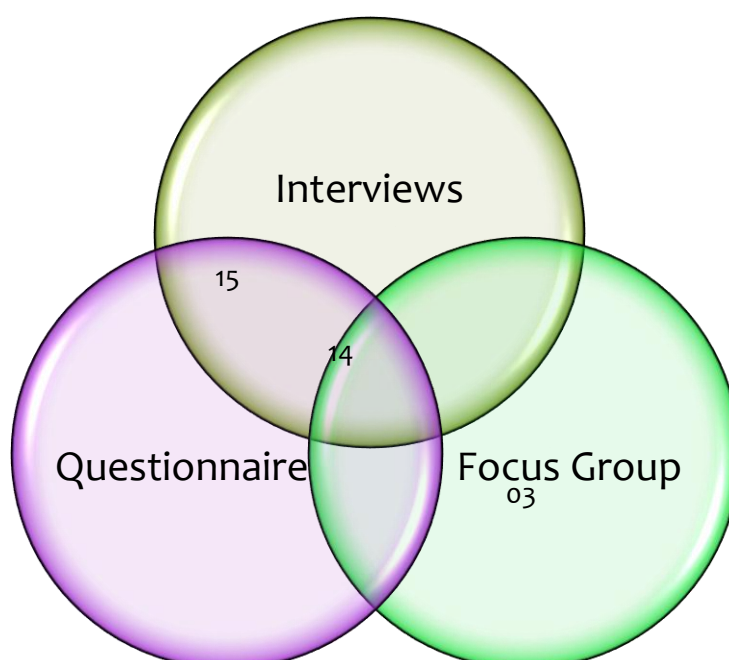


**Figure 12: Number of Participants Who Contributed Data through the Three Data Collection Methods**

## TIME AND VENUE FOR INTERVIEWS AND FOCUS GROUP MEETINGS

Once a participant accepted and signed the consent form to participate, the initial questionnaire was given with a request to complete it in his or her own time, but convenient times for the interviews and focus group were set in consultation with the participants. Normally there was a lapse of a day or two in between any of these activities depending on their availability. The duration for each of these was also negotiated beforehand and refreshed again at the commencement of every event. Two of the three focus group discussion meetings were held in the three schools during the official working hours of the school. It did not affect the schools' functions as they were all two-session schools. The schools were in session when the focus group discussion progressed. At the third school, they were held outside school hours. Interviews were held in locations where the interviewees felt comfortable and relaxed to talk (Punch, 2000). The times were set according to their convenience. Nearly all of them preferred times that were out of their official working hours. Perhaps this is an indication of their priority for their official duties and the acceptance of participation in this research as a completely voluntary activity.

Most of the school-based participants preferred their interviews to be held in their schools. Only one student preferred his home while those who were not based in schools preferred elsewhere. One person's choice was his part-time office in the latter part of evening when all of the day's work was finished. Another preferred the comfort of her own home when being interviewed. One parent preferred a public place. His choice was the roof-top common restaurant on one of the tallest buildings in Male'. It was in a private hotel. His interview was conducted over a meal.

The venues for the focus group discussion meetings were set in consultation with the participants and the schools concerned. Their convenience prevailed in all circumstances. The expected duration of the focus group discussion meetings was communicated at the commencement of the meeting. They were kept to the schedule and time as far as possible. However, they were flexible to extend beyond the allocated time to accommodate any thoughts a participant had, as this is a qualitative study that "relies primarily on human perceptions and

understanding" (Stake, 2010, p. 11). Accommodation of such thoughts was given heed with understanding of other participants through a word of caution by the moderator at the beginning of the meetings.

## DATA ANALYSIS

Qualitative data analysis is as much an art as a science (Babbie, 2013). The data analysis process "is the act of giving meaning", order and structure to data (Corbin & Strauss, 2008, p. 64; Marshall & Rossman, 1999). It is "the activity of making sense of, interpreting and theorizing data" (Schwandt, 2007, p. 6).

Even though Merriam (2009) cautions qualitative researchers to make both the processes of data collection and data analysis simultaneous in order to avoid collection of unfocused, repetitious, and overwhelmingly large amounts of data, these processes were not carried out together in this research. The only safeguard against falling into these pitfalls was the precautionary measures of guided data collection strategies. These strategies only helped to focus the data; they did not help reduce repetitions and volume. Hence a large volume of data with a fair degree of repetition were collected.

The challenge for me as the researcher, as in any type of research, was to make sense of large amounts of data, and reduce the huge amounts of data by identifying significant patterns and constructing a framework to obtain the answers for the research questions (Bloomberg & Volpe, 2012). This was a laboriously time consuming and difficult process. There were "no cut-and-dried steps that guarantee success" or to make the process hassle free and easy (Babbie, 2013, p. 396). However, there were various approaches and strategies methodologists have proposed to go about this process.

Yin (2009) presented five approaches to different dimensions of data analysis, while Swanborn (2010, p. 115) elaborated on distinguishing roughly five traditions of data analysis as follows:

1- Analysis of data collected in the field of changing organisations, according to Yin

2- Analysis of data collected in one of the qualitative traditions, especially the grounded theory approach of Strauss and Corbin

3- Data analysis and presentation according to Miles and Huberman

4- Time-series analysis

5- Data analysis according to Ragin's method, using Boolean logic and fuzzy-set theory.

In light of these propositions and various others, this analysis tracked the following procedures. They were guided by the inductive qualitative model proposed by Hood (2007). These procedures were informed by literature on qualitative research by Guba and Lincoln (1981, 1989), Creswell (2008), Maxwell (2005), Miles and Huberman (1994), Charmaz (2005), and Strauss and Corbin, (1998).

1- Record and transcribe all interviews and proceedings of the focus group meetings

All the interviews and focus group discussions were audio-recorded and transcribed. The recordings were listened to many times to understand the real meanings of what was being expressed. By listening to them, it was easy to understand the contents of the interviews as I personally conducted all the oral interviews. Contents of focus group discussion meetings were also easy to understand as I was present as an observer in all the three meetings. Once familiarised with the contents, all the audio recordings were transcribed. I proofread all the transcriptions many times while listening to the audio recording. Every effort was made to transcribe all that had been said to convey the exact meaning that the speaker actually wanted to convey. Meaningful pauses and laughter were also identified and noted.

2- Member check the transcriptions

"Member checking" was aimed for as suggested by Guba and Lincoln (1989, p. 239). But this activity was not carried out so effectively due to the distance involved between the embedded cases and my university of study. Since I left the research sites and returned to the university, contact with the embedded cases became difficult, irregular and costly. Only a few of the carefully made transcriptions of the interviews and proceedings of the focus group discussion meetings were sent to some of the participants for "member checking" with a request for their corrections and comments

(Guba & Lincoln, 1989, p. 239). Whatever corrections and comments that were received from them were incorporated into the transcripts.

3- Translate transcripts in Dhivehi (the local language spoken in Maldives)

Once the transcriptions were found to be fairly accurate, some of them in Dhivehi were translated into English. Particular attention was paid to incorporate the real meaning of metaphorical usage of language and colloquialisms while translating. I did most of the translations. Sometimes they were checked by a member of my family or by a friend without letting them know the sources of the original transcript. However, not all transcripts were translated. A selected sample was enough to generate a working theory based on the main issues related to the research questions. Once the theory was formed, relevant texts that supported the theory from the remaining transcripts were also translated until data saturation occurred.

4- Familiarisation with data

Before starting to code the data, I studied the data to familiarise and lay the foundation to synthesise the data (Charmaz, 2005). This helped me to select an appropriate sample of transcripts that captured the diversity of relevant ideas within the sample chosen to be translated. The studying of data required me to read and re-read the transcriptions line-by-line several times. This enabled me to become familiar with the contents and obtain a general sense of them (Creswell, 2008). Sometimes these readings were also done simultaneously with listening to the original audio-recordings. It is through familiarity with data, literature and experience in the Maldives that I was able to identify codes, categories, and themes out of what the participants had expressed. Without this first step of thoroughly familiarising myself with the data, "the rest of the analysis … that follow[ed] could not [have] occur[red]" (Strauss & Corbin, 1998, p. 102).

5- Development of a coding scheme

Once I was thoroughly familiar with the data, a coding scheme was developed by analysing the transcripts of the sample interviews and proceedings of the focus group meetings. These transcripts were selected

on the basis of the diversity of ideas contained in them. The coding scheme was discussed with my supervisors and general coding began. This scheme was in the form of a word document template which accommodated the various ideas relevant to the research questions.

6- Coding of data

Once the data coding scheme was in place the coding of other transcripts began. Open coding is the breaking down of data into discrete parts, closely examining and comparing for similarities and /or differences (Strauss & Corbin, 1998). "Coding is the first step in taking an analytic stance toward the data, [and t]he initial coding phase … forces the researcher to define the action in the data statement[s]" (Charmaz, 2005, p. 517). For Knigge and Cope (2006, p. 2025), "[c]oding is a process of both data reduction (for example, making hundreds of pages of notes easier to grasp) and data analysis (that is, by evaluating data, looking for internal consistencies or inconsistencies, and identifying patterns".

According to Charmaz (2005), "codes are active, immediate and short. They focus on defining action, explicating implicit assumptions, and seeing processes" (p. 517). They "are labels used to describe a segment of text or image" according to Creswell (2008, p. 251). Coding continued until I felt that no more relevant ideas were forthcoming. This was a process that had no specific guidelines.

7- Categorisation

The next step involved further data reduction whereby "[e]vents, happenings, objects and actions/interactions are grouped under more abstract concepts termed 'categories'" (Strauss & Corbin, 1998, p. 102). This was, however, an on-going simultaneous process right from the beginning when the codes were entered into the tabulated MSWord document template. Categorisation was the first formal minimal step in abstracting (Richards & Morse, 2007). It was at this stage that the codes were specifically examined for "overlaps and redundancy" and attempts were made to collapse them into "broad themes" (Creswell, 2008, p. 251). The attempt was to produce a concept map of the general relevant ideas

that formed the answers to the research questions. This required still further abstractions.

8- Identifying themes

Once categories were derived from the codes, I was confronted with the hard task of further categorising the categories to establish core categories or themes, constructs, or domains that encompassed the central ideas of the phenomenon under investigation (Creswell, 2008). Further examination of categories against the research questions helped identify relevant categories.

The process of coding, categorising, and identifying themes required me to compare data with data, data with categories, and category with category (Charmaz, 2005). Some researchers make use of computer software to assist in these processes. Creswell (2008) recommends NVivo as a valuable computer software with the ability to "create text data matrixes for comparisons" (p. 250). I planned to use NVivo to assist in this process to identify common categories and themes (Punch, 2000). But as NVivo was not compatible with Dhivehi script in which the original transcriptions were made, it required the translations of all the transcriptions into English in a format compatible with NVivo. This was found to be too time-consuming and it was decided to translate only a selected sample of transcripts initially to save time, and NVivo was basically used as a storage device from which retrieval was easier. Categorisations, identifying of themes, and comparisons were done manually through reading over the contents of the coding scheme and by picking up the pressing issues.

According to both Charmaz (2006) and Creswell (2008, p. 433), qualitative researchers need "to stress flexible strategies, emphasise the meaning participants ascribe to situations, [and] acknowledge the role of the researcher and the individuals being researched". The use of the Microsoft Word document template provided for much of these and the flexibility of cutting and pasting needed for categorisation and abstracting of the main themes that formed the basis of the concept map that supports the working theory described in the findings chapter.

# TRUSTWORTHINESS

Assessing the quality of qualitative research seemed cumbersome (Gómez, 2009; Hammersley, 2007; Mays & Pope, 2000; Spencer, Ritchie, Lewis, & Dillon, 2003). The criteria for judging whether or not an inquiry is methodologically and analytically sound in a constructivist paradigm are different from the criteria of 'rigour', of internal and external validity, reliability, objectivity, and generalisability in the conventional paradigm (Guba, 1981). In constructivist qualitative research, quality issues are often referred to in methods books as 'trustworthiness' issues (e.g., Greener, 2011). In pursuit of trustworthiness, Guba and Lincoln (1998) used the terms credibility, transferability, consistency and confirmability as its components. However, the "criteria of credibility, transferability, dependability and confirmability, could not establish quality with confidence and assurance that the old rigour criteria did, but were nonetheless useful", according to Lincoln (1990, p. 71). These issues in this research were addressed as follows:

## CREDIBILITY

The credibility issue was dealt with by the following methods:

i.  *Host verification* (Guba & Lincoln, 1981, p. 186): the researcher spending a considerable amount of time with the interviewees to check the understanding of the researcher with that of the interviewees.

ii. *Phenomenon recognition* (Guba & Lincoln, 1981, p. 186): by sharing some of the transcripts of interviews and discussion meetings to see if the researcher's 'reality' represents that of the participants. Certain portions of audio and transcripts were also discussed with colleagues to find out if their understanding of the speech or text was similar to that of mine.

iii. By providing a rich, thick description for others to visualise the situation and the cases studied (Poskitt, 2002).

## DEPENDABILITY

Dependability or reliability is about using the same device in the same phenomenon to arrive at the same results by other researchers (Poskitt, 2002). This is really the accuracy issue. It was assured by:

i. Repeated readings of the transcripts and the contents of the coding scheme and checking the steps taken to arrive at conclusions (Berg, 2001).

ii. Keeping detailed notes of interviews and focus group discussion meetings.

## CONFIRMABILITY

Confirmability or objectivity refers to the ability of the researcher to fully articulate the procedures so that others can repeat them to find out whether the same things result (Berg, 2001). This was taken care of by keeping detailed notes to prove that "biases, motives, interests, perspectives and so on of the inquirer" are eliminated as far as possible (Guba & Lincoln, 1981, p. 104). However, there is no claim of complete elimination of biases.

## TRANSFERABILITY

The question of transferability or generalisability is the relevance of the results of a study to situations beyond the sample (Shipman, 1988, p. x). The legitimacy of transferability is debatable in different paradigms (Firestone, 1990). "Recent work has shown that the scientists, like workers in other areas, are in the business of providing reasonable justifications for their assertions, but nothing they do can make these assertions absolutely safe from criticism and potential overthrow" (Phillips, 1990, p. 31). As there are no absolute justifications, there are no justifications at all. Dewey (1941, p. 169) preferred to use the term "warranted assertibility" rather than "truth" for the findings of studies as "warrant is not forever; and today's warrant can be rescinded tomorrow, following further inquiry" (Phillips, 1990, p. 32). Therefore, there is no intention of claiming transferability of this study's findings as Stake (1995) suggested, even though it is argued that the limited generalisability of case study research is, in fact, a misunderstanding (Flyvbjerg, 2006).

## ETHICAL ISSUES

Those who helped me to have access to the research sites were of great assistance, particularly those who agreed to be interviewed, participate in focus group discussion meetings and fill in the questionnaires. They deserved consideration and appreciation (Bell, 1999, 2005). This was dealt with by building

a good rapport with the people concerned. Not only the rapport but their protection in all respects was of vital concern for me (Marshall & Rossman 2011). In order to protect their rights and interests certain protocols were followed during the whole process of the research. The protocols adopted by Victoria University of Wellington were adhered to. Before the beginning of the field work a separate ethics application was submitted to the university. The approval was granted on the fulfilment of all conditions necessary for protection of the participants. All guidelines set by the university in this respect were met.

For the protection of the participants I was constantly conscious of the following issues:

**The informed consent:** Informing the participants as fully as possible always remained a priority. They were informed fully about the research and how and why they were chosen to participate. They were assured of their rights to withdraw from the research at any time if they wished to do so.

**Written consent:** The participants being informed and obtaining the informed written consent form signed was the second priority. An appropriate custom-designed, university-approved consent form was signed by all participants before the participatory activities began.

**Privacy:** The participants were assured of their privacy at all times and in all circumstances. The ways in which their privacy may be intruded were discussed and agreed upon.

**Confidentiality and anonymity:** The participants and the participating institutions were assured of the safe-keeping of information they supplied. Their identities were safeguarded and protected at all times.

**Data and conclusions:** They were assured of the proper use of the results. They were used to produce this doctoral thesis to be submitted to VUW through the guidance of Dr. Lex McDonald and Dr. Anne Hynds. In the course of time the results would also be used to write and publish journal articles while using any available opportunity to share them at related conferences.

**Use and misuse of results:** Being conscious of the obligation to ensure findings are used appropriately, and not misused.

**Interventions and advocacy:** The wellbeing of the participants was upheld at all times. Harmful, illegal, or wrongful behaviour was always avoided.

**Harm and risk:** The pros and cons of possible harm or damage to the participants were fully discussed before the participants embarked on this project with me (Punch, 2000).

Written informed consent of all participants was sought and obtained on the collection, usage and publishing of information based on the data they supplied without compromising their anonymity and security. They were reassured of their confidentiality and integrity by making sure that no data would be associated with any individual or group except for during the period of data processing. The information would be reported without attaching it to any particular source, as to know where or from whom the particular piece of information was obtained. In all instances where a piece of data or information needed to be disclosed with a source, a pseudonym was used to avoid attribution of it to the actual informant. All data would stay as my property for a maximum period of three years under lock and key in a safe place. Data would be destroyed securely after that. However, the report of the study would be made available to all those who wanted to make use of it. It may also be published as the need arises.

## DELIMITATIONS AND LIMITATIONS OF THE STUDY

The very onset of this section warrants a clear explanation of the distinction between delimitations and limitations of the study as confusion arises in understanding the two terms (Bloomberg & Volpe, 2012). Statements on delimitations demarcate the boundaries of the study. They clarify the scope of the study. Limitation deals with the weakness. Declarations on limitations expose the conditions that may weaken the results or the outcome of the research (L. F. Locke, Spirduso, & Silverman, 2000; Rossman & Rallis, 2011).

## DELIMITATIONS OF THE STUDY

This study was strictly confined to the small island state of the Republic of Maldives. In particular, it is based on the selected indigenous stakeholders' perspectives from three different schools of three different sizes and the MoE. These three schools are located on three different islands selected from north, south and central regions of the country, providing a blend of perceptions of stakeholders from different islands and from schools of different sizes. However, the comparisons of perceptions from different islands or those of the different stakeholder groups are considered to be beyond the scope of this study.

## LIMITATIONS OF THE STUDY

This study has several limitations. Some limitations are related to the methods, strategies and techniques employed to carry out the study. Others are related to my background as the researcher, as a person, and the epistemological stance I have taken for this research.

Methodological Limitations.

Due to the nature of the study and time constraints, the study suffered a number of methodological limitations. They are as follows:

1- Misinterpretations of ambiguous questions

Data collection tools were not pre-tested. This resulted in certain drawbacks.

a. Some of the questions in the interview schedule were not properly understood by some participants, particularly those who chose to write the answers rather than coming to a one-to-one or face-to face interview with me as the researcher.
A good example may be the second question which aimed at exploring why one may consider a certain teacher successful. The following is the question copied from the printed version of the interview questions that was given to participants and the answer Azha (pseudonym) has given.

Question 2:   How would you judge if a teacher is successful?

*Azha:      A successful teacher can be judged by:*

*a)  Classroom observation*

*b)  Feedback from colleagues, parents and students*

*c)  Regular evaluation*

Because of the way the question was worded the above answer was possible. The intention of the question was NOT actually to explore the mechanisms or strategies through which the schools can or could recognise good, effective or successful teachers but to explore their perceptions on when what happened did they consider a teacher good, effective or successful.

2-  Redundant Questions

a.  Some questions were found to be practically redundant as many of the interviewees did not come up with much additional information while answering those questions. Basically such questions were dealt with by some participants as repeated questions even though the questions were worded differently, aiming to extract different perspectives.

b.  For example, the questions about who can do what to motivate teachers and who can do what to sustain teachers' motivation were found NOT to yield a great deal of different or new information.

c.  Some questions on the interview schedule were found to be redundant as no new information was yielded through asking those questions. For example, question 3.1 and the six sub-questions that followed sought the participants' perceptions on what the teachers themselves, their colleagues, school leadership, the pupils, the parents,      the      island/community      administrations,      the island/community in general, the central government/MoE or any other party can do to enhance teachers' motivation while questions 7.4 and the six sub-questions pursued the same on what sustained teachers' motivation.

d. These questions, though they did not retrieve new information, served for another very important purpose. They served in corroborating the information supplied by the participants.

Limitations due to the researcher.

1- I coded and analysed all data. This might have eluded me of seeing the multiplicity of the participants' realities.

2- Even though I have frequently visited the islands in the past, where all the sub-cases (schools) are located, I have lived only on one of those islands to understand the real-life situations of the participants. During the data collection, I spent about a week on each of the sub-case islands. The fact that I did not have real-life experience on those islands might have hampered my ability to fully understand the participants' points of view about certain issues.

3- I have been in the education service for a long time and hence even if the participants did not know me personally and I had already resigned from my post, it is likely that all participants knew about my position. This might have hindered or facilitated their expressions. It might, as well, have altered them to a certain extent resulting in suspicions about data genuineness.

Epistemological Limitations.

1- As a constructivist researcher, it is acknowledged that my own background, cultural, social and historical experiences must have shaped the interpretations of the research outcome (Bloomberg & Volpe, 2008).

## CHAPTER SUMMARY

The chapter began with the formal introduction of the research question which was formulated with due consideration of the literature review from which appropriate data were drawn to address the problem described in chapter 1 and which was situated in the context explained in chapter 2. With still more details about the actual research context, the research design, the methodology and the rationale behind the selection of these were given in this chapter. The adoption of a qualitative approach and the justification of this approach with my position

and orientation in looking at the issue under study were provided. The processes of data collection and its analysis were presented with details about how issues of ethics and trustworthiness were dealt with. The chapter also provided details about the scope of the research by specifying the limitations and delimitations of the research to demarcate the parameters considered.

With due consideration of the above-mentioned parameters, the next chapter presents the findings that were reached through the processes described.

# CHAPTER 6   PRESENTATION OF FINDINGS

## CHAPTER OUTLINE

This chapter presents the findings. These are presented in two parts, because the research questions contained two major important areas to be explored – successful teachers and their motivation to remain in teaching. The first part delves into the definitions of successful teachers and the qualities participants perceived the successful teachers as exhibiting. The second part deals with the main issue of motivational influences for successful indigenous teachers to remain in the teaching profession of the Maldives.

## PART I

## QUALITIES OF SUCCESSFUL TEACHERS

## INTRODUCTION

This is the first of the two parts of the presentation of findings. As stated earlier, the purpose of this study was to explore and describe the motivational influences for successful indigenous teachers to remain in the teaching profession as teachers; exploring what constitutes a successful teacher in the Maldives also became a major component of the study. Even though three operational localised definitions of successful teachers were arrived at to select successful teachers through deliberations of three CAC meetings in three of the four sub-cases from where data were collected, the participants of the study were asked for their views about the characteristics of successful teachers in their personal interviews and in the initial questionnaire. This was also a discussion topic in the three focus group meetings and this part of the findings are based on the responses of the participants for this question.

## DEFINING SUCCESSFUL TEACHERS

In the attempt to define successful teachers in any given situation, it has to be noted that, first and foremost "there is no formula for successful teaching [and/or

to be a successful teacher]. Each professor [teacher] is unique and has individual educational philosophy and teaching goals" (Rossett & Fox, 2009, p. 16).

But this does not hinder the attempts to define successful teachers or success in teaching in a local context. A variety of definitions can be found in the wealth of literature that exists on successful teaching.

According to Olsen (2010, p. 157), "[a] successful teacher doesn't only teach reading, writing, and arithmetic, but teaches the world in her classroom." However, in the Maldivian context, the teaching arena was not confined to the classrooms alone. As such a successful teacher was observed to have been teaching the world not only in her/his classroom, but instead teaching the world in the world. Their teaching context was perceived to be rolled up beyond the four walls of a school to the wider community.

Many participants in this study also attempted to define what they thought was a successful teacher. The following are some of the definitions of successful teachers as perceived by some of them. One participant tried to provide a set of criteria for judging whether a teacher was successful or unsuccessful:

> *The amount of work they do, the results they produce, the level of acceptance they get from students, the applause received from the community, the general behaviour of the person, honesty and sincerity, creativity in ideas, creativeness and activeness of the person are criteria to judge the successfulness of a teacher.*
>
> *Adam*

Another participant, who attempted to define what constitutes success of teachers added further qualities:

> *Often success is through attitudes of teachers, the time that the teachers give to the school, the kind of collegiality formed among the group of teachers, the way the teacher is perceived by the students and how well the students respond.*
>
> *Ameena*

These observations seemed very much confined to the bounds of the school. Another official from the Ministry narrowed the focus even more to the act of teaching alone:

> *A successful teacher in my view is an effective teacher on the job of teaching. This is one who performs well or in an outstanding manner in the business of teaching and learning.*

> *Maahin*

However, there were other perceptions of the participants that added a multitude of factors that constituted success of teachers. Those factors included out-of-school qualities and complemented the above two observations.

A leading teacher explained how he perceived a successful teacher as follows:

> *A successful teacher is one who [helps] … the students [to achieve] what they really are after to achieve. They are the objectives of the hidden curricula … personal development, the ethical and moral development, and inculcation of good discipline [which at the moment] are … lacking. So the teachers who achieve these things for the students are the successful teachers.*

> *Shafraaz*

Some student participants also tried to define successful teachers. Like other participants' definitions, students also emphasised different aspects of the teachers particularly. One of the students was seen to put his definition of a successful teacher in this way:

> *The successful teacher is someone who can inspire the students to achieve higher goals. And then teach them well, and encourage them to do good things, to become successful people in the future.*

> *Saamih*

Another student marked a generational difference in the perceptions of what constituted a successful teacher:

*The older folks believe that a successful teacher is a person who is very strict and emphasises regimentations.*

*But the young parents believe that those who provide the students with the opportunity to study in a playful manner and get good results are successful teachers.*

*Ali*

A principal also gave a description of whom she might call a good teacher:

*I say a good teacher, because the teacher gets the acceptance of parents, approval of students, the management becomes happy with, and also produces good results.*

*Hazlaan*

This school principal seemed to have put greater emphasis on the interpersonal relationships than on the students' academic results. This probably would have been the case because the teacher was able to function to produce good results only if they had succeeded in securing the interpersonal relationships to an acceptable level.

The three CACs also deliberated on defining a successful teacher. The following are the translations of their three definitions:

Definition - 1

The successful teacher is one who is intellectually, and adeptly talented, conversant with cutting edge tools, aware of the world we live in, and proven to work with passion. In addition, teachers of this potency work with pupils and parents collaboratively, are well-informed about the pupils' behaviour, treat pupils impartially, are adaptable to prevalence in its present conditions, and have gained the trust, love, and respect of the community, pupils and parents.

Well-versed intellectually and talented

Has gained the trust, love and respect of the community, and the pupils

Well-informed

Dedicated and accountable

Work industriously to meet pupils' objectives

Flexible

Show that work is done with great enthusiasm

Be conversant with cutting edge tools

Know the students thoroughly.

Definition - 2

A successful teacher is one, who is patient, compassionate, and fair. They are capable of overcoming obstacles and are passionate, composed, aware, skilful and knowledgeable. They guide their students towards the right path, love their students and are accepted by society. They are exemplary.

Definition - 3

A successful teacher can control their students, solve the problems of their students, and treat all students equally and without favouritism.  They also listen to the different opinions and views of the students with patience, they know how to gain cooperation from the students, and they explain the lessons well and give adequate time for the student to answer after presenting them with a problem. Furthermore, they are passionate about teaching, and are well trained with vast knowledge of subject matter. Students requiring special attention are given the assistance they need, all the students are properly monitored, and good habits of the students are supported while bad habits are discouraged by the teacher. In addition to this they thoroughly prepare their lessons before attending classes, they do not let their personal problems get in the way of how they teach their students, they are cooperative with the students, parents and the management of the school as well as their fellow teachers. Moreover they are very interested in the teaching field, they spend an ample amount of

time for the school and they love their school. A successful teacher is exemplary in their work and behaviour.

What is noticeable most from these three definitions is the fact that each one is different from the other, but they are all acceptable definitions reached by groups of people with hour-long deliberations. For this reason, it may be safe to try to describe the characteristics of successful teachers or what they do in different situations to become successful rather than trying to provide a generic definition of a successful teacher.

In describing, what constitutes a successful teacher, a special focus was given to the characteristics and behaviours of teachers that make her or him successful in the Maldives. In other words, the emphasis was on traits and practices of successful teachers in these small island communities. Among them were common factors relating to successful teachers in other situations while some obvious general qualities and actions of successful teachers could have been completely omitted as they did not come to light in the data or they were not relevant to the Maldivian context.

Over 50% of the participants of this study constituted teachers. In fact, these teachers were selected as successful teachers (embedded cases) within the sub-cases (localities) nominated and recommended to participate in the study. Hence, this part of the findings too was heavily influenced by the perceptions of successful teachers themselves about their own characteristics or the characteristics of such teachers. However, the contributions of the CACs and other stakeholder participants such as principals, parents and students also shaped these findings. This part of the findings answers the following research sub-question, even though supporting evidence in the answers to other questions was also considered:

1- What do the participants perceive as the characteristics of a successful teacher in the Maldives?

The above sub-question was the basis for the interview questions and the questionnaire. It was also the basis for the discussion themes in focus group

discussion meetings and CAC meetings. Hence, these categories of characteristics of successful teachers emerged from the analysis of:

a- Questionnaires

b- Transcripts of interviews

c- Transcripts of focus group discussion meetings, and

d- Proceedings of CAC meetings

The findings for the above sub-questions were presented in a diagrammatic form in the following figure as well as in a descriptive manner (that follows the figure). Under this major theme of characteristics of successful teachers, six major categories of characteristics are identified. They include personal attributes, emotional traits and academic qualities that facilitate social, collegial, pedagogical practices that were expected of successful teachers or that teachers who wished to be successful in the Maldives should possess and exercise. Figure 13 contains a diagrammatic representation of the major characteristics of the successful indigenous teachers in the Maldives. The working theory is also presented in the figure.

## A SUCCESSFUL TEACHER IS AN ANGEL-LIKE CHARACTER

As observed and perceived by the participants of this study, a successful teacher in the islands of the Maldives is an angel-like character, angel-like in the sense that she or he is free of all bad things or undesirable qualities and embodies all good qualities that are appreciated in the local contexts of the islands.

> *I see teachers are like angels.*

> *Finding defects in teachers is unacceptable. Teachers must embody in themselves all the pleasing traits.*

> *Fikry*

Fikry also said that a teacher is a character whose behaviour and appearance could be copied and acted by others to become a perfect person, even though Fikry himself was aware of and admitted that no person is perfect as such.
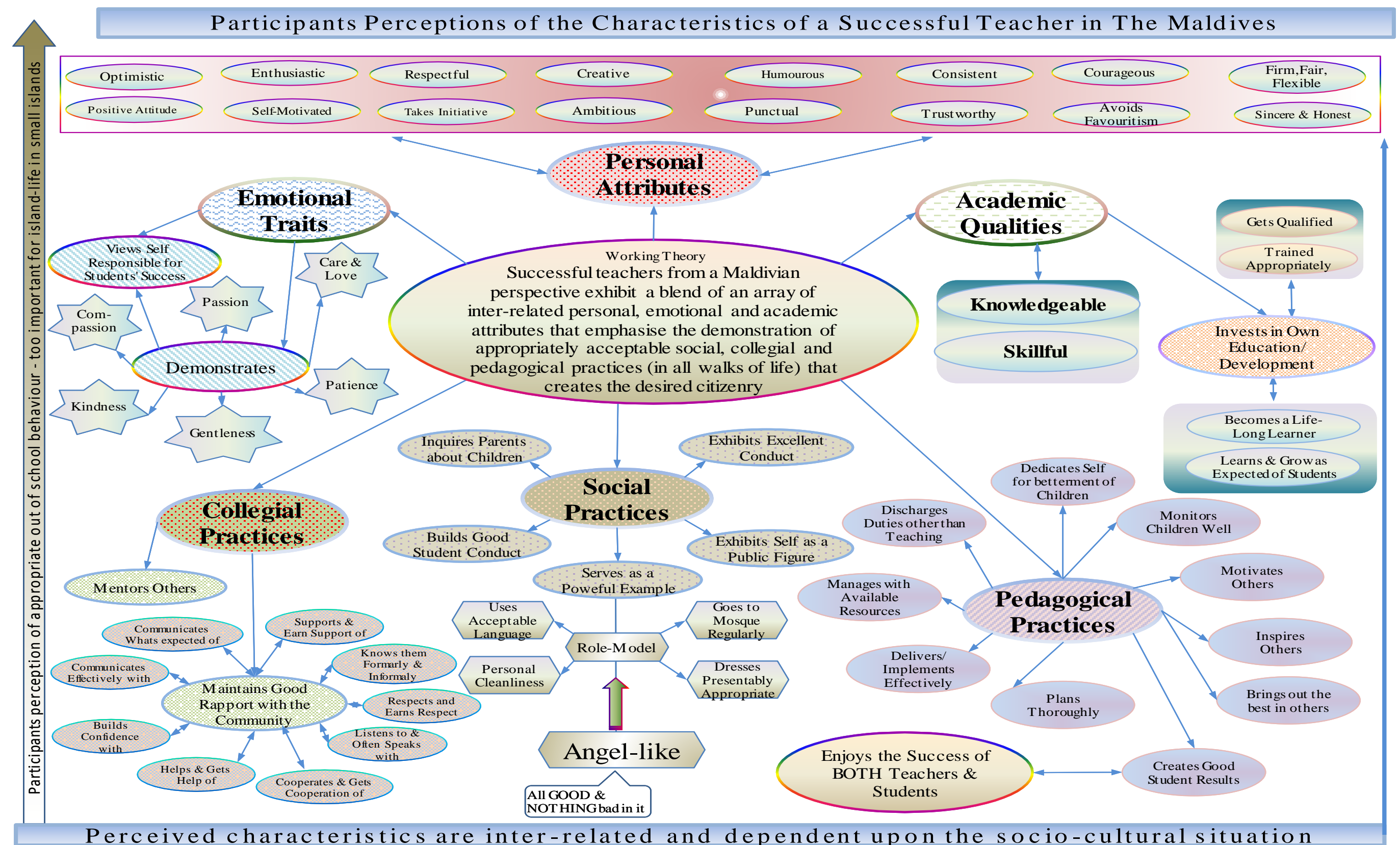
**Figure 13: Characteristics of a Successful Teacher in the Maldives**

When a leading teacher was asked about what he perceived as the characteristics of a successful teacher in his community, he expressed his perceptions as follows:

> *The extent of work accomplished, the results produced, the achieved level of acceptance by society, the way the person behaves in general, honesty and trustworthiness, the skilfulness, creative ideas and creativity and activeness are characteristics of a successful teacher.*

> *Adam*

This response opened a spectrum of issues or areas in which the teachers needed to excel in order to be considered successful, implying the higher they scored in these areas, the more successful they were. There were many other responses to that question from other participants. The following are some of the conceptions of their ideas of what successful teachers practise or/are characteristics the successful teachers possessed (or should possess).

## SOCIAL PRACTICES

Successful teachers in the Maldives have certain social practices that the participants of this study identified as requisites for success in the teaching profession. Some of these social practices were unique and practicable only in small communities like that of the Maldives while others may be expected in almost all communities.

### INQUIRES ABOUT CHILDREN

As the Maldivians are isolated in the small island communities, teachers, parents and students mingle with each other in their social lives. They often meet each other outside the school in public places such as the roads and *fannu (*places for people to relax and meet each other, often near the beach under the trees where people enjoy the sea-breezes while updating with the talk of the town):

> *Teachers can talk to the parents [about their children] on the roads or in other common places about the children.*

> *Faiz*

It was expected of the teachers to be able to answer the parents when they asked questions about the students on their occasional meetings in various places. Many parents often met the teachers when they fetched their students at the end of the day's session:

> *Sometimes a parent might want to ask the teacher when they come to fetch their children how they are getting on in class. If the teachers cannot answer the parents' questions they would not be happy.*

> *Haalaa*

Parents also expected the teachers to inquire about their children and to exchange up-dates on how the children were faring in the school and in other spheres of life, when the teachers and parents met informally:

> *Those teachers who, if they happen to meet the parents ask them about the students and whether they study at home, are also considered good teachers.*

> *Faiz*

As these are very small communities and they often meet each other, the parents learn about the teachers when they are posted to various communities. Likewise, they expect teachers to know the parents as well. They must know whose parents they are rather than as a parent of some student:

> *As this is a very small community there will be no one who the teacher does not know. All parents know the teacher. The teacher also knows by sight of a parent it is which child's mother or father.*

> *So the teachers have the chance to inquire about the child and the parents also ask. Some people feel happy when a teacher asks about their children.*

> *Faiz*

Just knowing the parents and asking about their children alone would not suffice. There were many other behaviours that the teachers were expected to engage in, in their social lives as well.

## EXHIBITS SELF AS PUBLIC FIGURE

Teachers in general are iconic figures in the communities in which they live. They become so for various reasons. Due to the small size of the islands and because they perform a duty most of the people in the community value highly, they soon become visible. Hence:

> *When he becomes a teacher he becomes a public figure.*
>
> *Nazeem*

Often teachers become the topic of much gossip on the islands. When a new teacher is posted to an island where there are just one or two schools, the teacher comes under the scrutiny of almost all the people on the island. Even on islands where there are more than one (or two) schools, new teachers come under scrutiny even if that particular teacher is not a teacher of one's own child. The level of scrutiny only fades when the teachers gain the confidence of a large portion of the society. But even then, on many islands, particularly on small islands, teachers remain visible people. They are often known to everyone on the island, so they have to live up to the societal expectations, not only to gain public acceptance, but also to remain successful as teachers.

Successful teachers learn and follow the norms of the society in order to be able to remain successful:

> *A successful teacher, good teacher in a small community*
> *… follow … the norms of the community.*
>
> *Salman*

It is of particular importance for the teachers posted to smaller islands. Such teachers' actions and way of living are seen to be more visible to the public:

> *The way the teacher behaves outside of school. That*
> *depends a lot. I mean, when we go out of the schools, most*
> *of the parents will be looking at the behaviour of the teacher,*
> *er....may be, he is engaged or he is hanging with the*

*students doing something else. So like that the outside behaviour is very important for a small community.*

<div align="right">

*Salman*

</div>

In particular, their impact on the community becomes strong when they are on small islands. Besides, they have to be part of the community in all respects. The teacher has to be abreast with the developments and happenings in the community:

> *Successful teachers will participate in community work or in the activities run by various NGOs and clubs. They participate in activities like communal cleaning.*
>
> *They must have a communal spirit, which will be appreciated by all the people and the students also take example of.*

<div align="right">

*Ali*

</div>

This could happen only if the teacher becomes part of the community, and becomes involved in what goes on in the community. Only then the teacher can understand the sentiments of the society and present the contents of the lessons in socially acceptable and understandable forms:

> *The teacher must know what goes on in the community. The teacher must go out and be informed to answer students' queries with examples from the social life.*

<div align="right">

*Fikry*

</div>

Furthermore, in order to become successful teachers and remain as such in these island communities, the teachers not only have to follow the norms of society or be part of the community, but they also have to be community leaders:

> *Teachers taking leadership in community development show good role models.*

<div align="right">

*Ali*

</div>

Some participants expressed their expectations of the teachers as being able to handle situations better than the normal ordinary people because being teachers themselves, they are better educated and trained:

> *Teachers will have the ability to handle problems better than the ordinary people as they are taught it when they got trained.*

> *Faiz*

So, they have to make use of the skills they gained in their training as well. They have to work in ways the community expects them to work. The teachers were expected to lead community work as they were thought to have better skills to lead such activities:

> *A teacher will have better knowledge, experience and the know-how about doing things than a local ordinary person so the teacher has to take a leading role in community work too.*

> *Teachers may not have the specific work related knowledge and experience with regard to particular community work in progress but they certainly will have better abilities and organizational skills.*

> *Faiz*

What was clear is that the teachers had to earn the community's confidence in the ways the community expected. In order to earn the community's confidence, they always had to be on guard regarding how they portrayed themselves to the public.

## DEMONSTRATES EXCELLENT CONDUCT

Successful teachers themselves exhibit excellent conduct in their everyday lives:

> *Maintaining a good discipline. If the students see teachers spending time unnecessarily in groups or are in front lines of fights the students would not like them.*

> *Haalaa*

A principal suggested how successful teachers act or should act to avoid instances of displaying misconduct. As human beings teachers also fall victim to disagreement with other people. They also experience difficult times with children, colleagues and management of school as well. At such times, too, the successful teachers continue to demonstrate good conduct and an acceptable standard of behaviour:

> As we are human beings there come instances when we are in disagreement with each other. Successful teachers should know that in such instances the solution lies in communications and in discussions.
>
> *Faiz*

A parent also stressed that successful teachers do not get themselves involved in arguments with other people on the roads or in public places or even at home with family members:

> When a teacher yells to other people living around and behaves in unacceptable ways, the teacher lacks the characteristics of a teacher.
>
> *Fikry*

They have to keep their conduct in everyday life to an acceptable standard and endeavour to excel in that while also striving to build exemplarily good conduct in their students if they would want to be successful.

## BUILDS GOOD STUDENT CONDUCT

The schools and teachers were noted to be extremely influential in inculcating habits in their students when the schools/teachers and parents collaborated. Maintaining good relationships was important for teachers' motivation to remain as teachers:

> A school and teachers are very influential in inculcating good habits in students. For example they can change the way they use the roads now. But it can happen if the parents, teachers and management have a good

> *relationship. Otherwise, some short tempered people will*
> *get angry.*

<div align="right">*Fikry*</div>

To succeed in the teaching profession in these contexts, therefore, the teachers must have been people who obeyed rules, acted on sound ethical principles and observed acceptable moral values.

> *The teacher is the main person who teaches rules, ethics*
> *and moral values to the child, but if the teachers haven't got*
> *those in them how can they inculcate those in students?*

<div align="right">*Hazlaan*</div>

Only then would they have been successful in inculcating such qualities in their students. A leading teacher also emphasised the ability of the teacher in the development of good discipline and personal development of the student.

In order to build good conduct in students, the teachers were perceived to have refrained themselves from bad and unacceptable habits in the community. They could only have refrained from such habits if they were familiar with them.

Some participants mentioned a few examples that were considered bad conduct in these societies. Smoking was mentioned by many participants as undesirable, particularly by teachers, and therefore teachers should not have been smoking:

> *So he should refrain from all the bad habits … he has to*
> *actually avoid so many things to being a teacher…*

<div align="right">*Nazeem*</div>

> *They must not be seen smoking. Even if smoking has no*
> *direct relation with education, smoking is believed to be an*
> *unacceptable act.*

<div align="right">*Fikry*</div>

A teacher himself/herself refraining from bad habits alone was perceived insufficient. A teacher had to go beyond that in manipulating and moulding the behaviour of students:

*He should lead with students and he should always guide the students.*

*Nazeem*

Encouraging students to perform religious duties was also perceived by some participants as something important a successful teacher must do:

*Encouraging students to carry out religious activities is very much appreciated by parents too.*

*Try to make the students aware of religious activities, and hence we have had no problem with drugs or other cheeky encounters in this island.*

*Shafia*

The teachers were expected to guide and groom the students and others into acceptable behaviour and to be models for the students and society at large to be imitated others.

## SERVES AS A POWERFUL EXAMPLE

Successful teachers have to show examples in all spheres of their professional and private lives. Their private lives are also quite vividly visible to other people due to the nature of the society and, therefore, teachers have to serve as examples to other people. Unlike the western individualistic societies, the Maldivian society could still be considered in most cases where there is a tendency for people to have very transparent lives:

*I think here we can talk about the size of the island. Because since this is a very small community this teacher will know all the students, all the people in the island and all the people in the island also knows the teacher so he has to have the standard, a certain acceptable standard in the community. So I think that is something that he has to be very careful.*

*Nazeem*

The teachers have to demonstrate themselves as powerful role models to the community and there were many ways the participants expected teachers to set themselves as examples to others in order to become or remain as successful teachers. For example, the way they present themselves to other people was noted to be important.

Some participants also observed the natural beauty the teachers possess as a desirable feature, but acknowledged that it was not something that teachers could acquire on their own. But they believed that they must strive to beautify themselves with the clothes they wear or the conduct they show, if they have not got a physically pleasant appearance by nature:

> *If the teacher is naturally beautiful very often it is acceptable to children as well as for the adults. If the teacher has not got that naturally, the teacher has to work to get that attraction in other ways.*
>
> *Fikry*

The general cleanliness, the general look and being devoid of bad bodily odour were also counted as important features in their exemplary features:

> *When the teacher is clean and nice with no bad bodily odour the students would also want to present themselves in a similar manner.*
>
> *I have seen a very naughty boy who took a teacher as a role model. When the teacher's shirt was tucked into his trousers, the student also began to do the same and became very smart and also improved his behaviour.*
>
> *Haalaa*

Some participants were also of the opinion that the way the teachers dress, the way they keep themselves clean, tidy and beautiful in all situations do matter:

> *In addition to the beauty, the way of dressing is also accounted for. Trying to become beautiful, clean, and*

*dressed in ways appropriate to the situation are important things for a teacher.*

*Fikry*

*So, even the way he is dressing, the way his hair style is, it should be acceptable by the community. So that is the point.*

*Nazeem*

*The teacher is with a tie or is nicely dressed and is very clean and the nails cut. The students also would say that the teacher also cuts the nails so they would also do that. If the teacher is the role model this will surely happen.*

*Haalaa*

*The way of dressing must be acceptable to the community.*

*Wafir*

The other way of setting an example to other people as emphasised by the participants is the way teachers speak to other people and the way they deal with other people within and outside the school. The teachers were perceived to be judged by the way they communicated:

*… the way of speaking, communicating with others, … are all related to personal life.*

*Abbas*

The respect they accord to others, the kind of language they use and the way they fare in their home with the immediate and extended family in dealing with the issues were also perceived to be important attributes of successful teachers:

*[Teacher] respects others, communicates with acceptable language, helps others in family and has the ability to solve differences.*

*Faiz*

> *A teacher is a person who should live and communicate in a different way to get the respect of the people.*
>
> *Fikry*

The teachers also have to set examples to other people by the way they exercise their religious duties. The teachers themselves have to practise and encourage students to perform their religious activities.

> *Mostly encouraging a good religious, and improving the religious principles of the student, and following the rules and regulations, the religion. And mostly things related to faith.*
>
> *Saamih*

As Muslims, Maldivians are expected to observe the daily obligatory prayers. It is customary for people to go to mosques for their prayers. Until recently, the women did have their separate mosques but on most islands they have ceased to have them separately. Instead, they use the same mosques as the men or they pray at home. The successful teachers (male or female) were expected to set themselves as examples to others in performing their religious activities in an exemplary manner:

> *The teachers have to show their religious activities in action so that it will be acceptable to students. The teachers have to go for the prayers in person and show the example. For example, when the teachers do not go for prayers but spend time during prayer time in playing soccer or other sports, children see that and parents mark that inauspiciously.*
>
> *Shafia*

Teachers whom the students often copy or set as role models performing the daily prayers in mosques or in a transparent manner provide parents the opportunity to show their children the teachers performing their prayers:

> *Going for the prayer, in this society … the parents also tell their children to observe … teacher who goes for the prayer*

*regularly, if their child failed to observe the prayers. This is the way of showing the teacher as an exemplary character not only in the school but within the wider community. The advice of such teachers will be readily accepted by the students when the teacher practises what she/he preaches.*

*Faiz, a school principal*

A student from another school seemed to have endorsed principal Faiz's view on this matter in a separate interview:

*When the students see the teacher going for the prayer, the students also would go.*

*Haalaa, a student*

Haalaa also expressed the perception of teachers being role models, particularly to students, in all respects:

*So the role model is the teacher. My role model is also the teacher and that is the case with most students in my class.*

According to her, many students have chosen teachers as their role models but they take others too as role models in the fields in which the students aspire to develop a career in the future:

*More than 40% students take teachers as their role models. Most of my friends have chosen teachers and then they take another person in their field of interest.*

*Haalaa*

Successful teachers are powerful examples not only to students, but they are examples to all the people in the community. They are powerful role models to other teachers and parents as well:

*He should show them … as a role model … he should be, and should always show a very good example to the community.*

*I believe a complete successful teacher is a role model, a prime example.*

*Nazeem*

## THEME: SOCIAL PRACTICES SUMMARY

As per the perceptions of the participants there was a wide range of qualities that a teacher considered successful possesses or should possess. Some of the qualities were grouped under the theme of social practices and the above section presented that group of qualities. Quite importantly in the case of the Maldives, the successful teachers were perceived to present themselves as role models to the whole community. They were observed to acquire high standards of moral conduct and discipline while they set examples to the rest of the community in their personal presentation and use of appropriate language in all circumstances. They were also observed to become exemplary in their efforts to practise religion by upholding cultural and religious values to inculcate such values and good discipline in their students in particular and in the community as a whole.

## COLLEGIAL PRACTICES

Successful teachers were perceived to maintain good collegial relations with all the stakeholders of education. In small island communities these stakeholders actually comprised all the different sectors of the island. In this context of the Maldives, they included the central government providers of education, island administration, other government institutions on the atoll and island, community organisations and any other body present on the island. The school management, the auxiliary staff, and parents were included in the school context. In the familial context, they included the other fellow colleagues, students, and the members of their own extended and nuclear family. Successful teachers maintain appropriate good rapport with each of these categories of people. Without their support and acceptance, a teacher could not become successful. This section describes the ways the participants expressed their perceptions on why the rapport with these categories of people was important and the ways such rapport should be maintained.

## MAINTAINS GOOD RAPPORT WITH COMMUNITY

The successful teachers establish and maintain a good reciprocal rapport among various groups within the community. It was most important to establish rapport with their students and also with other students in the school even if they were not directly taking face-to-face formal teaching sessions for them. Cordial relationships with all students were perceived to be imperative:

> *An effective teacher establishes rapport and credibility with students by emphasizing, modelling, and practicing fairness and respect.*

> *Maahin*

> *Having a good relationship with the parents is the other important thing in the parents' view.*

> *Shafraaz*

It was also important to have rapport and maintain good relationships with other fellow teachers:

> *There should be a very nice friendship among all teachers. They would share their experiences in classes with other teachers. They have a cordial relationship among themselves.*

> *Haalaa*

Such relationships were not limited to their own circle of a friendly group of teachers but should also flourish beyond to all the people involved in the provision of education and to their nurturing of students as well. It was noted that successful and good teachers establish and maintain such reciprocal relations with the whole community. On this note, a teacher from a small rural school also expressed the same sentiments:

> *Um ... should have a good relationship with the students …*
> *a good support from the management, a good support from*

*the parents, and um ... what's ... a good support from the*
*community as well.*

<div align="right">

*Salman*

</div>

In order to achieve this, the successful teachers need to be able to do and reciprocate certain things from the stakeholder groups, particularly the stakeholders in the community, school and familial contexts.

The much needed collegial relationships with the concerned parties were perceived to be maintained and sustained by the teachers through certain practices and abilities.

## Effective Communication

A leading teacher identified efficient and effective communication as the most important ability of a successful teacher:

*Effective communication is the most important thing.*

*They have very effective communications with abilities to*
*provide instant responses to issues.*

*My mind always goes to effective communication.*

<div align="right">

*Shafraaz*

</div>

A parent also supported the above leading teacher's view in another interview by expressing the need for the effectiveness of communication:

*The most important thing is the ability to speak, and*
*communication is very important.*

<div align="right">

*Abbas*

</div>

Successful teachers are able to articulate their important thoughts and issues to other people. They raise issues about their concerns in staff meetings and in other forums with thoughts about the underlying causes of those issues. They had thoughts about how to solve those issues while trying to get other people's thoughts too:

*Such teachers will come forward in staff meetings and raise their issues expressing the underlying causes for them. For example if a child is weak in maths, they would not simply say that the child is weak but they would say that the child is weak because certain other things have happened and the remedy will also be offered.*

*Shafraaz*

Successful teachers communicate their expectations to students and parents effectively. They are able to communicate their expectations to other stakeholder groups so that they become clear about what needs to be done to achieve the objectives set by the schools for teachers and students:

*Let parents and students know your expectations so that they will at least try to come up to your expectations which will create better results.*

*Rifqa*

Communication with the students and parents somehow makes all the parties concerned responsible to achieve the desired outcome. In this way the teachers hold themselves accountable to perform certain roles, while the students and parents also try to do their level best not to disappoint the teachers. The students and the parents cannot afford to disappoint teachers whom they love because of their other likable qualities. All these qualities come as part and parcel of being successful teachers.

Similarly, such expectations are held of the school management and members of the community, and avenues of communication with the respective parties are always sought by successful teachers. Successful teachers want their voices to be heard and they look for opportunities to communicate their needs.

A teacher with effective communication skills may become successful, even if they were not very good at teaching in classrooms, according to a principal:

*Even if a teacher is not the best at teaching but having a good rapport with parents is seen as a trait of a good teacher. … There are a few teachers in grade 2. They*

> *communicate with parents and carry on with consultations*
> *so we don't have or find any fault with them now.*

> *Hazlaan*

Lack of communication between and among the stakeholders is noted to be one of the serious causes for teachers to leave the profession:

> *Lack of communication between the teachers and the*
> *parents to solve problems also cause teachers to leave. It*
> *takes too long time for the management to take action.*

> *Janna*

Through their communication abilities successful teachers establish good relationships with the parents and they convince the parents that they are doing quite well in their teaching jobs:

> *When we communicate we stop taking assumptions. When*
> *we communicate the bond improves. So if communications*
> *begin, the teacher may prove to be a good teacher too.*

> *Hazlaan*

Communication has two aspects – sending and receiving. The ability to put a message across clearly and the ability to clarify if needed are the basic communication abilities. Hence, listening also becomes equally important. To continue effective communication with other people one needs to be able to listen attentively and react appropriately with what others say. Successful teachers practise the ability to listen and react to what they hear from other people:

> *It is important for teachers to practice focused and*
> *sympathetic listening to show students they care not only*
> *about what happens in the classroom, but about students'*
> *lives in general.*

> *Maahin*

> *They have the ability to listen to other people and pick up*
> *and judge right from wrong.*

*They listen to students and share with them their experiences.*

*Shafraaz*

They also listen to various stakeholder groups' points of view and share their experiences. In this way successful teachers facilitate communications, and keep the lines of two-way communication open all the time. The two-way communication between the teachers and other stakeholder groups was perceived to consolidate the bonds between them:

*Such teachers initiate two-way communication that exudes trust, tact, honesty, humility, and care. In the act of listening, these teachers actually pay attention to and understand what the students say.*

*Maahin*

Communication between and among stakeholder groups develops better understanding among themselves. Better understanding smothers most of the frictions that may develop between various stakeholder groups and among teachers and other staff in the school.

## Get to know the Stakeholders

It was perceived that successful teachers get to know the stakeholder parties. Similarly, the other parties also know the teachers. Knowing each other here does not mean knowing them by their names only. Successful teachers know the stakeholders as individuals, formally and informally as partners. They are perceived to be knowing about students, the kind of backgrounds the students come from and their normal way of life:

*Successful, caring teachers know [stakeholders] both formally and informally. They use every opportunity at school and in the community to keep the lines of communication open.*

*Maahin*

Successful teachers were perceived to know a great deal about the students and other stakeholders as well as about the community in the Maldivian context.

## Building Confidence

The successful teachers build, achieve and maintain confidence in their own selves. They also have confidence between them and all the stakeholder groups. They have the ability to perpetuate such confidence by performing to the expectations of the stakeholders:

> *The teacher will try to maintain this confidence ... Even though it is a challenge the teacher gets backed up by parents, students and the community to make progress in the field.*
>
> *Faiz*

Confidence and trust were seen as reciprocal and inter-related. The teachers trust other parties and the other parties trust the teachers too:

> *Trust the teacher has with the parents and their trust in the teachers is interrelated.*
>
> *Shafraaz*

Through confidence, all the parties concerned establish and maintain credibility among themselves so that there is an easy environment for all the parties to perform smoothly to achieve the preferred targets.

## Cooperative Ethos

Such confidence helps successful teachers to secure the much needed cooperation of the stakeholder groups. The cooperation of stakeholder groups was also observed to be reciprocal. Therefore, the successful teachers provided their full cooperation to the school in order to receive the cooperation of various other stakeholders:

*Give full cooperation to what goes on in the school. The teachers must have the independence to participate with programmes that are planned for students.*

*Fikry*

The teachers need the cooperation and support to carry out their responsibilities in schools while other stakeholder groups need the support of the teachers in effectively educating the children.

Successful teachers collaborate with all stakeholder groups to get the required cooperation from them to arrive at the common goals set for the students to achieve:

*They are teachers who work collaboratively, which enable teachers to become successful.*

*Working collaboratively and kind heartedly with parents, management and students will earn the cooperation from all.*

*Shafia*

## Helping and Getting Help

Successful teachers were found helping all of those around them in many ways. They were perceived to help students in their classes in various ways, particularly those in need. They were perceived to be ready to offer help to their students. They were also seen to help students in general in school and at home.

Parents were also observed to seek the help of successful teachers in many ways. Such help was extended to parents by successful teachers.

Teachers help parents to help students. They also help community organisations to run various programmes and events related to local and international significance. They help the students in all respects.

Effective teachers were also seen to be seeking help from others. They talk about their difficulties with colleagues and seek input from the school management.

They also get help from the island administrations and various other sources where they can possibly secure help:

> *Administration … level, actually they can do, work like, um… if a teacher needs some help from them, if they can give the help, the teacher will find it easy.*

> *Shafu*

They do not limit their seeking of help only to the stakeholder groups but they also consult educational magazines and periodicals, and access useful websites for help in improving their performance:

> *Teacher themselves – can make effective use of available resources, use internet, read some good books and novels, visit some libraries etc.*

> *Azha*

## Respect and Earn Respect

Respecting others and becoming respectful were perceived to be important traits of successful teachers and/or to become successful in teaching. Respect again was observed to be reciprocal. Respect begets respect. A person who respects others gets their respect. Likewise, a teacher gets the respect only if the teacher respects others:

> *To get the respect one has to respect others then only the person gets respect in return, in our society.*

> *Faiz*

> *For me, a successful teacher gives respect and earns respect.*

> *The teacher will get the respect only if he or she gives the respect to the students.*

> *Shafu*

One leading teacher who earned the respect of others seemed to have been convinced that she has earned the most important ingredient to become a successful teacher:

> *Um.. if she gets the respect means she gets the 100 per…*
> *90 more than 90 percent of what she wanted to score [to*
> *become successful]. She can teach well in the class, ehm,*
> *the respect she will get means the um…students will*
> *eh…take him or her as their teacher not just a teacher, their*
> ***beloved teacher [emphasis].***

> *Shafu*

Respect was perceived to be a prerequisite for successful teaching, without which teachers were unable to perform their teaching responsibility at all, let alone be successful:

> *Respect and equity are identified as the prerequisites of*
> *effective teaching in the eyes of students.*

> *Maahin*

> *When we were in school we saw teachers who were very*
> *good with their subject but do not get any respect, hence*
> *they cannot teach well as children do not pay any attention*
> *when the teacher comes in.*

> *Fikry*

Successful teachers catch the attention of the class the moment they enter the class:

> *They get the attention of the class the moment they enter*
> *the class and keep the class under their control.*

> *Faiz*

Such teachers were also perceived to catch the attention of the audiences wherever they go in their everyday life. Catching the attention shows the respect that person has in those particular circumstances. It is also a way of recognising the status the teachers have earned in the community.

## MENTORING

Mentoring others was perceived to be part and parcel of successful teachers' work. They volunteer to lead team work and become mentors by example and become instrumental in implementing change in schools and in the community:

> *Effective teachers volunteer to lead work teams and/or to be mentors to new teachers. Effective teachers are informal leaders on the cutting edge of reform and are not afraid to take risks to improve education for all students. These informal leaders are the ones administrators typically call on for opinions and help in effecting change.*
>
> *Maahin*

Successful teachers gain the ability to influence others in various ways. Their ability to share their experiences to persuade others to pick up best practices was another characteristic observed of successful teachers:

> *The other thing is sharing, discussing and observing others' lessons.*
>
> *Sharing with colleagues is the major thing they can do.*
>
> *They have to be able to share and discuss their experiences in the staff room or in the tea room.*
>
> *Shafraaz*

> *They will also share their techniques of class control and management with other teachers to train them and make cooperative efforts to make all teachers successful.*
>
> *Ali*

The teachers who become, and identify as successful teachers are actually teachers who have gained worthwhile experience in teaching techniques and management skills. They admit that they made use of their expertise to develop others:

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*I used to share my good experiences as well as the worst experiences … with other teachers to make them motivated. It really helped.*

*Shafu*

This anecdotal evidence demonstrates the effectiveness of mentoring by successful teachers to develop other naïve teachers who need to gain expertise in proper practices.

## THEME: COLLEGIAL PRACTICES SUMMARY

It was found that the successful teachers have strong collegial practices of maintaining good rapport with the community. They mentor primarily other teachers, students as well as other members of the community. They get them to know other stakeholders while being readily accessible and ready to offer support and help. They communicate effectively with other stakeholders so that they make other stakeholders helpers for them too to carry out their duties.

## PEDAGOGICAL PRACTICES

There are pedagogical practices the participants perceived the successful teachers possessed. In order to become successful, the teachers were perceived to master the instructional and management processes which one of the participants termed as 'pedagogical practices':

*Coupled with the first requirement to have mastery of content, are instructional and management processes as being key to effectiveness. In other words teachers should also master the pedagogical practice.*

*Maahin*

The following is a synthesis of what participants expressed as pedagogical practices of successful or effective teachers. However, this synthesis of the perceptions of the participants by no means presented an exhaustive list of all of their perceptions, neither did this capture all the practices of such teachers. Successful pedagogical practices were time and context-bound. A practice that worked very well for a particular teacher at a given situation could have produced

catastrophic results for another in a similar or different situation. But basically these were some of the practices the participants perceived common in successful teachers in the Maldives.

## DEVOTION TO CHILDREN

Dedication and devotion at all times for the betterment of the children was perceived to be one of the most important characteristics of a successful teacher:

> *A successful teacher always looks only for the betterment of his/her children.*
>
> *Azha*

> *They are dedicated to bettering student lives and demonstrate their understanding through tenderness, patience, and gentleness. The teacher's dedication to students and to the job of teaching is an important side of professionalism and of effectiveness in classroom.*
>
> *Maahin*

Teaching was seen to be a 24 hours on duty activity. As a successful teacher recommended for participation in this study put it, it was true to say that teaching in the Maldives was a 24 hours job from which they could not get detached even if they were at home sleeping. They had to be conscious of their teaching tasks all the time:

> *It is not untrue to say that this is a job of 24 hours, and once we finish school and are at home, and even while in sleep (laugh) also we have these thoughts in our mind.*
>
> *Azma*

Sometimes a teacher's success seemed to have been judged by the span of time the teacher spent in school or in helping students:

> *A successful teacher can be judged by: a) … , b) … ,*
> *c) … , d) … , e) … , f) the time spent among the children to*
> *clear their doubts.*

<div align="right">

*Azha*

</div>

All the time the teachers have to keep their teaching hat worn and remain dedicated to students for bettering their lives in and out of school. Everything the teachers do must have a unified aim of benefiting the students and community. The time spent, perhaps, was viewed as an indication of the commitment and devotion successful teachers have for their students, the school, the island or the nation in general.

## MONITORING

Successful teachers were perceived to be monitoring students effectively so that they know how their students are developing:

> *A successful teacher always keeps a track record of all his*
> *students.*

<div align="right">

*Azha*

</div>

In their monitoring they pay full attention to their class and to all the children. This helps them to be able to report back to the parents when the parents inquire about their students:

> *The teachers have to give total attention to the whole class*
> *and all the students. The child who stays in class calmly*
> *does not mean that child is free of all mischief. Such a child*
> *may also do something bad in class.*

<div align="right">

*Haalaa*

</div>

Successful teachers' monitoring is not limited to the classroom alone, but special attention is given in class as class management and class control were seen to be very important:

*Good teachers control and manage class well .... Class control is very important.*

*Faiz*

By monitoring students effectively in and out of the class, the successful teachers were perceived to be creating a pleasant environment where students felt comfortable and happy. They created warmth in their learning environments. The learning environment in the context of the Maldives did not limit it to the class or school alone but it also include the whole community where teachers, students and parents interacted often or constantly. Teachers were perceived to impact upon the students' lives in and out of school.

## INSPIRES OTHERS

Successful teachers adjust their expectations of the student to the prevailing state of the student or to particular circumstances. They never underestimate the children's abilities. They believe that they must know their students and every student is capable of learning but acknowledge that they learn differently through different media. They inspire the students:

> *The effective teacher truly believes that all students can learn. These teachers also believe that they must know their students, their subject, and themselves, while continuing to account for the fact that students learn differently.*

*Maahin*

Similarly, successful teachers inspire all stakeholders to work hard to explore, enhance and exploit their strengths. They provide others guidance and opportunities to realise their full potential. Successful teachers' capacity to harness others' potential helps to bring about satisfaction to both the successful teachers themselves and those who get their help. This satisfaction boosts their morale to sustain their motivation to continue their efforts to achieve greater heights in their achievements.

## MOTIVATES OTHERS

Teachers have to be motivated themselves to be catalysts to radiate such energy to other people. As such, motivated teachers find ways of motivating others, including their students. Those teachers who succeed in motivating others often become successful. According to Maahin, "successful teachers themselves are motivational leaders" and the successful are the effective ones. Such teachers account for the fact that the levels of motivation may constantly change and vary from time to time for each and every person. They know how and when to support the intrinsically motivated people while seeking ways to help to provide suitable extrinsic motivational incentives at appropriate times for others who may be in need of them. In the school context:

> *An effective teacher recognizes that students vary in their motivation levels. An effective teacher knows how to support intrinsically motivated students and seeks ways to provide extrinsic motivation to students who need it.*
>
> *Maahin*

According to Maahin, "motivating students consists of making students receptive to and excited about learning, as well as making them aware of the importance and value of learning itself". This is mainly a process of building positive attitudes towards the activities the person engages with. Effective teachers motivate students and other stakeholders to develop positive attitudes towards the activities they involve themselves in and make them feel gratified with what they are able to accomplish. By establishing positive attitudes to what goes on in school and within the community for the betterment of students, the effective teachers also make the stakeholders feel comfortable about the teachers, school and the management. Effective teachers devise their own strategies to achieve these objectives by understanding the stakeholder groups and their mentality and way of thinking.

Maahin, who tried to focus his conversation on the school and classroom situation, identified certain strategies effective teachers employ to develop positive attitudes and sustain student motivation as follows:

> *As a particular example of establishing positive attitudes, teachers who provide mastery learning techniques for their students improve the attitudes of their students. They also increase academic self-concept, interest in the subject area, and the desire to learn more about the subject. Emphasizing higher mental processes along with mastery learning strategies tends to create a learning environment that is exciting and constantly new and playful.*
>
> *Maahin*

Successful teachers create playful and stimulating learning environments to all the students irrespective of their aptitude. Similarly, they create enjoyable environments for all the stakeholders to act for the common good of the community.

## BRINGS OUT THE BEST IN OTHERS

Successful or effective teachers were perceived to be able to motivate others to bring out the best in them so that others' energy and thoughts are utilised to achieve the objectives such teachers have set. Maahin explained this idea in a school context:

> *By finding a way to motivate a student to learn, a teacher contributes to a student's evolving attitude toward a particular subject or activity. In other words, the teacher can bring out the best in that student.*
>
> *Maahin*

Successful teachers believe in others' strengths and capabilities. They also have confidence in them so that they encourage them to work in the ways the teachers have expected them to work. They develop positive attitudes towards what they do. This way they make everybody help each other.

Such teachers also have the ability to hold other people responsible for what they have to do and make them accountable for their actions. They have the ability to recognise other people's levels of enthusiasm, and when and how to provide appropriate encouragement to improve their performance. They also have the ability to recognise the quality of other people's work and know how to appreciate

and praise quality performance. They know how to maintain the environment conducive to everyone to perform at their best. One of the participants of this study has very eloquently articulated these abilities of successful teachers in the school context:

> *Teachers can effectively motivate most students by encouraging them to be responsible for their own learning, maintaining an organized classroom environment, setting high standards, assigning appropriate challenges, and providing reinforcement and encouragement during tasks.*
>
> *Maahin*

Hence, they plan their work, keeping in mind the type of students they are going to meet. In their plans, they include various strategies to reach each and every child in class. This goes for other activities they plan to carry out in the community too. They plan activities in such a way that they appeal to every person they have to work with.

## PLANS THOROUGHLY

Good teachers ensure that they are thoroughly ready for what they do. Such teachers are involve themselves in every activity that goes on in the school, whether for students, teachers, parents or other stakeholders. They become involved in the planning of these activities. Their involvement in the planning processes serves both for easy execution and as a strong motivational influence as well:

> *The teacher must be involved in planning activities for children.*
>
> *Fikry*

> *I would note teacher involvement as a major way of motivating teachers. Plan events for the teachers and involve them in planning some of them.*
>
> *Maahin*

Their involvement in the planning helps to have a deeper insight and better commitment in the implementation of the activities. It also supports teachers in orientating them for the necessary skills of thorough planning of activities which is noted as a characteristic of successful teachers. As expected of a teacher, the delivery of their lessons could be considered as their main activity for which they prepare themselves very thoroughly:

> *There are very good teachers here in this school, I say that because the teachers prepare for the lessons very thoroughly even if the management did not check on it.*
>
> *Abbas*

For effective delivery there has to be a plan of action. As such, successful teachers plan their lessons very meticulously and thoughtfully. They have very detailed lesson plans and try to stick to them:

> *A teacher has to do a lot of things before going into class. They have a very busy schedule so some people do not have really a good lesson plan. I believe lesson plan is very important in teaching. Successful teachers will have very detailed lesson plan. The degree of details the lesson plan has demonstrates the level at which the teacher is prepared for the lesson.*
>
> *Faiz*

No matter how detailed their plans may be, there might be instances when they might have to deviate from their plans as unexpected events occur in classes. In such instances, they would not allow themselves or the students to get upset:

> *Successful teachers strive to deliver the lesson according to the plan. But there may be occasions perhaps due to the behaviour of a single child when the teacher is forced to deviate from the plan. The teacher must have the ability to bring the required change.*
>
> *The teacher must have the ability to react to what might happen unexpectedly in class. The teacher must be able to*

*take actions against students' misbehaviour so that the conditions prevailed in class normalise.*

<div align="center">

*Faiz*
</div>

They are always seen to have the ability and a 'plan B' to get the desired outcome:

*Such teachers are very systematic people. They attempt to do things while always paying attention to the results and consequences. They plan their actions very well. They always have a plan B for their actions.*

<div align="center">

*Shafraaz*
</div>

Successful teachers cover all aspects of the curriculum in their plans so that the whole curriculum and syllabi would be covered and the objectives achieved by the end of the planned period or academic year:

*They cover the syllabus and also provide additional knowledge.*

<div align="center">

*Abbas*
</div>

Through alternative and multiple strategies, the successful teachers were perceived to be practising and achieving the aims laid out in their plans in accordance with the broader curriculum objectives.

## DELIVERS AND IMPLEMENTS EFFECTIVELY

With detailed plans the successful teachers were perceived to implement their activities effectively. They deliver their lessons well and explain things to students in different ways or in the ways they expect:

*The teacher must know how to explain something in more than one way. This is very important. As I believe the successful teacher should know how to explain one concept in several ways.*

<div align="center">

*Faiz*
</div>

Students consider those teachers who meet these expectations of students to be successful teachers. The following is an expression, by a student, of what the students may expect from the teachers:

> *They will know how difficult it was to learn so many things at once. So they have to remember that, and then they should know how to explain in detail and repeat when necessary as long as the student is doing his best, his or her best to understand.*
>
> *Saamih*

Explaining the contents of the lessons and concepts to students in detail must have been the practice of successful teachers. Students expect that from teachers. Effective delivery of lessons was perceived to have certain components. A parent mentioned the following in an attempt to explain what he thought was important in the delivery of lessons:

> *The teachers also have to be able to deliver lessons, explain well and plan a way to check if students have understood.*
>
> *Abbas*

Another student was perceived to be concerned about teachers' ability to sustain students' enthusiasm to learn while delivering the lessons:

> *If the students remain interested while teaching and they are enthusiastic to learn the teacher may be said to be a good teacher. So a successful teacher teaches by making the students enthusiastic.*
>
> *Janna*

As part of effective delivery, the ways of checking if the students have understood what the teacher has taught was also noted as Abbas mentioned earlier. Marking students' books was perceived to be a constant practice:

> *Those teachers mark the students' books thoroughly.*
>
> *Abbas*

Through proper marking of students' work, these teachers instruct and bring the students' attention to various important issues related to their work. This exercise of marking the work by teachers also gives the parents an opportunity to learn through students' work and to help students do better next time. Proper marking of students' work is often viewed by parents as a sign of care and concern of the teachers for their students.

## MANAGES WITH AVAILABLE RESOURCES

Successful teachers of the Maldives were perceived to be able to manage with the available resources:

> *I believe that the successful teachers know how to manage with the facilities and resources available. We haven't got, for example a multi-media projector, so the teacher has to accept that it's a facility non-existent. Therefore the successful teachers cooperate with the management to do with an alternative facility available.*
>
> *Successful teachers also try to manage their activity as good as possible with the limited available budget.*
>
> *Faiz*

Being able to manage with what is available is, perhaps, more important for the Maldivian teachers than the teachers in many other countries due to the geographical and physical nature of the country. Most of the islands are self-contained small units where the teachers' access to resources is limited to the bounds of the islands. Thus, what is not available on an island itself is hard to obtain. Therefore, successful teachers are those who actively engage themselves in exploring innovative ways of making their lessons effective by using improvised materials:

> *A successful teacher tries to invent novel and interesting ideas to make lessons effective.*
>
> *Azha*

Provided that the school has got good relations with the community, everything in the community often becomes available to the school. Otherwise, the school is

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limited and left up to their own devices to manage with a limited budget or supplies they have.

## DISCHARGES DUTIES OTHER THAN TEACHING

Successful teachers were perceived to be discharging a lot of other duties such as extra, co-curricular and core-curricular activities; apart from the daily routine of teaching in classrooms:

> *Successful teachers discharge other responsibilities like the sports club coordinator etc. that the school authorities assign for them well. Successful teachers will not be hesitant and will not oppose to take these responsibilities but wholeheartedly take them and carry out.*
>
> *Faiz*

> *A successful teacher always be actively involved in extra and co-curricular activities.*
>
> *Azha*

> *Teachers work even on their holidays to take extra classes or to help weaker students.*
>
> *They also have to work in the extra activities of the school and also to prepare for the lessons.*
>
> *Quite often they refrain themselves from other pleasures but sacrifice [all] their time to work in the school.*
>
> *Ali*

They sacrifice their time to run academic or non-academic programmes of national interest to inculcate nationalism and patriotism among stakeholders.

## CREATES GOOD STUDENT RESULTS

Ultimately, successful teachers produce good student results. The success and the effectiveness of teachers' work is decided through the results some other people [the students] produce:

*The society judges that [the teachers] based on the results*
*that the teacher is able to make the students achieve.*

*Shafraaz*

This may sound most peculiar as the quality of success of one's work is determined through the results someone else is capable of producing. But this is the hard reality of teaching. Teaching is, indeed, a process of "peraction" (N. S. Thompson & Valsiner, 2002, p. 641) where teachers have to make others produce the desired outcome[18]. Often when we talk about students' results, a lot of people get the notion that it is only their academic results:

*If the students of the class the teacher taught gets good*
*results at the end of every year or semester then the*
*teacher would be considered as a successful teacher.*

*Janna*

Another student during a different interview also admitted that the teachers were mainly judged by the academic results the students were actually able to produce. However, this student was sceptical about the reliability of this measure while jokingly mentioning the fact that teachers have some control over how they prepare the measurements to assess the children's academic achievements:

*And also we can look at the results of the students … . That*
*is what, what's mostly happening. If the students … achieve*
*well that means the teacher is doing very good, or the tests*
*are easy (Laugh). If … the test is up to the standard and all*
*the students pass or many get full marks and that means*
*the teacher is doing very well. And that's a successful*
*teacher.*

*Saamih*

Academic results were considered extremely important, but the results in achieving the objectives of the hidden curricula were emphasised by some

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[18] Lantolf (2007, p. 32) defined peraction as "the ability to didactically engage other individuals as tools to achieve a particular, hopefully mutually agreed upon, goal".

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participants. Being able to help students apply the knowledge they gain in real-life situations was noted to signify the quality of teachers:

> *They are the objectives of the hidden curricula. The personal development, the ethical and moral development and inculcation of good discipline are lacking. So the teachers who achieve these things for the students are the successful teachers.*
>
> *The children leave the school with a lot of knowledge but don't know how to use them. They don't know how to apply them in real life. They have to be helped to write an application for a job even if they have graduated from high school.*
>
> *So quality teachers give an emphasis on these aspects. When such teachers teach we notice a difference in the students even within a year.*
>
> *Shafraaz*

It is a common belief among successful teachers that they should make use of a multitude of tactics and media to meet various stakeholder groups' expectations. They also believe that they could only meet these through differentiation of instructions and strategies. They believe that it is left up to them to reach the various stakeholder groups through whatever strategies to achieve their objectives of creating better student results and maintaining conducive environments for all of them to work to succeed to the betterment of the society. They firmly believe that at the end of the day they are personally responsible for the success or failure in their endeavours. Habitually, they rejoice in the successes together with stakeholders and continuously attempt to remedy any shortcomings:

> *A common belief among effective teachers, … is that it is up to them to provide a multitude of tactics to reach students. Through differentiation of instruction, effective teachers reach their students and together they enjoy their*

*successes. In essence, effective teachers view themselves as responsible for the success of their students.*

*Maahin*

In order to practise the collegial, social and pedagogical practices the way they were expected to, successful teachers were perceived to have acquired certain academic qualities. With the acquisition of such academic qualities they demonstrate certain emotional traits and personal attributes that enable students to become the desired end product of the education system.

## THEME: PEDAGOGICAL PRACTICE SUMMARY

It was found that the successful teachers have a certain set of pedagogical routines that they practise. The above section has highlighted the major pedagogical practices perceived by the participants of this study. It was found that they plan their activities thoroughly, and deliver or implement their plans effectively by using available or improvised resources or facilities to motivate other stakeholders including students, parents and other concerned parties to produce good results for their students for which they rejoice together with other stakeholders. It was also found that such teachers are often willing to monitor students and take up additional duties if and when the need arises.

## ACADEMIC QUALITIES

Successful teachers were seen to acquire academic qualities that gave them the right knowledge and appropriate skills for effective teaching. They maintained and improved the levels of their knowledge and skills by intermittently or continually investing in their own personal education. As opportunities to enhance teachers' knowledge, skills and qualifications were seen as motivational influences for them, making use of those opportunities and exploring further opportunities were perceived to be a quality successful teachers possess.

### INVEST IN THEIR OWN EDUCATION

Investing in their own personal education was perceived to be one of the prominent characteristics of successful teachers. They set themselves as examples to value education and be a model in learning and growing as they

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expect others to learn and grow. Investing in their own education, they show examples of lifelong learners, in their endeavour to develop themselves both academically and professionally:

> *Successful teachers invest in their own education. They model to their students that education and learning are valuable by taking classes and participating in professional development, workshops, and in-service training. Additionally, they discuss their participation in these activities with students in a positive manner. Effective teachers learn and grow as they expect their students to learn and grow. They serve as powerful examples of lifelong learners as they find ways to develop professionally.*

> *Maahin*

By investing in their education, first and foremost they get the appropriate qualifications. As one principal explained, the teachers without appropriate qualifications cannot perform in the way the qualified teachers should perform:

> *Within the school we notice that good teachers are those who work professionally. To become a successful teacher one has to get the training first. Those who have not got the appropriate training and qualifications cannot perform so well.*

> *Faiz*

As part of acquiring appropriate qualifications they undergo certain basic training to help them become capable of being successful:

> *And she is capable and she is qualified enough, all these factors will come.*

> *Shafu*

> *If the teacher has come with the training, I believe, will have the required content.*

> *Faiz*

Having completed the initial training and then continuing to do what is necessary just to secure the job does not suffice for a teacher:

> *The teacher must do research and know well about the subject. Just getting the certificate, going to school and teaching what is required by the curriculum and marking books does not suffice.*

> *Fikry*

Having gained the appropriate qualifications and participating in PD helps teachers to have the confidence of the teachers with proper qualifications. Such teachers qualify for promotion for higher positions within or outside school. Out of school promotions deprive the classrooms of having the benefits of these skilful teachers. Nevertheless, for some people the teachers who climb up the hierarchy of the career ladder are successful teachers though others strongly would dispute this:

> *For some people a successful teacher may be one who can climb up the career ladder and change over an administrative job and become an island or community leader or in some cases become a politician. For me this is a mistaken notion of being successful as a teacher.*

> *Maahin*

In any case, whether the teachers who were considered successful were considered so because they succeeded in securing higher positions or whether they were effective in the actual teaching or in their role within the school, they were perceived to be adding value to themselves through further education, training and PD. Irrespective of how and what medium or through what activity they preferred or that was available for them to enhance their self-value, they were perceived to be gaining knowledge and skills to augment their value, at least in comparison with others.

## KNOWLEDGEABLE

Successful teachers were perceived to be knowledgeable. Abbas, a parent/teacher who spoke often in his teacher capacity during the interview was blunt in stressing the importance of teachers "be[ing] knowledgeable".

Another participant stressed the importance of being knowledgeable by saying that it is the most important thing for the teacher after having met the essential basics such as accommodation, food and a decent pay for a decent living:

> *Once such essentials are met, teachers ought to be knowledgeable about the subject matters. Mastery of content matter is fundamental to be effective in the classroom. Without the mastery of content, teachers cannot command respect and discipline even.*
>
> *Maahin*

Knowledgeability was observed both as an aspect for success in teaching and a means of intensifying motivation to teach. In addition to the content knowledge of their subject of teaching and the best teaching strategies, the successful teachers were observed to be well versed with knowledge about many other areas. They possess a good reservoir of general knowledge:

> *The successful teacher has to be conversant with what is happening around.*
>
> *Abbas*

Successful teachers are perceived to keep themselves abreast with what goes on beyond their local neighbourhood. Being 'street smart' and knowledgeable about everything that goes on in and around the community and world is expected to be essential for successful teachers. Particularly, what goes on in the local neighbourhood (in the case of the Maldives, the whole island, as the islands are so small) becomes a concern for the teachers. Successful teachers respond to such any kind of developments on the island appropriately:

> *There are things in which the teacher should participate. Among them are the activities carried out to create*

*awareness and cooperation among the neighbours, support for such activities, and revive friendships. If anything has happened to a neighbour the teacher should know and have kind-hearted relationship.*

*Fikry*

The Maldivian proverb says "ފޮތެއް އޮތަކަސް އެދުރަކަށް ނުވެވޭ" – even if there is a book it cannot become a teacher or any person with a book cannot become a teacher – and indicates that a collection of knowledge within the teacher just like a book of knowledge does not suffice. They also must have the know-how to make use of their knowledge and skills to the betterment of society.

## SKILFUL

Successful teachers were perceived to be skilful people who work laboriously to help students achieve higher levels in what they do:

*Such teachers work industriously and will be skilful. They will work privately in overtime in school to help children to gain high quality.*

*Janna*

Being skilful in the context of teaching is a broad area. Teachers truly have to be very skilful in many different ways, given the different roles they have to perform in a given day of their life. They have to wear "more hats" on every single day than any other person in any other professions. In short, a teacher has to be "a jack of all trades" and also to be able to perform in these trades exceptionally effectively on any given day.

## THEME: ACADEMIC QUALITIES SUMMARY

The participants' perception was that the successful teachers have certain academic qualities. They were perceived to be skilful and knowledgeable while they always were eager to invest in their own academic improvements. They make use of any available opportunity to gain additional qualifications and experiences. They were always ready to go the *extra mile* to achieve this end,

even at the expense of sacrificing the teaching position they have at a particular point in time.

## EMOTIONAL TRAITS

Teachers have certain emotional traits that help them perform teaching and associated tasks in a better and acceptable way to the community, which basically decides teachers' success. The mastery of the affective domain for successful teaching was emphasised by some participants:

> *The second ingredient to be effective in teaching and thereby being successful is the mastery of the affective domain. This relates to the teachers' affective characteristics, or social and emotional behaviours. Primarily this means the teachers' ability to care.*
>
> *Maahin*

> *Such teachers communicate with students very affectionately and caringly.*
>
> *Ali*

There were other features such as passion and compassion of the affective domain that participants have noted as characteristics of successful teachers.

## CARE AND LOVE

Successful teachers care and love the students in their endeavours to provide a conducive environment for them to learn and experience the world:

> *Successful teachers cooperate with students; care for the students, and adopt fairness in explanation, and pays attention to those who are weak in class.*
>
> *Faiz*

> *So the teacher has to be a nice caring, loving person. Such people establish relationships with adults too when they have those traits. So, a teacher who has to deal with 20, 30*

*individual kids has to know how to relate with them and love them.*

*Fikry*

Some specific teacher attributes that show proper caring by teachers were identified by the participants as emotional traits of successful teachers:

*Specific teacher attributes that show caring include listening, gentleness, understanding, knowledge of students as individuals, warmth and encouragement, and an overall love for children.*

*Maahin*

According to Maahin:

*Some define caring as an act of bringing out the best in students through affirmation and encouragement.*

The ability to bring out the best in other people is a significant feature of successful teachers. The teachers who bring out the best in students understand the students they teach. The students also expect the teachers to understand them, as one student expressed:

*A teacher should be very understanding of the student.*

*Saamih*

Hence, successful teachers know and understand their students individually. They understand the students' circumstances that may affect them positively or negatively in their everyday lives. They care about and respect their students as human beings and as individuals:

*Teachers know their students individually, not only understanding each student's learning style and needs, but also understanding the student's personality, likes and*

*dislikes, and personal situations that may affect behaviour and performance in school.*

*Effective teachers care for the student first as a person, and second as a student. They respect each student as an individual.*

*Maahin*

They go beyond caring about and respecting the students to imagine that the students they teach are their own offspring and the time they spend is spent on their own children's education rather than on a job:

*They would not consider teaching as a job but they will believe that they are spending time for their own children. They will think that the education they give and the discipline they provide are for their own children.*

*Ali*

As they treat the students as those of their own, they show affection, tenderness and care for their students and other stakeholders as well, as a means of improving the lives of the students:

*They are dedicated to bettering student lives and demonstrate their understanding through tenderness, patience, and gentleness.*

*Maahin*

Every day children need to be nurtured by adults; hence, they were perceived to be valuing their teachers who nurture and encourage them with kindness and gentleness:

*Children want to be nurtured, and they value teachers who are kind, gentle, and encouraging.*

*Maahin*

## KINDNESS

Kindness of teachers was perceived to be another important characteristics of success in teaching:

> *And also their behaviour, kindness and the good characteristics.*

> *Saamih*

Students love those teachers who are kind, gentle, benevolent and chivalrous. Such people achieve the respect, status and approval of the students, their parents, and other stakeholders, which were seen as absolute necessities to become a successful teacher.

## GENTLENESS

Gentleness in teachers, particularly in teachers at elementary level, was noted with high importance as a sign of perceived effectiveness:

> *Particularly for elementary students, gentleness in a teacher is a sign of caring and an important element in perceived effectiveness.*

> *Maahin*

## PATIENCE

Patience was also perceived to be one of the most important traits of a successful teacher. Students noted the importance of patience:

> *So patience is very important too.*

> *Saamih*

> *A successful teacher should not become angry too quickly when a student does something wrong, but first give advice, then punish and take to the supervisors. Some teachers become very angry whenever a student did something.*

> *Haalaa*

Patience was observed by Maahin as an extension of the act of caring and loving:

*Obviously, the characteristics of caring go well beyond knowing the students to include qualities such as patience, trust, honesty, and courage.*

## PASSION

It may be very difficult for a person to do something they do not like. So, for teachers too, they must have a passion for teaching in order to perform teaching well. Passion was noted among the important ingredients for successful teaching:

*That is he/she should have a passion for the profession.*

*Rifqa*

In addition to having passion for the teaching profession, such successful teachers were noted to have a passion for children and their wellbeing as well as for all other stakeholders too, because they come across them quite frequently due to the nature of the communities. They also perceive themselves as responsible for the fate of their students in their endeavour to achieve success for students and communities.

## THEME: EMOTIONAL TRAITS SUMMARY

Successful teachers are perceived to demonstrate certain emotional qualities in their engagement with teaching and related tasks. Most importantly, they were observed to be highly capable of promoting reciprocal care and love among all stakeholders. They were seen to possess enduring passion, compassion, patience, kindness and gentleness in their dealings with students and other stakeholders within and outside school contexts.

## PERSONAL ATTRIBUTES

Among the perceived characteristics of a successful teacher certain characteristics were classified as personal attributes. It was not the intention to provide a comprehensive list of characteristics as this was not the major focus of the research, even though the understanding of these qualities became paramount in specific contexts, such as the one under study.

## COURAGEOUS

Successful teachers are perceived to be courageous to openly express themselves to the parents with what they observe from students:

> *A good teacher must be courageous to speak to the parents and tell the parents of a misbehaving student about what the student does.*
>
> *For me, a teacher should not hide mischievous deeds the children do. That has to be communicated to the parents and also to the school authorities.*
>
> *Abbas*

They have to be free of fears and worries to face the daily unpredictable challenges associated with the life of teachers as public figures. They derive their courage from various sources, like their passion for teaching, the public confidence they build and the respect and trust they earn through various means:

> *This [the passion for teaching] will build the required courage to face the everyday challenges.*
>
> *Rifqa*

Courage was seen to be an important ingredient for success in teaching. Teaching is a strenuous and serious activity. Keeping tense all day makes teachers burn out quite easily. This requires them to have a personality trait that relieves their tension and also helps other people to defuse tense situations.

## HUMOROUS

A sense of humour was perceived to be one of the ways teachers defuse tension. It was noted that successful teachers are humorous people. They have to have a sense of humour to relieve tension between and among the people they are daily required to interact and maintain a rapport with:

> *A teacher is considered successful in the community if she/he attains a good sense of humour both with students and parents.*
>
> *Rifqa*

The sense of humour does not only help the teachers to calm themselves and others down in difficult circumstances but it also helps the teacher to appear really human to the students and others. Participating students expressed their satisfaction with such teachers:

> *Some teachers are very playful in the class, they are humorous but strict, they complete lesson but enjoys every now and then, they have mixed feelings and that is the nice bit.*
>
> *Haalaa*

With a sense of humour the teachers could laugh with people and expose themselves as normal human beings. This helps them to admit their shortcomings without getting embarrassed.

## SOCIABLE

As human beings are gregarious creatures, they can only lead a fruitful life if they live and interact with each other effectively. As such teachers need to understand the people with whom they spend the bulk of their working time. By virtue of their profession teachers are required to be in contact with the children to help them progress in their endeavour to learn. Participants believed that the teachers with good sociable habits are good teachers:

> *They are the people who have good sociable habits in them, and they are good teachers.*
>
> *Ali*

> *It helps having that person to be a sociable person, someone whom the others look up to.*
>
> *Ameena*

To get the best out of the school management and other related parties, the teachers have to have congenial relationships with them. In the Maldives, the official channel of communication is often than not considered to be insufficient to get things done. The better relations one has with other parties, the easier and smoother things fall into place. Successful teachers are friendly people too. With friendliness they keep the rapport alive:

> *The friendliness is important too, otherwise there won't be any relationships with the parents when they come to fetch their children if the teachers are unable to communicate.*
>
> *Abbas*

The friendliness they have with the parents keeps the lines of communication open all the time. They are expected to be available to students, parents and other stakeholder parties all the time:

> *A successful teacher will always be available for clearing the doubts of the students.*
>
> *Azha*

## POSITIVE ATTITUDE

A positive attitude was perceived to be another important quality of successful teachers. According to Abbas, "The first thing is the attitude".

Others confirmed the importance of the attitude and added qualities of the attitude the successful teachers have or should have:

> *They also have a playful attitude with the children but also have the noble character that frightens children. This does not mean that the teachers frighten the students but it is the character that makes the student pay respect to the teacher.*
>
> *Fikry*

*He/she should have a positive attitude towards the*
*challenges in this profession in order to become successful.*

*Rifqa*

Like the sense of humour, positive attitudes also help teachers to thrive well in difficult situations. A student explained how the teachers with positive attitudes would come into class and cautioned about what might happen when the teachers were not in a good mood:

*They come into class with a smile and in good mood. If they*
*did not give a smile and are in off-mood, the students often*
*are bored and would not want to study.*

*Ali*

Positive attitudes help teachers manage to achieve win-win solutions when there are disputes among teachers and other stakeholders, or among other stakeholders.

## OPTIMISTIC

Successful teachers are perceived to remain optimistic all the time. They are optimistic about the results of all activities they carry out in and out of class. They are optimistic in all their dealings with students, parents, colleagues and management.

They are perceived to have high expectations of their students and create challenging environments to bring out the best in them. They realistically push the bar for their students to achieve with additional and timely encouragements:

*He/she should have high expectations of the students and*
*parents. Be realistic.*

*Rifqa*

Holding realistically achievable expectations helps the teachers and other parties to build confidence. Such teachers believe that every child is capable of taking formidable steps in learning and achieving academic as well as social

accomplishments. The optimism of the successful teachers may help them to stay alert in their roles to attend to the everyday challenges involved in teaching.

One such challenge could be maintaining consistency in dealing with various stakeholders in similar situations in transparent communities such as the Maldives where one would readily know how the other person in a similar situation was dealt with.

## CONSISTENT

Consistency here is the way of thinking and doing things based on a consistent philosophy which was perceived to be another important attribute for success in a teaching career. Consistent teachers think and act on paradigms that are dependable and understandable in a given situation. This does not mean that they are not open to other points of view. They readily accommodate other points of view and react to them in a manner that does not cause them to lose face with others. It helps to create better understanding between the teacher and all those with whom the teacher interacts:

> *Being consistent in her profession will ease parents and others to deal with the teacher. Especially the leadership will find it very convenient to deal with such a teacher.*
>
> *Rifqa*

Teachers' consistency in dealing with children makes them understand teachers' expectations and their way of doing things. This helps children to develop confidence to learn and behave in an environment that is safe and understandable. Similarly, the consistency of teachers' thinking, actions and behaviour gives a clear message to the parents, colleagues, school management and other stakeholders regarding their expectations. This makes it easy for others to do what the teachers expect them to do in a fulfilling and acceptable manner for the teachers.

## RESPECTFUL AND TRUSTWORTHY

For various reasons, successful teachers are noted to be highly respectful and trustworthy within these communities. Apart from the customary practice of

respecting the learned and their elders, Fikry, among other participants, noted the fact that successful teachers in these communities were respected for many other reasons:

> *People respect teachers because they also believe that teachers are the people who are moulding their children and are more educated and trained unlike other people. It is not a job that anybody can take. Certain experiences and training are essential to become a teacher.*

Respect is noted to be a prerequisite for effective teaching while earning respect could only be achieved through respecting other people. Hence, successful teachers respect their students, parents and other stakeholders including all members of the community in order to achieve the ultimate respect they need to function as teachers.

## SINCERE AND HONEST

Being sincere and honest were also perceived to be attributes of successful teachers. One student declared the importance of honesty for success in teaching, while another student explained what he meant by being honest when he reiterated its importance. According to a student, Haalaa, "Honesty is important", while another student, Saamih, attempted to explain what he meant by honesty, implying that it was a characteristic of successful teaching:

> *And then honesty is also the teachers to be truthful and give their own views, not something, they shouldn't lie to the students, they should always give the truth.*

> *Saamih*

Heads of school also acknowledged honesty and dedication as attributes of successful teaching in their schools. Among them Nazeem mentioned:

> *That [the] person should be very honest and the person should be very dedicated.*

> *Nazeem, head of school*

Theses seem to be prerequisites for teachers, in order to become successful.

## FAIR, FLEXIBLE BUT FIRM

Successful teachers were perceived to be fair in their dealings with the various partners in the provision of education. As such they were expected and perceived to be particularly cautious about fairness in treating students:

> *A teacher has to be always neutral. The teacher must not take a side. The teacher must treat all students fairly.*

> *Haalaa*

Successful teachers practise fairness in all their dealings with various stakeholder groups. Just being fair seems to be insufficient. They were perceived to have been trying to refrain from any favouritism:

> *It is important to avoid demonstrations of favouritism.*

> *Maahin*

They were also perceived to demonstrate a degree of flexibility appropriate to the situation. Yet, they were perceived to have the ability to portray themselves as very firm people on whom others can confidently rely. Furthermore, they were also perceived to be self-motivated to explore any avenues that might help them succeed in teaching.

## SELF-MOTIVATED

Self-motivation, dedication and enthusiasm were also perceived to be characteristics of successful teachers:

> *And he has to be a self-motivated person and he should be improving always. He should work to improve himself.*

> *[T]he successful teacher should show these things, these good qualities to the management. That he is very honest and he is very dedicated and he is actually service minded and he is willing to develop himself from day to day.*

> *Nazeem*

Self-motivation keeps a person exploring ways of succeeding in the activity they are doing. This is the quality that makes a teacher go the extra mile and makes them stand out from the rest of the people. It was perceived to be an attribute of successful teachers:

> *The teacher's enthusiasm for teaching, learning, and for the subject matter has been shown to be an important part of effective teaching, both in supporting positive relationships with students and in encouraging student achievement.*

> *Maahin*

Self-motivation creates interest in teachers to carry out their teaching activity as well as they could. Their interest in teaching influences them to carry out related tasks of teaching in a manner that benefits most students in developing the desired characteristics in their students. They do not work for payments or perks alone. Self-motivated teachers would not need to be told what needs to be done. They think for themselves and take initiative or they would be proactive in what they do.

## PROACTIVE AND CREATIVE

Successful teachers were found to be proactive and ready to take initiative in getting help from others to succeed in their work:

> *From the teacher's side, this particular teacher also has to have the willingness of sharing these things; the weaknesses with other teachers. He also has to take initiative to get the help from the other teachers. Then I think it will be something easy for him as well as the rest of the teachers.*

> *Nazeem*

Teachers were also found to be very creative. According to Shafraaz, "teachers are very creative people and the successful teachers provided opportunities for others to benefit out of their creativity".

In addition, to the attributes mentioned above, many others were mentioned by the participants during the interviews, in the focus group discussions, and in

answering the questionnaires. Only some of them that were supported by other participants were provided above with quotations.

## THEME: PERSONAL ATTRIBUTES SUMMARY

The above section termed as personal attributes has provided some of the potent qualities successful teachers possess in the context of this study. Despite the data having indicated that successful teachers possess qualities like optimism, consistency and courage to perform as teachers, they were also perceived as humorously sociable characters with positive attitudes to carry out the tasks associated with teaching so that they became self-motivated, proactive, and creative and kept abreast with new developments in innovative teaching. Honesty and sincerity made them fair, flexible but firm in their dealings with other stakeholders so that they achieved due respect and trust without which they were observed to be incapable of being effective and successful teachers.

This section ends part one of the findings dedicated to the perceived qualities of successful teachers. The second part of the findings deals with the motivational influences for teachers with these qualities to remain in teaching.

# PART II

# MOTIVATIONAL INFLUENCES

## INTRODUCTION

The second part of the presentation of findings is the synthesis of the participants' responses to answer the major research question of 'What motivational influences are perceived by key stakeholders to enable successful teachers to remain in the teaching profession in the Maldives?' Aligned with the purpose of this study of exploring and describing the motivational influences for successful teachers, the participants were asked about motivational influences in many ways through different methods of data collection.

Firstly, the CAC, convened to nominate successful teachers to participate in this study, were given this topic to deliberate during their meeting. Secondly, the initial questionnaire contained a question that sought the participants' perceptions on this issue. Thirdly, the personal interview schedules also contained many questions that contributed to inform on their perceptions about motivational influences. Fourthly, in the three focus group discussion meetings too, the participants deliberated about the motivational influences for successful teachers to remain teaching.

The following is a descriptive account of what some participants have said in relation to the research questions. Please also refer to figure 14 for the working theory and a diagrammatic representation of the synthesis of the participants' responses as the major findings about the motivational influences for successful indigenous teachers to remain in teaching.

## AN APPROVING EYE SEES NO DEFECTS: A MALDIVIAN PROVERB TRANSLATED

A number of participants perceived the acceptance of the teachers by the community as a major indicator of teachers' success and a motivational influence for them to remain as teachers.
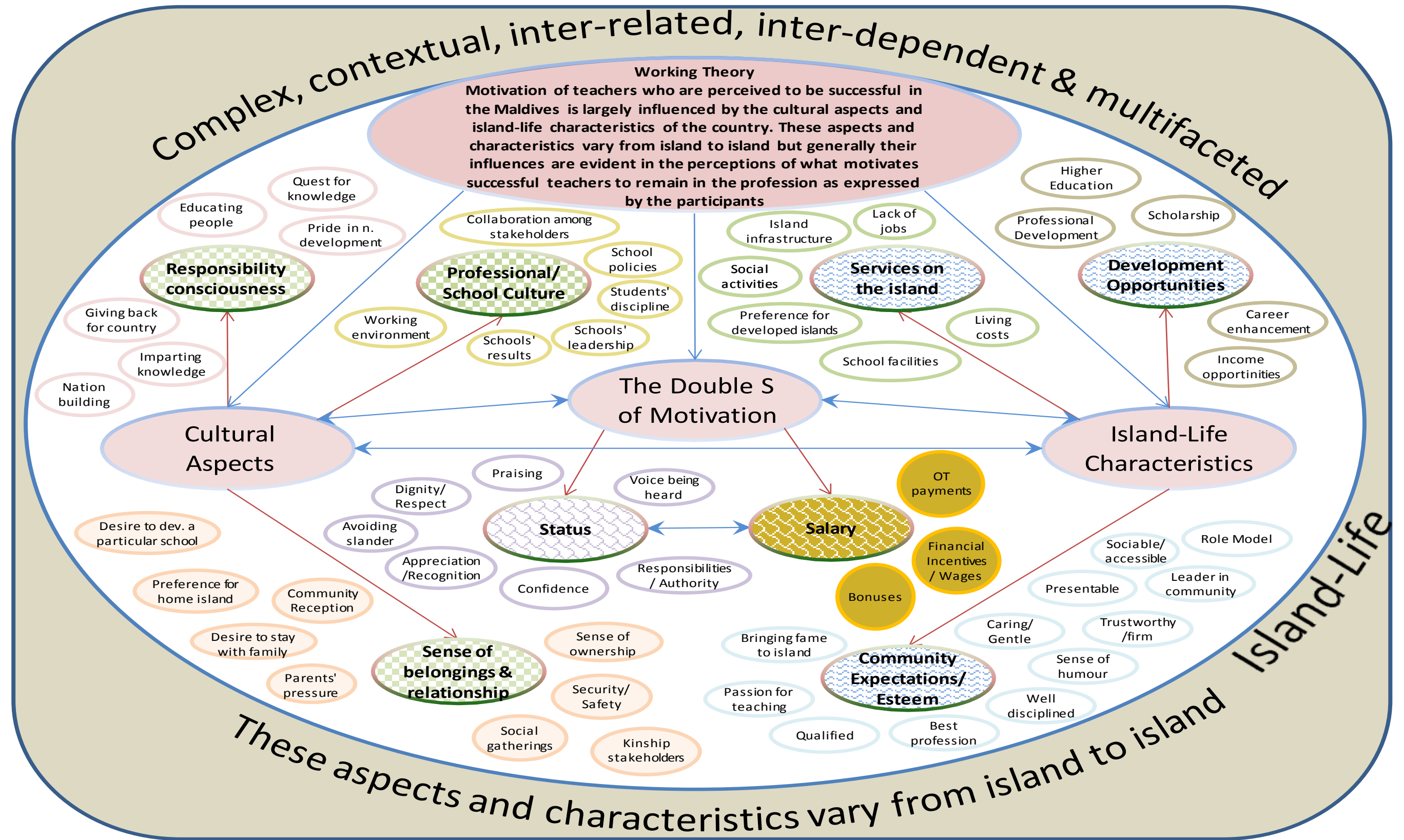
**Figure 14: Motivational Influences for Successful Teachers in the Maldives**

Many participants indicated this in their interviews, questionnaires and in focus group discussions. This was also an important point often raised in the discussions of the CACs meetings.

The following is an excerpt taken from the interview script of one of the participants who expressed the importance of community approval and acceptance of teachers for their success:

> *If the teacher is successful, what I believe is, we always get very good comments from students as well as the community and the parents. This is one signal that we are getting to decide whether that person is a successful teacher.*
>
> *So you know there are many people who are observing that particular teacher every day. There are 30 students in a class so when a teacher teaches a single lesson there are 60 eyes multiplied by again two, their parents, I mean. So they also are monitoring (eheheh). So they also are monitoring and we are getting immediate response either the same day or the very following day we are getting the response of it. So if the teacher is actually not successful or if the parents and students don't like the teacher, immediately they will come to the school and they will comment on it and they will say how the teacher is. So this is one thing that we measure how the teacher is.*
>
> *Nazeem*

This system of feedback is so effective, because of the sheer small size of the islands and the close-knit nature of the society. On a very few larger or heavily populated islands this system may not have been so effective. But in any case, the community's perceptions of the teachers were seen to play vital roles in deciding the success or goodness of the teachers and thereby retaining them in their schools.

Successful teachers are sometimes described as good teachers, as good teachers often become successful. They are also referred to as effective teachers or quality teachers. In any case, retaining successful teachers in the profession

is extremely important for better student achievement. Quality teachers greatly impact upon the students (Hattie, 2003; Hattie & Anderman, 2013; Moses, 2010; Reed & Kochan, 2006).

Therefore, quality teachers need to be retained in the teaching service of the Maldives. To retain such teachers their motivation to stay on has to be sustained. Knowing what contributes to their motivation, appropriate measures can be taken to sustain teachers' motivation:

> *For teachers to work successfully and to continue to work better they need to be motivated. Their work is directly related to their motivation. And the nature of teaching is such that those involved require constant motivation. In turn teacher motivation affects student performance as well.*
>
> *Maahin*

This part of the findings is based on the participants' perceptions of what motivates successful teachers to remain teaching in the Maldives. The basis for this part is generally the answers participants have given to questions related to the main research question and the second sub-question stated in chapter five.

Some participants observed that certain basic requirements have to be met before teachers can work effectively in schools. Maahin and Adam were of that opinion. They thought that certain basic conditions for the teachers had to be met in order for them to work on the islands of Maldives:

> *First and foremost one's basic needs should be met for personal life. This includes one's accommodation and food. Accommodation has become an acute problem in congested islands such as Male' and in a few other islands. While households are not available separately for many, there are teachers who live in very modest and shared accommodation.*
>
> *Secondly, teachers would also require a decent pay for a decent living.*
>
> *Maahin*

*For the people who come from other islands as a first thing*
*for them to work effectively, they must have their*
*accommodation, food and lodging arranged properly. Then*
*only they can work. (We see the crabs come out of the sea*
*at sunset and get themselves settled in holes of their sizes*
*in this Maldives).*

*Adam*

In addition to the need to meet these basic conditions, the participants perceived various other motivational influences for teachers. In the small communities on the isolated islands of the Maldives, schools become paramount and conspicuous places. They occupy comparatively large pieces of the little land that is available with huge investments on them. They also attract high proportions of recurrent government or community budget expenses. Often they become one of the well-built buildings on the island. So, they become noticeable even by the mere size of them (and hence, the people who work in them also become significant) and hold important places in the community. The majority of the people working in schools are teachers who cater for a large proportion of the island population.

Teachers soon become iconic figureheads in many communities in the Maldives. Many communities are confined to small isolated islands (often only one community on an island that is referred to by the name of that particular island). So the teachers on most of the islands know and are known by almost everybody. In fact, a lot of them know each other very well, including their family backgrounds:

*As this is a very small community there will be no one who the teacher*
*does not know. All parents know the teacher. The teacher also knows*
*by sight of a parent it is which child's mother or father.*

*Faiz*

They are the single group of people who have dealings with a large portion of the community. Over a quarter of the community are registered as students in

educational establishments (MoE, 2013[19]; National Bureau of Statistics, 2015[20]). This large portion of the population looks upon the teachers as major contributors to what happens in their lives. Their parents and/or caregivers also hold similar views. They all see teachers as a powerful influence on what happens to their younger generation, because teachers "influence human life and culture; together, teachers and students change the world" (Sieben, 2013, p. 111). Thus, they expect teachers to demonstrate certain characteristics throughout their lives:

> *These characteristics have a direct relationship with their personal life as the teacher is part of the community and students are the product of the teacher.*
>
> *Azha*

Teachers' professional, social, private life is under scrutiny by many people. Therefore, to become successful the teachers have to excel in their social and private lives. Their academic and professional lives alone do not fulfil the desired qualities expected and accepted by the community.

In order to be successful in a teaching career in the Maldives, the teachers need to have academic, economic, financial and social opportunities for them to develop while they strive to satisfy the community expectations. Meeting community expectations becomes paramount to get the esteem teachers require to work successfully. Knowledge and wealth are contemporarily regarded as important determinants of social status (Mondal, 2015; Singh-Manoux, Adler, & Marmot, 2003). Social "status is a workplace resource that facilitates" and determines "career success" (Torelli, Leslie, Stoner, & Puente, 2014, p. 34). Thus, status is extremely important for a teacher to function effectively in any society, especially in these close-knit societies (Aydin, Demir, & Erdemli, 2015).

As the Maldivian proverb (ރުހުމުގެ ލޮލަކަށް އައިބެއް ނުފެންނާނެ – ruhumuge lolakah aibeh nufennane) goes 'an approving eye sees no defects', the approval by the clients is seen as a pre-determinant of success for teachers. In the case of teaching, the clients of teachers are the students and their parents who, albeit Franz (1998)

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[19] 86,068 students registered in schools
[20] 338,434 total population of the Maldives

warned of treating them as customers, form the bulk of the community. When the whole community likes someone they cease to find any fault with that person:

> *When you like someone you don't find mistakes.*
>
> *Hazlaan*

The participants of the study saw the approval and appreciation of teachers' work by the concerned people and the community in general as distinctive motivational influences for the teachers. The community approval and appreciation in turn assigns intense social status. Often people of ascribed status[21] primarily used to join the teaching profession and most of them tried to maintain their status while those without ascribed status once joined strive to gain the achieved status[22].

Thus, the teachers seek the recognition, appreciation and approval of their work by the community. Hence, their motivational influences are related to achieving this end through various appropriate means:

> *If the teacher observes the daily prayers the teacher gets the endorsement of the people.*
>
> *In our society, I need to reiterate that those teachers who go for the prayers in the mosque regularly are seen by the community with a special sight.*
>
> *Faiz*

> *So define other, would be yourself as a person, then the teacher's feeling of collegiality, feeling of value within the island community, recognition from the Ministry of Education, recognition from students, parents, all these help to contain, sustain year on year being a teacher, ya?*
>
> *Ameena*

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[21] "Ascribed statuses are assigned to individuals without reference to their innate differences or abilities. They can be predicted and trained for from the moment of birth." (Linton, 1936, p. 101)

[22] The achieved statuses are, as a minimum, those requiring special qualities, although they are not necessarily limited to these. They are not assigned to individuals from birth but are left open to be filled through competition and individual effort." (Linton, 1936, p. 101-102)

Another participant also tried to summarise what induced successful teachers to remain as teachers as follows:

> *Having a satisfying environment, the friendship among the community, having an appreciative climate of service provided by teachers, the results and success they achieve, getting an appropriate income for their work, safety and peace in the place and the availability of resources and means for work are the things that may enable a successful teacher to remain in the teaching profession.*

> *Adam*

Hence, based on these (and other) observations and perceptions it can be concluded that the teachers' motivation to become teachers and to stay on as teachers in the Maldives is largely influenced by the cultural aspects and island-life characteristics of the country. These aspects and characteristics vary from island to island, but in general their influence is evident in the perceptions of what motivates successful indigenous teachers to remain in the profession as expressed by the participants. The salary/income and status which I called "the double S of motivation" are also seen to have an influence on successful teachers' motivation to join and remain.

## CULTURAL ASPECTS

The participants of this study noted the importance of the connectedness of teachers to students, parents and the community as a whole on teachers' motivation. They see relationships and appreciation as major contributions to the satisfaction of teachers, so in turn they become successful teachers' motivation. They also see the significance of the school culture and the sense of responsibility of teachers on teachers' motivation.

### SENSE OF BELONGING AND RELATIONSHIPS

Engendering a community spirit and a sense of belonging among all in the community are essential ingredients for teachers to remain on a particular island. In the opinion of the participants of this study there are many things that can be

done or that have to happen in order to retain successful teachers in the profession. Strengthening relationships is noted as one of them:

> *There are many things that can be done to stop them leaving. Strengthening the relationship of the community and parents with the teachers may be one.*
>
> *Ali*

Fostering meaningful relationships among the stakeholder groups was reiterated by other participants too as an important contributor to influence teachers' motivation:

> *Having a good relationship with the parents is the other important thing in the parents' view.*
>
> *There needs to be a cordial relationship among parties concerned.*
>
> *Shafraaz*

> *The teacher must always remember that the teacher is a member of the community, even though he/she comes to teach in school. Therefore, he/she must not only have relationships with parents and students. They must have relationships with each and every person in the community.*
>
> *Azma*

Relationships between and among any people could possibly be meaningfully fostered through efforts from all parties concerned. The participating teachers did recognise their role in maintaining cordial relationships with the community:

> *To maintain this relationship, the teacher has to contribute her/his fair share for every development activity of the island (not only teaching).*
>
> *For example, I being a lady, I must participate as fully as I can with other ladies in the communal cleaning of the*

*island. Even if that activity is on our holiday, I see
participation as important.*

*Azma, Successful teacher*

The relationship with the parents and community was perceived to serve many purposes. It helps to resolve frictions among stakeholder groups:

> *Receiving the cooperation of the management and parents,
> and parents understanding how the teacher treats children,
> and talking to teachers and sharing with teachers and
> having good relationship are good things. So that the
> problems that arise with teachers can be easily solved. That
> will encourage the teachers to go forward.*

*Shafia*

Relationships also help teachers get better insights into the needs of the stakeholders and community expectations. These insights create more opportunities for teachers to equip them to cater better for these expectations and needs:

> *During such (communal island developmental) activities
> one gathers a lot of their (stakeholders') ideas and
> suggestions. It is easier to work better in the light of those.*

*Azma*

The cordial relationship and mingling with stakeholders also serves the teachers for the purpose of feeling a sense of belonging to the community:

> *This sense of belonging, this culture that had been created
> at [various levels] draws the teacher to want to be a part of
> that [community] to want to keep up the good name … there
> is that added drive to be a part of that team of teachers and
> that is again a motivational factor.*

> *Why did I stick to being a teacher? Because of the family
> feelings that I had in [there]. And even now given the choice
> I would be happy to work in [there] kind of. So, it's an
> ongoing attraction … that becomes so embedded in you
> that feel a sense of belonging to that. And I think on a small*

*island many teachers would feel like that, if they have had*
*good feelings about being a teacher and good feeling about*
*what they are doing and how well they are valued.*

*Ameena*

A leading teacher also warned of a few negative consequences or hindrances the teacher might have to face in the absence of cordial relationships among the stakeholders:

*When there isn't a good relationship they cannot share their*
*thoughts with each other, so even if they are unsure of*
*something they feel reluctant to express those concerns*
*even in the coordination meetings due to inferiority*
*complexions (mediocre).*

*Shafraaz*

There are many factors that contribute to the development of the desired relationships. Due to the cultural practices and prevalent attitudes in the community, family connections are seen to be one of them.

The Maldives has had no modern social security system in place until recently. The present system is inchoate, and hence, it is yet to become more reliable and acceptable for the people. In the absence of such a reliable modern system it is customary for the extended family members to care for each other.

Looking after the elderly is believed to be the responsibility of the younger generation. Often the family members also take care of the disabled in the family. A number of motivational influences emanate from this sense of being together in the family. The familial connections provide comfort, strength, safety and security for teachers as well as others in the family. Thus, the parents often wish their children to stay with them on their home island.

## Parents' Pressure

Until recently, the provision of education in Male' was considered to be the best in the country. Hence, often parents send their children to Male' for their education. But the family or parents generally expect their children to return to

their home island to live with them among their extended family once they complete their education.

A Maldivian lady who now holds a PhD from the University of British Columbia described her departure from her home island and thus her beloved family in search of education, as follows:

> *When I was eleven years old, my father and maternal grandfather decided that I should go away to the capital island to go to school. Prayers were said and a chicken slaughtered to celebrate my journey. As I left, I scrawled verses of the Qur'an on our gatepost to ensure that I would have a safe journey and return home one day. Since then every time I leave on another journey, I write the special prayers on the gatepost, and shake hands with everyone in my family as they pray for a safe return.*

> (Dr. Sheema Saeed, 2002, p. 2)

This could have been the case with many other Maldivians who have left their home island in search of education or training. Parents request their children to select a career in which jobs are available on their home island. Education is one of those areas where there are jobs on all islands.

Therefore, parents wish their children to become teachers. Particularly, it is the wish for their girls. They want their girls to become teachers so that they can come back to their home island:

> *And parents want their, particularly girls, to become teachers with the hope that they will stay on the island.*

> *Ameena*

Having a reasonably well paid job on their home island for their children is something most parents aspire to. Teaching ensures a more stable income than that for fishing (which is often seasonal and done only by sustainable methods capable of catching one fish at a time, like 'line' only or 'pole and line' (Stone, Toribau, & Tolvanen, 2009)), or any other sort of common self-employment.

However, some teachers, as indicated by OECD (2011), argue that (the incentives or) the pay for teachers is not appropriate for the work they do:

> *Provide financial benefits comparable to other sectors. In reality, teachers get very little.*

> *Faiz*

They maintain that a person with a similar qualification in other areas could now earn more than a teacher. Even the fishermen with no formal qualifications according to them, seem to earn more than a teacher. One young accounts teacher on this matter went on to say that:

> *What I'm saying is, for example, my father-in-law; he is a fisherman, and he get for a month around 15 or 14 thousand Rufiya. But for us, our profession is teaching, but we get maximum 9 thousand Rufiya, nowadays which is not worthwhile.*

> *Salman*

This particular teacher, according to him, chose to become a teacher mainly because he could get a job on his home island to stay with family. Even though some participants took the issue with comparable equity, according to the opinions of some other participants the pay for teachers is reasonably good:

> *The pay isn't so bad and when you look at particularly on the island if you wanting to do something making yourself useful and productive and wanting to earn something, there aren't that many jobs around.*

> *Ameena*

In spite of the differences in opinion about the pay, a lot of parents pressure their offspring to return to their home island as teachers for various reasons. Therefore, many teachers prefer to return to their home island to stay with their family once they complete their teacher training.

## Desire to Stay with Family

For various reasons teachers desire to stay with their nuclear or extended families. A young male teacher with a bachelor's degree (the only indigenous teacher with a degree on this island) in Teaching Secondary Mathematics and Accounting once said the following when he was asked why teachers remain in the island schools:

> *For me, my concern is working with my family members here. That's the main factor.*
>
> *Salman*

He was referring to his extended family as he has no children of his own at the time. The desire for teachers to stay with their families was quite evidently expressed.

Some of those who temporarily leave their home island in search of education or training return to their home island to be with their extended family due the need to care for elderly parents. Others just return on family requests. Still others need to stay with the family in order to secure support from the extended family while fulfilling teaching and related responsibilities in school:

> *In my opinion, family support is very much required for such teachers to continue their profession even after parenthood.*
>
> *Rifqa*

In addition to their timetabled contact class hours they spend a lot time helping the weaker students in extra remedial classes. They devote long hours for planning the lessons and preparing or securing teaching aids. They also give a considerable amount of time for co-curricular activities in school. They also spend time for ceremonial activities like marking the days of national or international significance, such as Independence Day and Children's Day. For those reasons the teachers have to sacrifice their other pleasures for the benefit of the students and school. In order for them to be able to spend the time needed to become good teachers they have to be helped by members of their nuclear and extended family:

*Teachers survive in the school with great support from their family…. A teacher can become a committed and dedicated teacher by spending a lot of time in school. … firstly, good teachers can only come and spend these times with the backing from home.*

*Hazlaan*

As such, they expect their spouse or extended family to help them in various ways. Particularly, if they have their own small children, they will often be looked after by a family member. In the absence of an organised daycare facility on most of the islands, the family members care for the young and elderly while the teachers are in school. They also do a lot of school related work at home:

*Good teachers do a lot of school related work at home too. For example, they prepare lesson notes and sometimes they get assistance from other members of the family in preparing worksheets and other things … So the support of the people behind those committed teachers who spend a lot of time in school work has to be noted.*

*Hazlaan*

There are numerous other ways family members help teachers. For example, it is not customary for Maldivians to take their packed lunches to their work except for the fishermen who often spend lunch time on the sea. Others who work on land often come back to their homes or go to cafés or restaurants for their meals and go back to work after the meals. Cafés and restaurants are available only on some islands where the population is of a significant size to create the prospect of making a profit out of them. On other islands people take their meals at home. The usual practice is to go home and have the meals; hence teachers also go home for their meals. Their spouse or the members of the extended family (or now in some cases paid maids – often foreign) prepare the meals.

Members of the family may help the teachers commute to school several times a day on the comparatively larger islands where there are motorcycles and cars. The family also benefits from having teachers with them. They have the opportunity for young members of the family to be tutored by older siblings or

members of the extended family who are teachers. Some teachers even choose teaching because they know that they can do that, get a job on their home island, and can stay with their extended families:

> *They may have joined because they don't want to be in jobs away from the home island. They may have joined this profession without much interest, just because they wanted to get a job and more jobs are in this sector in our very small islands*

> *Azma*

## Preference for Home Island

It was also expected that some teachers might have chosen the profession of teaching because they wanted to be employed on their home island. The education sector was seen to be one of the areas in which jobs were readily available on most islands and were easy to get due to demand for more teachers on many islands:

> *They may have joined the profession because they are interested, or they may have joined because they don't want to be in jobs away from the home island. They may have joined this profession without much interest, just because they wanted to get a job in the home island and more jobs are in this sector in our very small islands.*

> *Azma*

Having jobs on the home island ensures the presence of the younger generation to care for the elderly. The elderly expect their younger generation to care for them. The younger generation in general, still pay heed to the expectations of the old, even though the people believe that it is diminishing. By having come to the home island, the newly trained teachers have the opportunity to work within their extended family:

> *Ouh ... may be working in home island, for me…. I prefer to come to my island and serve the community here.*

> *Salman*

Unless there are family grudges with other stronger families on the island, the likelihood is that they have a strong hold on the job on their home island. They easily get settled back into the island's culture and way of life when they return to their own island. This is also a way of easily getting the approval of the community.

## Sense of Ownership

Until recently, it has not been habitual for the Maldivians to leave their home islands in search of work. They rarely leave their home islands for better opportunities. The exceptions are the migrations of people to the capital, Male', which is different from other islands in many respects. There have been massive government campaigns to convince people of the benefits of moving to larger islands, to increase the population on them. But people were quite reluctant to move until a very recent time. The 2004 Asian Tsunami may be considered to have brought about considerable changes in people's attitudes to population relocation (MPND, 2008b). Since then, more people have begun to express their desire to be relocated on larger islands or in geographically better places. When they do, they often prefer a whole island or part of an island (rather than intermingling their houses with the already existing houses) for the people from their own island. This could be construed as an indication of their unwillingness to lose their identity of islandness that has a sense of belonging to one community and/or a sense of ownership to the island or part thereof.

These island communities have been managing a good part of their island-life affairs through communal work because of the sense of ownership they share among all fellow islanders on a particular island:

> *We saw communal work such as the ladies coming up to clean the island to select the cleanest island of the atoll, or the whole community come out to make a safer sea-wall around the island.*

> *We also saw the community preparing the island for a competition, decorating the island to welcome those who come from other islands.*

> *Ali*

With a sense of ownership the island communities compete with each other in their island cleanliness. They compete in various sports competitions too. They also contend in decorating and welcoming the people who visit the island for various competitions or celebrations. They also make the islands safer against the threats of pests, soil erosion, and the rising sea level as much as they can.

This sense of ownership serves as motivational influences for them to remain as one community. Likewise, teachers were also found to be influenced by it to remain secure and safe in their own home island.

## Security and Safety

Security and safety within the island community were also noted as motivational influences for teachers to stay in a school:

> *Security in the community is also another factor.*

> *Nazeem*

Sticking together as one population on an island could be considered as a way of ensuring their own security and safety. Until very recently there were no police or security forces present on the islands other than Male'. The National Security Service counteracts any foreign threats to the islands. The island population had been managing most of their own safety and security issues and internal conflicts within their island:

> *In some islands there have been instances of harassing, bullying and mugging. The community has to provide protection for the teachers. Who will protect the teachers if the community does not? Unless they have proper security they will not be there. They might have to leave the profession. So the community can ensure the security of the teachers in a way that they feel the place is a safe one. So the teachers will feel very happy.*

> *Faiz*

As time goes by, the situation in the islands is continuously changing. Deployment of police on islands has become more frequent. The number of islands with a permanent police force has increased. More and more people have begun to feel

that security and safety have to be ensured by the state. They no longer view protecting each other as their responsibility. Some of them even feel that the condemning of the action of a wrongdoer is taboo. It is also considered a way of exposing oneself to more threats of being unsafe or even harmed:

> *They are getting some physical abuses, assaulted. So maybe some gang fighters or some threats actually they are getting maybe theft and those things are also happening in the society now. That is the truth.*
>
> *So I think we have to show them that it is a safe place for those teachers to live in this school.*

<div align="right">

*Nazeem*

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Security and safety have become important considerations when teachers make decisions on which islands they may want to work as teachers. Unless they have family connections, family friends or friends of their own they are reluctant to go to some islands. They learn more about the nature of the population on the island before they decide to take up the post.

## Community Reception

The community's support is a strong force for teachers to remain in the profession. Teachers are influenced to stay on or leave the teaching profession by the reception they receive from the community when they are posted to various islands:

> *The other would be that the, what do you call this, the reception he has received from the community … , probably he would have liked it, the reception he received from the community, that means he is accepted … as a person who is, who is here and well respected.*

<div align="right">

*Ikram*

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The community reception is affected by the reputation one has acquired by working on some islands. If a teacher has made a good impression by working on a particular island that teacher is likely to succeed on others too. Often people

try to find out about the performance of the teacher on other islands if a teacher decides to go or be sent to an island other than that of the teacher's own.

The decision to accept the offer to go to a particular school or island will be influenced by factors related to being familiar with the island or school:

> *A lot of teachers choose to go to a school because either they have known somebody there, I am talking about the locals here, either they have gone there.*
>
> *Ameena*

This familiarity may be achieved or gained through various sources. Due to the close-knitness of the society, a teacher may come to know someone in a school in numerous ways. It may be due to a personal meeting in a completely different context from teaching. Or it may be through another friend or through a friend's friend. It may well have been through some sort of family connection too.

Having good family connections and/or friendly relationships with some influential people in the island community helps teachers establish themselves when they are posted to other islands. The blessings of an influential family on the island become added advantages to the teachers for better survival in a new community.

Some teachers also earn a good reception through their sheer efforts. They demonstrate their own talents, skills and capabilities to the community through various ways. Involvement in community activities also helps them earn community acceptance. According to some participants, the teachers must involve themselves in community activities for many reasons:

> *For example, I being a lady, I must participate as fully as I can with other ladies in the communal cleaning of the island. Even if that activity is on our holiday, I see participation as important.*
>
> *During such activities one gathers a lot of their ideas and suggestions. It is easier to work better in light of those.*
>
> *Azma*

The reception the teacher receives from the community is highly influential on the chances the teacher has for thriving on the island or in the school:

> *The teachers must always remember that the teacher is a member of the community, even though he/she comes to teach in school. Therefore, he/she must not only have relationships with parents and students. They must have relationships with each and every person in the community.*
>
> *Azma*

## Kinship among Colleagues and Stakeholders

The bond that forms among the many stakeholders with teachers within the community is found to be a binding force for the teachers to remain on the island. A leading teacher commented on how the Katheebs (island chiefs) can motivate teachers to remain on the remote islands and other participants have also emphasised the kinship and collegiality among stakeholders:

> *If they can talk to the parents, they can talk to the students, they can see what is going on, if they can conduct some programmes, to have a friend, have a bond to share, the love, they can er… build a love among this small community. If they can do that, definitely we can show love in the school. That is what is missing, in Maldives, nowadays.*
>
> *The love to each other, the respect to each other that we should. Without that we cannot get respect, without that we cannot get the motivation.*
>
> *Shafu*

> *If teachers got the love of parents they would want to spend more time and do even better.*
>
> *Teachers will be happy if the parents came and spoke to them nicely.*
>
> *Abbas*

*Maintaining the relationship with the parents … may help.*

*Ali*

The kinship that forms within a school set-up is also found to be a similar force for teachers to remain in school:

> *If the people in the management meet the teachers kindly with smiles, teachers will be happy to spend more time in school otherwise they would not like to be in school.*

*Abbas*

> *Teacher morale in terms of how the students are relating with you, how the parents when given the opportunities, you interact with them, how do they accept you, how do they treat you, then the gel, the kinship and the camaraderie between belonging to a school, belonging to a group of teachers, again coming from my own experience, for example last night, I called for my family for a dinner party and within that family you wouldn't be surprised there were school teachers because I consider them, because I have been with them for over 30 years of my life. So I mean, who else could be.*

*Ameena*

Schools are perceived to practise various activities to develop and sustain the feeling of kinship among the various stakeholder groups. These include various social activities and many other things. For example, a principal mentioned about a team of employees who organised social activities for themselves within the school while another school head noted the importance of visiting the sick and providing emotional support for the needy serving as motivational influences for them to belong to the team in the school:

> *Previously, they used to have a group called "Chain". It was a very cohesive team. They collect subscriptions and generate funds. They organise social activities and*

*sometimes they also provide loan facilities for the needy out of their Chain-Funds. These are motivational activities.*

*Hazlaan*

*When the people are actually in sorrow, we have to talk to those people and we have to give them some support, the moral support that we have to give that we are doing already. And even if somebody is sick I think it is something very important to visit them. We have a culture here always, …, if a teacher gives birth so we will visit and when we go … we go with some gifts collectively we collect from all the teachers. Those teachers will be very happy with that. So they appreciate what we are doing.*

*Nazeem*

When such connections develop between teachers and others, many other motivational influences to stay on in the school emanate from them:

*So, it's an ongoing attraction to an institution that becomes so embedded in you that you feel a sense of belonging to that. And I think on a small island many teachers would feel like that, if they have had a good feeling about being a teacher and good feeling about what they are doing and how well they are valued etc. etc.*

*Ameena*

Cordial relationships among the various stakeholders provide completely new dimensions to their working environments:

*If the parents, management and students have a very cordial relationship among themselves all will feel that that they are living in a big world of their own and if a teacher told something to a child the parents will feel that is like been said to the parent.*

*So, there should be similar relationships among all the parents, management and teachers. The important thing is to have a holistic environment shared by everyone.*

*Fikry*

*To sustain interest and motivation one has to maintain the close friendliness among the colleagues. Speaking with friends sustains interest.*

*Abbas*

The feelings of true kinship bring with them the moral support and strength to express freely what they think of others and what they expect each other to accomplish to improve their mutual conditions. The students, parents, the community, and all the personnel in the school have to share all the feelings related to what happens in the school. A school head explained this as having a motivational influence for teachers:

*They [parents] also have to feel that they are part of this school and all the sorrows and the happiness they also have to share. And they are doing it.*

*Even if we get something good, some rewards or [for] something that the school is [noted] remarkable then I think their contribution they have to give. And sometimes we are getting, we are winning … competitions … getting good results. In these situations also they have to mark it with the students with the school management. So they have to feel that this is something that actually they have got. So that sort of attitude I think we need from the community to keep these teachers in the school and motivate the teachers.*

*Nazeem*

## Desire to Develop a Particular School

With such bonds among the members of the community teachers often develop a desire to serve a particular school. Even without having experience in working in the school some teachers have associations with a particular island or atoll. Such teachers want to remain as teachers with the desire to develop that particular school or community they are interested in:

*The other thing is that maybe he is able to sort of to er … motivate himself, he likes to be all alone and then probably the interest that to develop this particular school, to some*

*extent. To develop the school probably he would have been the motivating factor.*

<div align="right">

*Ikram*

</div>

Teachers would want to be attached to that particular community and school. Some teachers get so attached with the schools that they would even give up the job of teaching if they were to be transferred to another school. A participant conveyed such feelings of some teachers:

> *They would say that if they were moved elsewhere they don't necessarily want to be in the Maldives they would kind of go away. So there is something about the school that holds a lot of people there.*

<div align="right">

*Ameena*

</div>

## Social Gatherings

Social gatherings among teachers and other stakeholders are also found to be a strong source of motivation for teachers:

> *Happy Hour is a concept introduced in our school to allow members of our Senior Management Team, teachers, parents, and students to come together at a social gathering that is organised by our students. This gives everyone the opportunity to get to know one another and to encourage a school culture that has common goals and objectives, and also to unite the different stakeholders of our school.*

<div align="right">

*Retrieved from:*
*http://www.aminiyaschool.com/news/introduction-happy-hour-school*

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It is noted that events like get-togethers, picnics and other social functions organised by various stakeholder groups are important motivational influences.

A leading teacher once expressed her thoughts as follows about what the school management could do to motivate teachers:

> *They can do so much to motivate the teachers. Like appreciating their work, having a get-together, talking about*

<div align="center">

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</div>

*the umm … things that could be improved, and those teachers who have improved, sharing their ideas among all, every month, something like that.*

*Shafu*

Social gatherings seem to serve many other purposes. They help develop a sense of belonging among the various stakeholder groups. They also provide forums for stakeholders to appreciate and celebrate teachers' work.

According to Shafu, they "have get-togethers like picnics, trips, fun camps and other social gatherings for students, parents, teachers and their families". Such gatherings really help iron out discontent among all stakeholders through discussions in informal settings where everybody feels relaxed:

*And another thing is that friendliness that we are having in the school. So it should be a very friendly environment that everybody can talk and they can express their feelings in the school without any hesitation. So I think that's a very very important thing to motivate the teachers. If they feel that if they say something if they suggest something so they will be penalised or something will happen, I think we have to avoid those things to motivate the teachers.*

*Nazeem*

In such informal settings parents can talk about what is good or bad about the teachers rather than talking about teachers in town:

*Instead, the parent can tell the teacher, in front of her "I am really impressed …", in front of the teachers, in front of the public, but not only the negative points, positive points also and where they can be improved.*

*Shafu*

When teachers and parents have a social bond and are friendly they can express their concerns in a manner that does not offend anyone:

*Having a teachers' social club and carrying out various programmes. They all can enhance motivation by having a*

*mechanism of exchanging knowledge among teachers, by having a very close bond between all the people.*

*Unless there is a close bond when one makes a suggestion for improvement, it is likely that the other person gets angry.*

*Fikry*

Social gatherings also seemed to have served as a means of demonstrating the creativity of the teachers. Events for teachers to express their varying talents are seen to be appreciated by teachers. Such events give the teachers chances to exploit and develop their creativity so that the community gets the opportunity to recognise some of the teachers' hidden talents:

*This is also something interesting I think, like marking some days like Independence Day, Eid and Teachers' Day. When we mark these days we give opportunities to the teachers to show talents like singing, we conduct here and poets' competitions we conduct and some other literary programmes we conduct in the school for the teachers.*

*Nazeem*

Successful teachers were perceived to be very creative people. Opportunities to demonstrate their creativity in turn adds to their positive public perception. It also gives chances for the students, parents and the public to appreciate and follow their role models.

Having mechanisms of exchanging knowledge and opinions among stakeholders in friendly environments through informal social gatherings serve to create opportunities to motivate and sustain teachers' motivation.

## SUMMARY: SENSE OF BELONGING AND RELATIONSHIPS

A number of cultural aspects have been identified as motivational influences for teachers to remain teaching on the islands. One of the three major cultural aspects identified in this research is the sense of belongings and relationship. The above section has presented the participants' perceptions on the motivational influences that emanate from the desire to remain in strong relationships.

A second one of the cultural aspects of motivational influences is the teachers' responsibility consciousness. Hence, the next section will be devoted to the presentations of the motivational influences resulting from the teachers' consciousness of a responsibility to serve their family, community, island, and the nation as a whole.

## RESPONSIBILITY CONSCIOUSNESS

It is noticeable from the participants' view that the teachers are conscious of a sense of responsibility towards the society, family, island, nation and the world at large:

> *And then the teachers themselves if they understand the importance of what they are doing, or so and then how it will benefit the community, that also very much motivates the teachers.*

> *Saamih*

Teachers join the teaching profession for many reasons emanating from this sense of responsibility consciousness:

> *Teachers wanting to improve themselves, wanting to educate themselves, wanting to give back to the community what they have learnt give back in to the community, a service that would help their children to become something worthwhile and productive I think teaching is seen by the majority of teachers themselves as a good job and intrinsically therefore it gives them a sense of satisfaction.*

> *Ameena*

Some people join the profession due to their quest for knowledge while others think that they have a responsibility to impart knowledge and educate others. They believe in giving back to their country and contributing to their nation building. They take pride in contributing to these endeavours.

### Quest for Knowledge

The quest for knowledge is noted as a human need by Reiss (2000). Similarly, the participants of this research also noted it as a special need for teachers in

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particular. Therefore, the opportunities for teachers to gain knowledge and/or getting trained were perceived to be motivational influences for teachers:

> *Having the opportunity to gain knowledge and training will also help.*

> *Ali*

Abbas observed that some people join the teaching profession in the first place for the sake of becoming more educated and knowledgeable. Thus, having comparatively more opportunities in this area than other areas to gain more knowledge motivates teachers to join and remain refreshed:

> *Others join to get more education for them and to become more knowledgeable as it is easier to get opportunities for that in this profession.*

> *In this area, the teachers can keep their mind fresh and gain new knowledge and there are opportunities for that in this area.*

> *Abbas*

For some participants just being knowledgeable of the subject content they teach alone would not suffice even though it motivates. Keeping abreast with new developments in innovative ways of teaching and learning also helps to motivate them. Having a thorough understanding of the new knowledge in various other fields of study also contributes. Exploring, researching and widening their scope of knowledge by reading, listening and travelling increases their general knowledge. A rich reservoir of general knowledge, according to the participants, enhances motivation:

> *Exploring innovative ways of teaching, continuous research also motivates teachers. Widely reading and listening to stories and travelling to other places and widening general knowledge also increases motivation.*

> *Fikry*

A trend of beginning with being a pre-school or primary teacher and then moving on to become secondary teachers was identified. This was also noted as a motivational influence for teachers emanating from the desire to acquire knowledge:

> *I notice this trend that you start being a preschool trained teacher, then you go up the ladder then re-train again and become a primary teacher, then some will re-train again to become a secondary teacher, now I have seen that as a way of, I mean sometimes I even question why do people even do that? Because you can be a very good preschool teacher, you can have a degree, you can have a masters degree, and yet be a preschool teacher but instead of whatever education they get next would be like a stepping stone to the next level of teaching. Say if you are a pre-schooler then you aspire to become a primary, if you are primary then some of you would aspire to become secondary and higher secondary and later on to university.*

> *Ameena*

This trend could have been associated with the belief people have about the level of education of teachers who teach at different levels. Even if they do not have the appropriate qualification, teachers were noticed to tend to move to higher levels of schooling:

> *Some people also believe that secondary teachers are more educated people and recognise them as learned people. So we also want to go to other schools [if the transfer would give the opportunity] and get the opportunity to become secondary teachers.*

> *Abbas*

> *I think not many of us really know what should be our career trajectory often, because of that we start with something small so we start with a diploma in preschool teacher. Any … could do that in the Maldives and because there aren't first degree courses up until very recently someone who wants to aspire to be a teacher, … would have had to start*

*from there and then having done that they might even teach in the primary.*

*Ameena*

Often, surprisingly, teaching experience was counted as a prerequisite for entry into certain local teacher training programmes. Other requirements for entry were seen to be different for training of teachers for different levels of teaching, perpetuating this perception and consequently making teachers aspire to embark on teacher training programmes for higher levels if they were eager to acquire knowledge and to impart it.

## Imparting Knowledge

Imparting knowledge to the younger generation is seen as a responsibility of the older generation. According to a parent, there may be people wanting to explain what they know to other people. These are the kind of people who become teachers:

*There are people who want to explain what they know too. These are the kind of people who choose teaching.*

*Fikry*

Such people choose teaching as a pleasurable activity. They derive pleasure and satisfaction from imparting knowledge to other people. Imparting knowledge alone does not necessarily create the type of citizenry they expect. Hence, some people believe that they have a responsibility for educating people in its broader terms.

## Educating People

Educating people is also seen as a responsibility some people believe that they must undertake. Others believe that educating and/or disciplining students is both an obligation and a challenge. Thus, they do want to take the challenge. The challenge of educating and moulding future citizens and hence perceived to be motivational for teachers in particular:

*Even though it is an obligation there should be a return for what they [the teachers] do. They should be able to build their lives with their income they earn for their work.*

*Fikry*

*You may not get very happy wording from the parents but with the least salary and worst job you can say, but only the challenge, this is a challenge, teachers, you are going to a challenging task.*

*Shafu*

Being successful in taking these challenges in an acceptable manner becomes a motivational influence for them to remain in the teaching profession.

## Giving Back to the Country

Many educated people are aware of their responsibility in rendering a service to the community and thereby to the country at large. This desire to serve the community or the country was perceived to be a motivational influence that draws people towards teaching and sustains them in the teaching profession. Teaching was perceived as a service to the whole community:

*Teaching is a service to the whole community. There is a saying that the community is built by teachers. Some people choose teaching to take this leadership. I would say that some people have chosen teaching to provide a service to the community.*

*Haalaa*

The idea of teachers building the community was shared by other participants too. For example, Shafu noted that the teachers would be motivated to continue in teaching if the teachers knew how important teaching is for the community:

*We can read some of the articles about the teachers, how a teacher gets success and how important this field is for the community; that will definitely motivate the teacher themselves.*

*Shafu*

Therefore, keeping informed of how teachers become successful and the importance of teaching for the community serve as motivational influences.

## Nation Building

As every nation comprises individuals who form communities in various corners of a geographical location, a nation is a group of such communities. A participant in this study noted the connectedness of teachers to the community and how they contribute to nation building as follows:

> *The teacher is part of the community and students are the product by the teacher.*
>
> *Children are the leaders and future of tomorrow who would work to have a wider community provided all characteristics are knitted properly and at the right time.*
>
> *Azha*

Another parent also confirmed this view by stating that the teachers take the huge responsibility of developing the future of the country:

> *Especially, it is believed that they play a huge role in developing the future of the country. The way teachers train small children enables them to develop their future. So it is a kind of work they do for which a high price has to be paid.*
>
> *Fikry*

Fikry also believed that education is the engine for nation building. Therefore, the development of teachers must be given high national priority due the vital role they play in the process of nation building:

> *Education is the engine of nation building. So I believe a very special emphasis has to be given to it at the national level. So there should be a national programme of this nature [for teacher orientation and development].*

The participants perceived that the teachers also consider their contributions to nation building as one of their primary concerns now. So this desire to contribute for nation building is noted to be a motivational influence.

## Taking Pride in Nation Building

Contributing to building the nation through any means is a pride teachers take. Development of human capital is one of the major sources of energy for nation building. A student noted that teachers feel proud when they find their students with good qualifications or in senior positions at various levels:

> *If I come with my high qualifications and see my teacher and say that she is my teacher, she will be very proud. So to see a student achieve high status would be satisfying for the teacher.*
>
> *Haalaa*

## SUMMARY: RESPONSIBILITY CONSCIOUSNESS

Out of the three major cultural aspects identified that contribute to teachers' motivation, the consciousness of a responsibility to give back to the nation and contributing to society is explored above. It is noted that the teachers' desires for gaining knowledge and imparting it to educate others serves as a motivational influence. Teachers take pride in contributing to nation building through their service in education as it is noted to be the engine for national development.

Another cultural aspect of motivational influences for teachers is the school culture and their professional engagement to improve student achievements. The next section delves into the participants' perception on these areas as influences for their motivation.

## PROFESSIONAL/ SCHOOL CULTURE

The professional/school culture here does not mean the physical environment of the school. It rather refers to the social and collegial environment together with the school norms and policies. One student, in his response to the question about why teachers leave, implied various reasons related to this aspect as motivational (or de-motivational) influences for teachers:

> *But for example, it's an environmental problem in the school, the students are causing problems, and then we have to tell them not to, discipline them, if a teacher or*

*anyone, anyone is a cause of that, then they should be told*
*not to do that, so we can avoid that in the future.*

*Saamih*

The leadership of the school is one of the elements that play a prominent role in creating, shaping, and sustaining a professional culture or a school culture that promote the effectiveness of the school through maintaining the cohesiveness of all stakeholders that enhances motivation (Bhengu & Mthenbu, 2014; Morris, 2014).

## Schools' Leadership

Schools' leadership is seen to have a great influence on teachers' motivation. Leadership and management are interchangeably used (Popovici, 2012) in the Maldivian context too, even though some authors attempt to differentiate (e.g., Kotter, 1990; Lunenburg, 2011. According to Faiz, in a typical school "the leaders are the principal, the deputy principal, and the leading teachers". They often have a strong influence in setting the general environment of the school to keep the morale of the teachers and other stakeholders high (Eyal & Roth, 2011; A. M. Price, 2008).

A leading teacher of a school expressed the changes that have occurred in his school due to frequent and continuous turnover of principal and management:

> *The style of leadership and management also has an effect*
> *on motivation. We notice that when the principal changes.*
>
> *A lot of changes occur when the principal changes. That*
> *has a great effect on teachers' motivation.*
>
> *They [teachers] spent their time in marking books,*
> *preparing for lessons or in some other activity. Even on a*
> *holiday there would not be any serenity, it would just be like*
> *a working day. … With the changes occurred recently*
> *[change of principal], even on a Saturday, we would not find*
> *anybody in school.*

*Shafraaz*

The leadership is seen to provide the glue that binds the whole team together to work to achieve the school's aims. When the leadership provides the binding force, the team stays in school to carry out their tasks. A teacher/ parent listed a number of very basic things the teachers expect the management or their superiors in schools to do for the teachers with particular emphasis on having confidence and trust in teachers:

> *Additionally the superiors in the institutions have to have confidence in teachers. They have to trust teachers.*
>
> *There are 4 or 5 things the superiors have to do for us. They are: checking and monitoring our work, trusting us, accepting our work, telling us if we are doing well, and trying hard to get our entitlements.*
>
> *If these things are done, good teachers will remain in the teaching profession.*
>
> *Abbas*

On a similar note, a school head also went on to say that the schools have to trust the teachers and assign them more authority to carry out their duties in order to accomplish the difficult task of retaining them in schools:

> *That is the most difficult task that we are facing nowadays and we have to have a good campaign and we have to show them or we have to trust them, we have to give them more opportunities in the school and we have to give them more authorities even in the school.*
>
> *Nazeem*

Other participants also went on to add some other ways the leadership can provide motivational incentives for teachers by asking to:

> *Appreciate the hard work. Treat all teachers equally, avoiding favouritism. Set standard criteria and award best teacher. Build a good relation through meetings and fun events.*
>
> *Rifqa*

*Establishing fairness in dealing with teachers is also something the management can do.*

*Abbas*

*The management … has to recognise the teachers for what they do. The teachers have to progress, achieve seniority periodically through a fair objective system of appraisal that is well established and known. … They have to be categorised, … [with] a certain number of points they fall into a particular group of teachers with certain qualities which are known and categorised with a very fair evaluation so that people can tell a particular teacher is of a certain category and other teachers know the path to achieve that status. This will inspire teachers to work better.*

*Fikry*

Clear and unambiguous communications about issues in the educational system and the management's responses for teachers' concerns were also expressed as having motivational influences:

*The factors that motivate teachers to remain in teaching are … the sort of responses they get from the management for their concern, clearly communicating with them the realities of various issues in the system.*

*The management can find out the teacher's needs and attend to them. If those needs cannot be fulfilled the management can explain the reasons and give correct information about the issue.*

*Abbas*

Some teachers attribute their success as teachers to the encouragement, appreciation, and cooperation of management:

*Management is the largest shareholder of cooperation with teachers. We have lost principals about whom I am very proud. I notice that they encourage teachers very much. They also appreciate teachers' work. The good results for*

*gr.10 students in my subject are due to the help from the principal in 2006.*

*Azma*

Apart from the management, the students' discipline and the policies that govern it is also seen to play an important role in teachers' motivation.

## Students' Discipline

According to some participants the schools in general were recognised as good or bad by the results the students produce and by the discipline their students displayed:

*The school in general often is recognised by the results, by the discipline of the student among the community.*

*Ameena*

Therefore, it was observed by some participants that the students themselves can do a great deal in motivating teachers by being well disciplined and producing good results:

*I think they [students] have a major role in motivating the teachers. First thing is that they have to be well disciplined and they have to work to get better results.*

*Nazeem*

*Pupils could play an even greater role in motivating teachers. Show respect and discipline to the teacher both in the class and outside the class. Listen to the teacher during the lesson and ask questions after the lessons. Speak positive comments after the lessons.*

*Rifqa*

However, there were sceptics on this issue of students doing something to motivate teachers. Some participants were of the opinion that the children cannot do much while others thought that they could not do anything to motivate teachers:

*Children in reality can't do much, can they? They are too small to understand all that. I would like to change that question to what can the parents do to motivate teachers?*

*Fikry*

*I don't think the students can do much. The children can only say a word of appreciation like "sir you are very good."*

*Abbas*

Abbas, however, during his interview, also acknowledged that "words of appreciation [really] encourage" teachers and serve as motivational influences.

The power of expressions such as "sir, you are very good" or even "thank you" by students in boosting the morale of teachers was expressed by some participants. (For more details refer to the "Recognition, Appreciation and Praising" section in this chapter.)

Nazeem maintained that good student discipline was something the schools, in fact, can even 'sell' to attract good teachers to join the school:

*So compared to the other schools I think this is something that we can actually sell to those teachers to motivate them to join our school. Compared to many other schools in the country I think this is one of the best I can say discipline wise. And many teachers, those who are visiting from outside, they actually mark this point as a positive point in this school.*

Apart from student discipline the students' attitudes towards teachers play a role in teachers' motivation either positively or negatively:

*I think the way that the students are thinking about. The attitude of the students towards the teacher is also a motivational factor that the school teachers who retain in the school. And if the students are very cooperative with the teachers, I think that is also one factor that teacher will be in our school.*

*Nazeem*

As noted above, a cooperative cohort of students was perceived to be a motivational factor when it comes to the question of collaboration among stakeholders to achieve objectives of education.

## Collaboration amongst Stakeholders

Collaboration among various stakeholder groups also has an influence on teachers' motivation. The kind of collaborative atmosphere among colleagues provides psychological support and opportunities for teachers to develop themselves, and thereby increasing their motivation:

> *They [colleagues] can influence the demotivated teachers by developing good relationships among the teachers. We have experienced a group of three teachers, out of whom two did not show much enthusiasm at the beginning but now they have become prominent in the course of a term. The time they spend in school has increased. The participation level in teaching and in other activities [of the school] has increased. Working in a cordial relationship is very important. So colleagues can encourage others.*
>
> *Shafraaz*

In this way the successful teachers were seen to have a domino effect in making other teachers succeed in their endeavours. They help all teachers to make a cooperative effort in succeeding in the challenges of teaching, especially in challenging situations:

> *The colleagues can help to forget that instance [when a teacher is let down by being labelled bad] and can help to improve that person.*
>
> *The colleagues also can help find more information, help prepare for a lesson, or can help a teacher study more, they can also influence the teacher to develop.*
>
> *The colleagues can help in preparing schemes too.*
>
> *Abbas*

The way the teachers relate to students and parents together with the staff in school increases or decreases their motivation:

> *Then we also spoke about students being factors that could help or hinder teacher motivation, now if the students er… recognise the teacher as someone whom they can rely on to get good results, often children also buckle down and support the teacher and work together with the teacher and that could be an idealistic, in a way, environment.*
>
> *Ameena*

Collaboration from parents too increases teachers' motivation levels to achieve higher levels of success. Similarly, collaboration with other colleagues and with management was also seen to be a vital factor to increase and sustain teachers' motivation.

Collaboration was perceived to go beyond the teachers' professional needs. There were mechanisms of collaboration developed in certain schools to help teachers alleviate their financial burdens by supplementing for their needs through gifts and other donations:

> *Apart from that we sometimes help those teachers even financially. Sometimes we collect funds if they are actually in, badly need ... We sometimes raise funds and help those people.*
>
> *So we just have the communication with the rest of teachers … and convince them that, that particular teacher is in this situation so why can't we help … . So we are raising funds; even recently we have a Pakistani here and due to the flood that they were affected by. And we put here donation boxes. His family was also affected … so that was last and final year he worked here.*
>
> *We have collected some amount of money and we contributed to him also. So there are some other cases*

*also. Even if somebody gets some accident or something then we collect some money and try to give.*

*Nazeem*

*Some colleagues have also offered financial assistances to teachers so that they can improve their academic level to come into this profession.*

*Abbas*

Being small communities the teachers maintain quality collaboration with all the people in the community which was also perceived to have a great impact on their motivation. Maintaining a good collaborative environment with the stakeholders helps the teachers to reduce the chances of negative opinions within the community about the teachers.

Negative opinions and hearsay were perceived to be strong de-motivators for Maldivian teachers. Such hearsay spoils and diminishes the status of the teachers within the community. It reduces public respect resulting in great difficulty in managing students in a way to achieve success in teaching. This adds more to the frustrations of the teachers in their endeavours to teach.

## Working Environment

The participants believe that the working environment within the school and on the island also plays a significant role in affecting teachers' motivation:

*I can say that we have to build a very good working environment. Working environment doesn't mean a rich environment. It's not like that. But a place where they can work conveniently.*

*Nazeem*

Apart from the physical environment, the kind of collegial environment that prevails in the school also has a great effect on teachers' motivation. A school climate that supports teachers' desires to socialise and foster friendship among various members within the school enhances motivation:

*The other important factor is the school climate, the opportunities to socialise and revive friendship among staff is also very important. Motivation increases when teachers work with principals who give greater emphasis on this aspect.*

*Shafraaz*

*Some other things that we are doing is we are sometimes conducting some entertainment programs for the teachers. Sometimes we are organising picnics and sometimes we are marking some days like Teachers' Day. And this is also I think motivational factors that the teachers stay in our school.*

*Nazeem*

## Schools' Results

The MoE of the Maldives ranks the schools annually on the basis of the results the students achieve at the terminal external examinations. The results of the schools were perceived to be important for the recognition of the school by the community. According to Ameena, a "school in general often is recognised by the results" and hence these results affect the motivation of teachers and other stakeholders.

Teachers often view it as a privilege to be associated with prestigious schools. Achieving good results was considered to be a way of gaining prestige. So, the better the results of a school, the more the teachers may want to work in that particular school:

*There should be some motivational factors to bring those qualified good teachers back to our school. One of the reasons I think is the school's performance even. That is also one factor those teachers are not actually joining the school. But I think unless they join the school we cannot produce a better result even (eheheheh).*

*Nazeem*

Apart from annual academic ranking of a school, there were a lot interschool activities organised by various organisations. Successes in these activities and the recognition of those within the school and the community were too motivational influences for teachers:

> *Because winning and losing at the end of the day plays with your emotions and has a way of keeping you either in (ehehe) or keeping you away from the school.*
>
> *Ameena*

Students' good results were perceived to be motivators for teachers. When a teacher was asked about what motivates him to be a teacher, he seemed very decisive in answering that it was students' results:

> *For my experience, I think, that is the results that the students get, based on how the parents, how the students, and how the whole community judge a teacher. For example, um...a teacher teaches er...mathematics; in his or her subject during the O'level or after the results got, if the students have got a better result that means most of the parents will say that the teacher is good, and the students' comments will also be that the teacher is very good.*
>
> *Salman*

A school head also expressed similar sentiments about the students' results becoming motivational influences for teachers and the students helping teachers enhance their motivation:

> *But most importantly they are getting the satisfaction of the students' results. If they are getting better results that is I think the teachers feel that is everything that they can get. So they will be very very happy if they can produce a very good result through these students, I think. If the students are working together with the teachers to achieve that target I think that is something the students can do for the teachers to motivate them.*
>
> *Nazeem*

The students' results serve as a strong motivational force for the teachers to remain working diligently to achieve even better results while students achieving good results reflect upon the teachers as a recognised quality of successful teachers.

## School Policy

Policy on various matters has an effect on teachers' motivation. Some times when a policy gets implemented some teachers were perceived to have been discontented or threatened. For example a principal mentioned about a teacher leaving the school because of a policy on a particular dress code. But then those who stick with such policies often would be considered good:

> *Then, teachers also get threatened when, for all the right reasons when the Ministry for example wants to come up with a policy that would push them that extra mile, ok now everybody must do their diplomas to be considered a teacher, everybody should do a degree to be considered. I mean some of them gets de-motivated because for them the bar becomes too high to reach but then those who stick with it would I think be considered good teachers because they themselves want to improve themselves and therefore the quality of [education].*
>
> *Ameena*

Teachers' attendance policy and the recognition of attendance in various forms also motivate teachers.

Student discipline policy and the effective handling of students' discipline issues were also perceived to have an impact on teachers' motivation.

Flexibility in the implementation of policy and also in the use of school premises was noted to serves as a motivational influence. At the same time, such flexibility also serves to develop cohesive bonds among the stakeholders who frequently come to use these premises for informal gatherings for various sports and social activities.

## SUMMARY: PROFESSIONAL/ SCHOOL CULTURE

Out of the three cultural aspects of motivational influences, the professional/ school culture has presented participants' perceptions on how issues such as students' results, their discipline, the teachers' working environment, and collaborations of other stakeholders with teachers were seen to affect their motivation.

The next section will look into the perceived motivational influences for teachers that are classified as island-life characteristics.

## ISLAND-LIFE CHARACTERISTICS

The difference between Male' and other islands in developmental aspects are reported to be widening (ADB, 2014; Yoosuf, 2014). Male' with a huge migrated population is growing fast and attracting more people despite its present over crowdedness. They come from various islands. Some of them are very well naturalised and they own properties on Male'. Apart from that, a good number of people stay there in rented homes for short periods. Some people come with their families; others come alone. A number of them come for their studies while others come for work or for medical reasons.

The aspirations of this migrated population are manifold. Many of them hope to return to their home islands upon the achievement of their missions while some others aspire to settle down on Male'. For most of them, the opinion of the family plays a major role in making a decision. It may be the opinion of the extended family or that of the nuclear family if one has one. The influence of peers is also crucial in their decisions. In addition, there are other areas of concern.

For teachers, the areas of concern go well beyond their family and peers. They are seen to consider many other issues when they make their decision on where to work or live. Out of them, the following are some of the very important ones perceived to be affecting their motivation to remain in teaching. These aspects are related to the island life characteristics of the Maldives. They are grouped as services on the island, developmental opportunities, and community expectations/ teachers' esteem.

## SERVICES ON THE ISLAND

The MoE centrally allocates teachers and other staff to various schools. They put up public notices requesting people to apply for existing vacancies. Or they may recruit from overseas depending on the number of local applicants they have. Once recruited, either locally or from abroad, the MoE assigns them to various schools. Then they formally send requests to the CSC to confirm their jobs in the respective schools.

Most of the indigenous teachers are trained locally in the Faculty of Education (FoE) of the Maldives National University (MNU), the only university in the country. A number of small private institutions too train them. Maldivian teachers are also trained abroad. Newly graduated teachers from the university's FoE get a chance to tell the MoE their preferences before they are posted to a school. Often most of their first choices happen to be their home island, particularly if they have their extended family living there. Otherwise it would be Male' or another island where there is better communication and/or other services:

> *That is the perception that we have, because in the last three years that we have been at the Ministry I am finding that teachers who come from an outer island, unless they are really grounded, meaning that they have family and they have started to have children etc. their first preference, a number of the younger single people have said that the first preference would be Male'. So if we could match their preference they do have a tendency of at least taking to the job otherwise you [referring to me, the researcher/ interviewer as I was in the Human Resource Department] would know that there are a number of teachers whom we could not bring although they are trained who we couldn't bring them to serve. So that is there.*
>
> *Ameena*

They may also choose schools where there is someone they know or they are familiar with through their teaching practice or by some other means. If their preferences are not met, a number of them even refuse to take up the teaching

job. Instead, they may prefer jobs in other areas rather than even though they are qualified as teachers.

The reasons why Male' became their first preference could have been many. But Adam indicated that the services available in the community as one the great influences on teachers' motivation to be on a particular island when he was asked to elaborate on the motivational influences of teachers:

> *The facilities and services available in the community, the safety in the environment, the cooperation from people and the advancement received from the profession, the help from the leaders and their caring and cooperation, the trust and friendliness they offer are also included.*
>
> *Adam*

Male' is the economic hub and the nerve-centre of communications and services in the country. So this could have been one of the major reasons for their preference for Male'. According to Ikram, teachers would find it very hard to work on some of the remote islands because of the lack of services:

> *These islands are very remote and they do not have any kind of you know, for social get together or place for them to get together or somebody to talk to, because most of the islanders are different levels of people.*
>
> *Sometimes you might need to sort of communicate with somebody who is you know, in a professional manner, something other than some of the topics that you would want to discuss some of the … for example topics of what's happening in the world. Maybe the people probably might not know for a communicationalist nature. You lose a lot of your, what do you call, intelligence, probably dealing with people and talking to the people and this kind of, you lose a lot of … So that's one of the reasons why some of these teachers cannot be teaching in the same place for more than a year or so. This is a difficult situation, because like I said, because of the geographical nature of the country.*
>
> *Ikram*

It was noted that some teachers left certain schools (islands) because of the lack of facilities and services available on the island:

> *Most of the teachers leave the island because there are no facilities available in this island.*
>
> *Janna*

Janna was a student in grade nine (year nine). Apparently she has experienced difficulties in catching up with her studies when teachers frequently changed due to teachers leaving the island to go to places where there were better facilities. She was mainly referring to facilities like healthcare, education, banking, inter-island transportation, and other island infrastructure.

Such facilities seemed to be available on islands with larger populations or on atoll capital islands. Atoll capitals with more facilities seem to have been attracting more people including teachers as they become more liveable:

> *Specifically I can say this is the capital of this atoll. And because of that we have more facilities than in other islands in the atoll.*
>
> *And we are fastly developing our island. So there are many facilities and the people actually want to live in this island. … I think, it is again another motivational factor for those teachers.*
>
> *Another thing is that most of these teachers are actually going to Male' but now it is very crowded and (eheheh) it is very difficult for them to live in Male'. So they are forced to go back to their home place (ehehehe).*
>
> *Yes, all the people, all the people that I have met they are very happy to come back from Male' and they said that it is actually a horrible place to be in Male' and they have faced very very terrible experience in Male' so they couldn't tolerate it and so they came back and they are happy.*
>
> *Nazeem*

## Island Infrastructure

The infrastructure (necessary for basic services) like better buildings, proper roads, stable electricity, deep and spacious harbours etc. being available on a particular island are seen to attract people to such islands, and thus, teachers are also seen to follow this trend. Nazeem commented on this issue:

> *There are many facilities that we cannot get unless we go to Male' but nowadays it is changed. Like a hospital is there in regional level and the post office is there and banking service is here established and so many other services are there and many things actually are cheaper compared to Male.*

As touched on by Nazeem, the cost of living is also a factor in retaining teachers in a particular school. This has a bearing on the opportunities for jobs and/or to make more income too.

## Living Costs

Cost of living is an important factor that participants have considered as having an influence on teachers' motivation to stay teaching on a particular island. Often the more developed islands have a higher cost of living. With the developmental process the people's way of life also changes. People become more materialistic in the sense that they want to make more money out of what they do (Deckop, Jurkiewicz & Giacalone, 2010). Hence a lot of things that were available free on the island become costly commodities.

For example, fish and coconuts were available on a lot islands free of charge until very recently. They are commodities for almost all local dishes in one way or another. One could catch fish as pastimes on the beaches. Coconuts could be picked from the bush.

A coconut taken out of the bush could be kept on the ground with a circle drawn around it to denote that it was picked up by someone. It will remain there on some islands until the person comes and takes it unless the circle is erased with the falling rain or in some other way.

On some islands there has also been communal fishing and communal coconut picking until as late as 30 to 40 years ago. Now, it is very uncommon but this practice was reported from a few islands even very recently (A. S. Ali, 2014; Fazeena, 2014). These island communities would distribute the fish or coconuts among the population of the island irrespective of participation. No-one would refrain from participating in these communal activities unless there was a valid reason.

These customs related to island life have changed considerably. People tend to associate these changes with modern development. With development, people begin to become more materialistic. They want to make money out of what they do as they want to use more commodities, amenities and services which cost them money, making the general living costlier. Hence, with development, life is seen to become costly.

## Job Opportunities

Since the islands are small there are limited opportunities for jobs. On the whole the government is the largest employer. The education sector seems to have the most number of jobs on many of the islands. Therefore, the education sector is thought to have guaranteed job opportunities for the local people as there are a number of expatriates employed in the sector. It is relatively easy for a person to get a job in this sector. This was seen to be an attraction for people to join as teachers.

People can become temporary or unqualified teachers for lower grades when they have proof that they have acquired the necessary subject content. People can also become subject teachers in upper grades if they have a minimum qualification of a basic degree in the subject or in a related area. So, people could join the teaching profession if they preferred a teaching job even without having a teaching qualification. When or if they find it difficult to get jobs in their specialised areas, they might opt to join the teaching profession.

The employees in the education sector fall into the category of CS. Once a CS job is secured, the person can remain in the job for a long period of time if that person keeps on performing at an acceptable standard. So, reasonably easy

access to the profession and the job security afterwards draw people to the teaching profession:

> *The interest may be created due to the fact that … one can stay on for a long time if the person is able to perform satisfactorily.*

> *Fikry*

## Social Activities

Opportunities on the island for social activities and sports are motivational influences for teachers. On remote islands, often the schools organised social and sports activities as there were no other organised opportunities:

> *These kinds of opportunities are not there to socialize and to improve for himself, for example in some of these small schools you might not have library facilities, you might not have anybody to talk to, you might not have a place to go and enjoy, so this tendency would also be there for the youngsters not to remain in those small, small islands.*

> *Ikram*

On more urban islands such opportunities are more frequent. But sometimes, on urban islands the recreational areas are limited. Hence, the freedom or opportunity to use the school premises for such activities is seen to be a motivational influence. As one principal believed, such opportunities may compensate for overtime pay for teachers while such activities serve to consolidate the bond among various stakeholders:

> *Some teachers do not necessarily want to be paid for overtime. The freedom to come and use the school for their social activities like soccer and other games also create belongingness among them and make them happy.*

> *Hazlaan*

## Preference for More Developed Islands

As people's attitudes towards life are undergoing tremendous changes, they seem to be more eager to migrate to more developed islands. Similarly, some

teachers also prefer to live on more developed islands rather than being on small and remote islands:

> *Because of the geographical nature, the trained teachers do not want to go to the respective island that the Ministry of Education would want to because of the difficulties they probably would face as a teacher in the small, small islands. It's just like going to teach in a small village, away from … in a remote village. So they have got these difficulties.*
>
> *They preferably would like to be in a larger community centre.*
>
> <div align="right">*Ikram*</div>

Male' is the most developed island out of the inhabited islands. It is best connected to the international community. It has the best transport system and communication facilities in the country. Major hospitals are located there. These are the country's best equipped facilities for medical treatment. Male' is also the centre of all economic activities. It has the best educational services available in the country. Hence, a number of qualified teachers are seen to prefer to stay on this island once they achieve a recognisable and comparable qualification to secure a teaching post there:

> *Teachers who come from an outer island, unless they are really grounded, … their first preference, a number of the younger single people … the first preference would be Male'.*
>
> <div align="right">*Ameena*</div>

Male' could be considered an island that is literally saturated in many respects. It is an island inundated with people and limited space unless upwards. The upward structures of buildings have made the cost of accommodation very high. Other expenses of living also have risen to the extent that families look for other places to migrate to. Often such families prefer other developed islands. People of the islands that were developing fast expect the overflow of Male' or other people who wish to settle down on 'more liveable' islands to come and settle down on those islands.

## School Facilities

The school facilities are often dependent on the size of the school enrolment and hence generally on the island population. Teachers, resources and the budget are allocated in most cases with reference to the school enrolment. Therefore, the bigger the population of the island, the bigger the enrolment of the school is likely to be. In general, the bigger the enrolment, the better the facilities the school has:

> *Some teachers are eager to work in the education sector, but are not interested in working in small schools. Their interest is in working in bigger schools, because there the resources are more.*
>
> *Faiz*

There are the odd cases that do not fit into this pattern. Some small schools have very good facilities. They afford the facilities by organising fundraisers, and attracting community contributions:

> *Even now we are in the process of getting some resources like smart boards or flat screen TVs, televisions in the classrooms. I think that is also something where the management is taking the lead role and getting the help of the parents, we are trying to provide some other modern facilities to teachers to make them motivated in this job.*
>
> *Nazeem*

They also secure the generosity of local or other well-wishers. Proper and careful maintenance of whatever facilities they acquire also adds to their chances of being a better equipped school.

In any case, the facilities available in the school are perceived to be attractions for teachers to work and remain in the school:

> *The other thing that motivates teachers is the facilities for teaching. Availability of facilities plays an important role. Teachers are very creative people. They find it difficult to make the students benefit out of their creativity when they do not have the resources they require.*

> *For example, modern technology, ICT, IT are lacking in schools. This hinders teachers' motivation. So, I believe that the availability of these resources and facilities will increase teachers' motivation.*

> *Shafraaz*

A teacher/ parent also highlighted the desire to be able to use technology to improve their teaching, indicating that it would motivate teachers:

> *If computer laptops are given, they will also save time for the teachers and it will be easier for them to make worksheets and surf the net for more information if there is internet access. So this will motivate teachers.*

> *Abbas*

Another parent, in a separate interview, reiterated the importance of school facilities for teachers' motivation to stay and improve their efficiency in performing their roles:

> *The best thing the management can do is to make the school environment an easy place to work in, have the facilities for teaching readily available, have [an internet] network by which all can access modern facilities. When the management modernises the school facilities teachers will be motivated. For example, the installation of smart boards also increased motivation. Teachers can come with their own pendrives and share many facilities with children in a short period of time.*

> *Fikry*

A leading teacher and a principal highlighted the importance of an appropriate working environment and a convenient place for teachers to work in as motivational influences:

> *So, an atmosphere appropriate for work is the most important thing.*

> *Adam*

*A place where they can work conveniently and with some modern facilities; well-equipped school I think they need because now it's very er...what we call er... it depends on technology. So I think we have to develop the technologies, the facilities in our school to motivate those teachers even.*

*More facilities, like er ..., there are so many things that the teachers need for teaching like teaching materials they may need.*

*And the printing materials and some other materials like even now we are giving them internet access freely. All the teachers are getting internet access freely. And recently we have brought the WiFi point and with their own laptop also they can access the internet and the school server also so they can work very easily. So that type of arrangement we are always trying to give them these sorts of services to motivate them.*

*Nazeem*

When Nazeem said "a place where they can work conveniently", he was also referring to the school building and compound. He was saying that the infrastructure like the school hall, staff room, type of classrooms and the space to conduct extracurricular activities have bearings upon teachers' motivation:

*When teachers come here, there is actually no working place for them. Even the staffroom is very congested due to the size of it. And there are no proper classrooms here. It is open plan.*

*So, since we are having double session schools, students are using the classroom twice so they don't have the freedom of showing their displays in the classrooms and they are not, our teachers don't get the chance to conduct extra activities for students even because we don't have a hall even here. There are so many other resources that we can build in the school to motivate those teachers.*

*Nazeem*

Physical infrastructure of the school was observed to play a role in teachers' motivation. Here is anecdotal evidence that it has made its impact on teachers' motivation:

> *Physical infrastructure of the school also contributes to teachers' motivation. The development of staff room and supervisor's room in 2008 also brought about a noticeable change in the teachers.*
>
> *Shafraaz*

> *We have created a canteen also for the teachers. Otherwise the teachers may have to go out for refreshments whenever they get a free period. The canteen is also there to motivate teachers.*
>
> *As we are Muslims, we make arrangements for teachers to pray in the school. All rooms have the direction for Qibla marked. So all the staff can pray in the school. These are healthy things.*
>
> *Hazlaan*

Even the basic facilities like the toilets and sick-rooms were observed to be playing a role in motivating or de-motivating teachers:

> *We don't have even a sick room, we don't have a counsellor, we don't have anything, not even toilets, still with 74 teachers with only one damaged toilet. That is too much for a school like this, 74 teachers and only one toilet.*
>
> *So most of the time we had to go back home if you want to go to the toilet. Those are some of the facilities where (ehehe) teachers are really de-motivated.*
>
> *Shafu*

Lack of services to this extent may be considered as a hardship in that the teachers may find they are unable to perform their duties. A parent ingeminated the importance of facilities like toilets, cafeterias and changing rooms for teachers as motivational influences:

*The management can provide better toilet facilities where they can wash and refresh or change clothes. They can also provide opportunities for teachers to play and have refreshments in the school.*

*If the school has all these facilities it becomes a world of their own and teachers of other schools will envy the teachers of such a school.*

*Fikry*

Creating the feeling of having their own world within the school and giving them the opportunity to use the school premises for their social and sports activities were seen to promote the sense of belonging to the school too:

*When the school is provided for their activities to make them feel that the school is their own place also make them feel happy. It creates a sense of belongingness.*

*Hazlaan*

Effective and timely provision of services and the cooperation a school was able to provide for the teachers were perceived to be a binding force that kept the teachers in the school:

*It is important to provide good services from the school and cooperation from all concerned parties to avoid them leaving the school.*

*Adam*

Even the cleaners were perceived to play a role in sustaining the motivation of the teachers to remain teaching in schools by offering effective and timely services to maintain the school premises:

*The cleaners also can help teachers by keeping the place nice and tidy. These are motivational factors.*

*We try to keep the teachers' toilets clean. The support staff will make sure they are in nice conditions.*

> *So support staff can keep the place tidy and attending to*
> *other concerns like having drinking water and other things*
> *available will make the teachers happy.*

*Hazlaan*

Likewise, all the members of the auxiliary staff of the school make their impact through their services. Among the services, the opportunity the teachers have for their social and personal development to exploit their creativity was also seen to be an important motivational influence.

## SUMMARY: SERVICES ON THE ISLAND

This section has presented the participants' perceptions of how the services available on the island and the school facilities have been affecting teachers' motivation. Facilities such as health care, ports, communication and banking facilities and the cost of living were perceived to have a bearing on the motivation of teachers. Similarly, school facilities and opportunities for social activities were perceived to be motivational influences.

## DEVELOPMENT OPPORTUNITIES

In order to keep the teachers providing quality services for teaching, the teachers need to have open opportunities for their professional and personal development. They expect to have continuous PD opportunities while they are in service. They aspire to gain scholarships for higher education. With higher qualifications they wish to enhance their career and have more opportunities for higher jobs, status, respect and better income:

> *Maybe that some teachers are hunting for better salaries or*
> *other benefits. I think no principal will hold a teacher when*
> *there is better opportunity for that teacher.*

*Hazlaan*

All these opportunities uniquely differ from other settings due to the smallness of the islands and the dispersed nature of the populations. Providing continuous PD programmes for all the teachers thinly dispersed to so many islands was found to be a very costly and uneconomical venture. For the same reasons, provision

of higher education opportunities were also found to be costly and almost impractical. With the advent of the internet and the costs of using it becoming affordable, there are prospects of changing the situation to a certain extent in places like the Maldives (PricewaterhouseCoopers, 2010).

## Professional Development

Opportunities for PD were perceived to be something the teachers very much wished for:

> *We can help them in developing professionally. That is another reward that we can give. And I think the teachers, they are, they will be very happy, they will be very happy if they are getting the professional assistance from the school or from the society, from the community, they will be very happy because they need to grow in this field. So always they are in need of those sorts of opportunities.*
>
> *Nazeem*

According to a leading teachers, the teachers must keep on 'sharpening their brains' like a wood-cutter sharpens the axe:

> *That teacher should sharpen her brain, like the axe, the person who is having the axe, going on cutting and cutting and cutting down the trees, she can go on cut the tree up to some level. But the one who is sharpening the axe and going on cutting the trees will cut more trees. The same story goes to them [the teachers].*
>
> *Shafu*

The way to sharpen their brain for teachers is through opportunities for further PD. In other words, that can be done through opportunities for further education and training. According to Fikry, "*Opportunities for further training … also motivate teachers*".

Hence, the schools need to invest in teachers by providing for both the teachers' needs for further development and also with the hope of improving their performance for the school:

> *The school invests in the teacher, they get opportunities to do various courses, training, workshops and they also gain experience.*
>
> Ali

> *An individual teacher might be needing assistance with regard to managing students, whereas another might need to enhance the content depending on the topic or subject taught. So needs have to be analysed and programmes provided to cater for them [in order] to improve the teaching strategies.*
>
> *In any case, if the teacher knows well, the teacher is practically going to do better in class.*
>
> Hazlaan

Due to the nature of the islands, workshops and training courses are not economically viable to be conducted on every island. Hence, often teachers have to leave their work stations in order to participate in such programmes, particularly those who are living on smaller, less populous islands. This again was perceived to be burdensome as it may disrupt their everyday lives:

> *Provide courses and workshops indiscriminately in areas that are interesting [and useful] to teachers in a way that do not disrupt their lives.*
>
> Adam

Teachers' own academic standard was also perceived to play a role in their motivation. At the same time, opportunities to refresh themselves with new knowledge, skills and pedagogy serve as motivational influences:

> *Teachers' own academic standard also plays an important role in their motivation. Some of the teachers have done their training a long time ago so they need to be refreshed. So the opportunities for them to get acquainted with modern teaching technology and strategies will increase their motivation.*
>
> Shafraaz

The opportunities for further PD were perceived to be serving many purposes – as a motivational influence as observed by Engvik (2014, p. 469) who considered it to be "a fundamental motivator", a means of improving teachers' performance, as well as an opportunity for teachers to enhance their career.

## Career Enhancement

Many teachers aspire to career enhancement and advancement. This may mean different things for different teachers. Some of them may want to enhance their professional skills so that they can be promoted to hierarchically higher positions within the school. Others may want more authority, autonomy and responsibility while others may seek higher status or a higher salary. In any case, clear pathways for career enhancement was recognised as a motivational influence. When a student was asked about the factors that motivated successful teachers to continue in the teaching profession, she gave the following answer:

> *Career advancement would be one thing. Acceptance among students would also be satisfying. The job challenges also may be another.*

> *Haalaa*

A parent who expressed this expectation of teachers having the opportunity for career enhancement, however, warned about the fairness among teachers in career advancement opportunity, indicating the sensitivity of the issue and the high value placed on it:

> *The teachers have to have ways of moving forward day by day.*

> *They must keep receiving seniority. There must be fairness in assessing their work and they need to be categorised, and also there should be a clear pathway ahead of them for moving into seniority.*

> *Fikry, a prent*

This parent also suggested having clear-cut procedures or mechanisms for teachers to achieve seniority. The criteria for people to work to achieve these higher levels had to be established and known publicly:

> *There has to be ways of categorising teachers so that people can recognise the seniority of teachers. This will make the teachers to teach in order achieve higher levels. The salaries also need to be adjusted according to the categories. There should be known criteria for people to work to achieve the levels within the system. These should not be changed with the change of minister or the deputy or the principal.*

> *Fikry*

However, due to the nature of the environment and the size of the schools there are very limited opportunities for teachers for career enhancement within the school. The prevailing systems until very recently put very little emphasis on career enhancements. Even now the room left for schools to manoeuvre career enhancement cannot be considered desirably sufficient:

> *The best thing the school can do is to reserve a place for that teacher [who goes for a training course or further education]. But that too cannot be done due to the government [Civil Service] policies.*

> *Abbas*

The schools normally do not have any significant provision for any long-term training courses or any higher education courses. Hence, teachers and school leaders look for opportunities elsewhere, even if they have to leave the schools or islands where they were working:

> *When the academic year ends the teachers will always try to go for a better place. A good teacher left for Billabong School too when it was opened saying that there were very good opportunities.*

> *Maybe that some teachers are hunting for better salaries or other benefits.*

> *Hazlaan*

But some teachers would expect to return to the same school once the period of training/study was over. But the schools under the prevailing regulations,

according to Abbas, are unable to reserve a place for that particular teacher. So, some teachers might have been reluctant to make use of the opportunities due to the uncertainty of their chances of returning to the school, and particularly of returning to the island. Despite the uncertainty which is extremely bad for their morale, the teachers sometimes leave their schools to make use of such opportunities.

> *Sometimes teachers leave for their own career development. In those instances the school can do nothing to stop the teachers.*
>
> *Abbas*

A principal also confirmed Abbas's statement that teachers leave schools to develop their own career further and that career development is something that the teachers aspire to:

> *They have just gone to develop their career further. They always give importance to their career. They go abroad for further studies. They hunt for locally available opportunities for career enhancement too.*
>
> *Hazlaan*

Abbas's statement seemed to imply that the schools were not in favour of teachers leaving for their career development, when he mentioned that "in those instances, the schools can do nothing to stop the teachers" leaving schools for higher studies.

But Principal Hazlaan, in her interview, categorically denied that as the principal, she or any other school authority would have hindered such teachers moving to develop their career. Instead, they would encourage, support, and facilitate such endeavours of teachers in all possible ways:

> *We, from the school will not hinder any opportunity for someone's promotion or development. We will encourage it, even if I were in another position I would encourage.*
>
> *I think no principal will hold a teacher when there is better opportunity for that teacher.*

> *Not even the Civil Service Commission can hold a teacher*
> *if the teacher wanted to leave.*

> *Hazlaan*

A lot of teachers believed that having appropriate qualifications and higher levels of education enhanced their chances for better prospects in their career. So this trend is common among teachers even if they have to leave the school where they are working and cannot come back to the same school or to the same island after a long-term course of study.

## Higher Education

Until as recently as 2010 there was no university in the country. Locally educated teachers would have had only the London GCE, or Cambridge EDEXCEL Advanced level as their highest level of education. Such teachers form the bulk of the indigenous teaching cadre. They always look for opportunities for further education. According to Abbas "the … reason why teachers leave is for higher studies" and Hazlaan stated that "they go abroad for further studies".

Opportunities for staff to elevate their general education level were seen to be more in the education sector than any other single sector of the CS. There were many reasons for that. It could be because the education sector is the largest of the CS. It could also have been because of the perceptions that teachers must be highly educated and trained. So the high probability of availing themselves of opportunities for higher education becomes a motivational influence for teachers. The teachers make use of such opportunities for themselves to become better educated. Even the most successful teachers take the opportunities and leave their teaching job to acquire higher levels of education:

> *Once we had a good teacher who left the school for higher*
> *studies with her husband. She was well liked by our*
> *children. When she left it was bad for the children.*

> *Fikry*

Higher education qualifications enhance a person's prospects of performing better as a teacher. They also provide wider opportunities to progress in the teaching field (or elsewhere if they decide to move on to another job). Some of

the teachers who leave for higher education return to the teaching profession with higher levels of education. It was the perception of the participants that the more the teachers learn, the better they may be motivated to teach.

## Scholarship

The scholarships for higher education and/or further training were recognised motivational influences for people to join the teaching profession and to stay in it as teachers:

> *It's either a scholarship that you have won or your need to say 'yes' to that scholarship often ends up getting you where you are.*
>
> *Ameena*

Higher education opportunities and/or the opportunities for further training are not locally and readily available until recently even though the chances are constantly increasing. Teachers stand better chances of succeeding in securing opportunities as education/teaching has remained a high priority area in the National Development Plans (MPND, 2007b).

The government, some private organisations such as the Villa Foundation, Universal Enterprises, The Maumoon Foundation, Alifulhu Thuthu Foundation etc., and some other wealthy individuals have been awarding scholarships to train people in various fields. The government has also conducted major projects with loan facilities that included higher education components from The World Bank and Asian Development Bank (ADB) (ADB, 2012, 2014).

Some of these projects, in addition to having a large amount of money for human resource development, have had names such as "Education and Training Project" (The World Bank, 2002, 2007). Such names perhaps attract people to join the education sector and to remain in the field for the prospect of having the opportunity for scholarship.

Apart from these projects, education is the only area which had the sector's own revolving and living fund to spend for scholarships. All these have increased the prospects of getting scholarships.

Therefore, teachers expect all the other stakeholders, particularly the school management, government, non-governmental organisations (NGOs) and well-off individuals, to provide opportunities for teachers for scholarships:

> *The other things are the provision of opportunities for additional training and keeping them always informed.*

> *Abbas*

Abbas was referring to what the management can do to motivate teachers to remain as teachers. From well-off individuals and parents too, Abbas expected opportunities for scholarships:

> *There are very rich parents, they can perhaps pool their resources and provide an opportunity for higher education for a teacher every year.*

> *Abbas*

## Income

Unlike the past, teachers have to be reasonably well-off these days in order to be able to fulfil the demands on them. According to some participants, teachers need to have certain levels of financial capability even to maintain the necessary relationships with the people involved. They also have to have such financial means to achieve the level of independence from other people to be able to meet the demands on their time to perform school or teaching-related work:

> *To maintain close relations with other people too, a person may have to be a little well-to-do.*

> *Only a person who is free with no hindrances from home and a little well-off can participate in so many activities.*

> *Even if the person wants to, the person may not be able to fully participate in all activities if there isn't the means to.*

> *Fikry*

What Fikry meant by "the means" was the financial resources to manage their lives while they devote their time to teaching and related activities. Otherwise

teachers have to hurry for other jobs to supplement their income to manage their living expenses for the ever rising costs of living:

> *Unless sufficient salary is paid teachers will not be able to spend enough time to do the teaching job properly as they have to hurry to go to another job to supplement their income. Teaching can properly be done only if a reasonable salary is paid.*
>
> *Abbas*

It is not simply a motivational influence as income *per se,* but a motivational influence that helps teachers to function in the way expected of them by the community:

> *The person becomes engaged in what they do only when they get an appropriate wage. So teachers also can be engaged in their work only when they get wages that are sufficient to build their lives.*
>
> *Fikry*

Abbas, however, indicated the readiness of some teachers to leave the teaching profession in search of more income. This clearly hinted that income plays a vital role in their motivation to remain as teachers:

> *The other day I called a teacher from my home island who said that they don't want to be in this profession as they can get more income even if they went to the close by resort of Soneva.*
>
> *Abbas*

There were other instances too when participants expressed that teachers look for better income. Therefore, income is often mentioned by the participants of this study as a motivational influence.

## SUMMARY: DEVELOPMENT OPPORTUNITIES

The section has delved into the perceptions of participants relating to the development opportunities available for teachers' service as motivational

influences. Opportunities for higher education, scholarship, PD, career enhancement, and income were noted as perceived motivational influences for teachers.

## COMMUNITY EXPECTATIONS/ESTEEM

Teachers are a group of people, if not professionals (Winch, 2004), very highly regarded by the communities on most of the islands. As such, the communities expect certain standards and characteristics in them:

> *So he has to actually find out the needs of the other people, the expectations of other people. Because he has to deal with at least three sets of people like students, parents, and the management and the teaching community of the school. So he has to think about what is the expectation of these people. And I think he has to work to the expected levels of these groups in all the ways. … That is one way that he can remain as a successful teacher.*
>
> *Nazeem*

It is important that the teachers live up to these expectations as it helps them perform their duties as teachers better. It also helps them to secure the approval of the community which is essential for success:

> *Since this is a very small community this teacher will know all the students, all the people in the island also know the teacher, so he has to have the standard, a certain acceptable standard in the community. So I think that is something that he has to be very careful of.*
>
> *Nazeem*

Teachers have to be appropriately qualified in addition to having a passion for teaching. They are expected to demonstrate gentleness and be caring in all that they do. They must be trustworthy people who strive to bring fame to their islands. They need to be sociable and presentable people with easy access to the members of the community. They also have to exercise a sense of humour in their dealings in the classroom as well as in the community while still maintaining

a degree of firmness to portray themselves as serious trustworthy, well-disciplined community leaders and role models.

These qualities are expected to be embedded in the lives of all respected people in the community. In order for teachers to attain, maintain and sustain the level of respect and dignity in the society as teachers, they have to demonstrate these qualities. Hence, their eagerness to demonstrate these qualities makes them motivated to remain and succeed as teachers. Apart from that, some teachers expressed an inner feeling that brought them to a liking for teaching as a compelling motivational influence for them to remain in teaching.

## Passion for Teaching

Sometimes teachers find it difficult to explain why they are motivated to teach. For no reason they can easily explain, they have found themselves attracted to teaching, the school and the children:

> *In my case, it just comes out naturally, I don't know how (laugh). However much I wanted to go, I cannot go out of the school, or I can leave the students. The love that I have for the students is something it comes inside, I don't know how. I just um… always willing to the class to teach them, to help them. So, teacher motivation (laugh) actually it comes, I don't know, from the childhood onwards it is there in my (pause) soul, maybe, I don't know (laugh) to motivate.*
>
> *Shafu*

They believe that they have a passion for teaching:

> *The reason they joined the profession may be the desire to teach. This is the only reason I see. I have no knowledge whether the teaching is as lucrative as other jobs. They join due to interest they have.*
>
> *I do not think the decision to join teaching is made after thorough thinking. I think it is just the interest. Teachers start teaching with a natural love towards teaching.*
>
> *Fikry*

This view of Fikry was substantiated by another interview on a different island with a teacher who had been serving in this remote island school for over 10 years when she expressed how successful teachers joined the teaching profession and remained in teaching:

> *Successful teachers remain on the job with their hard work. They remain through their own "himmathaai minnathun" (sheer determination). Firstly they have their own passion and interest. Those who have a passion for teaching, they will improve themselves day by day.*
>
> *Successful teaching can only be carried out by continued learning. If one works that way, I believe it is due to the interest.*
>
> *Azma*

Azma also touched on the issue of financial benefits of teaching, confirming Fikry's knowledge about the lucrativeness of teaching by saying that she herself knows other skills that might help her earn more income than teaching:

> *Those who remain are not those who have no other options. If I think of myself, I know many other things to do to get more income. But I would like to remain in teaching forever. That's why I am really remaining.*
>
> *Teaching brings special feelings to the self, it's satisfying, it reduces worries.*
>
> *Azma*

Therefore, it was evident that the teachers who have a passion for teaching would remain teaching irrespective of the financial gains they might get through teaching. In order to remain in teaching they were expected to be highly qualified, knowledgeable, and experienced despite the possibility that those get more qualified, knowledgeable and experienced may become the best teachers who in turn are also likely to stand better chances to move on to other jobs.

## Qualified and knowledgeable

The community expects to have duly qualified and knowledgeable teachers in their schools. Some participants have observed the differences in performance by teachers depending on the level of education and training they have had. The more qualified teachers seem to be able to work better than those who are unqualified:

> *Those who have not got the appropriate trainings and qualifications cannot perform so well.*
>
> *Faiz*

Other participants have noted that getting the appropriate qualifications alone does not suffice to succeed in schools. Gaining qualifications and knowledge have to be continual for teachers. They have to be qualified and also keep on educating themselves:

> *Successful teachers make use of every opportunity available to develop further. Starting to teach after the initial training is not the end.*
>
> *Azma*

> *The teacher can gain more knowledge. If the teacher makes use of that knowledge the students also become motivated.*
>
> *Janna*

> *The teacher has to keep on educating himself or herself. Otherwise the teacher may encounter grave difficulties.*
>
> *Abbas*

To avoid teachers encountering such difficulties in carrying out teaching and related tasks, people expect them to be life-long learners and more knowledgeable than just having the basic initial qualifications necessary for the job of teaching. Another parent also echoed these sentiments:

> *The teacher must be very knowledgeable. Only getting qualified for the subject is not enough.*

> *The teacher must do research and know well about the subject. Just getting the certificate, going to school and teaching what is required by the curriculum and marking books do not suffice.*
>
> *Fikry*

The teachers who have got their qualifications need to continue their quest for knowledge in order to perform as effective and successful teachers. The more educated and the more qualified teachers are noted for being more capable of doing better in schools:

> *And she is capable and she is qualified enough, all these factors will come.*
>
> *Shafu*

As such, the better qualified and well trained teachers tend to be assigned more responsibilities. The school management is seen to be more comfortable in assigning more work to such teachers. They are capable of better fulfilling the expected outcomes from these additional responsibilities.

Making teachers more responsible in the school is found to be an effective way of motivating teachers. Teachers expect to be assigned more responsibilities. One of the participants mentioned about Switzerland where the responsibilities of head teacher are carried out by teachers themselves:

> *I mean there are countries, for example like Switzerland who don't believe in having a head teacher because they feel that the teachers themselves will find a way of working whereby everybody shares responsibility of leadership. So, perhaps it's a way of motivating them to take more responsibility of educating the group of students that comes to that school.*
>
> *Ameena*

The assignment of more responsibilities by the school authorities generally depends upon the successful performance and discharging of other responsibilities in a manner acceptable to the school authorities and society.

More responsibilities often mean additional tasks. Assigning more responsibilities is found to serve both positively and negatively. Its effect depends on the circumstances, attitudes, and dispositions of teachers. The assignment of more responsibilities and more work is seen by some teachers as being unfair:

> *The more she studied the more workload she got. So it's actually not fair [in the eyes of some teachers].*
>
> *Shafu*

In situations where different teachers have different educational levels and different levels of qualifications, maintaining a balance in the workload and responsibilities is often open to criticism. It subjects people in school authority to criticism of favouritism and often nepotism because of the close blood or marital relations that may exist among the staff of the school mainly due to the smallness of the communities. Maintaining a fair status quo often becomes complex for school heads. Some teachers with less education and poor qualifications may not be given additional responsibilities while others who are given them may be happy to perform them. But this may be seen by teachers as discrimination among teachers.

This in turn, in one sense, makes the desire for more education and appropriate qualifications a motivational influence for teachers. They need to have similar levels of qualifications in order to make the working environment fairer and just. On the other hand, among teachers who do not have a passion for teaching, acquiring more education and higher qualifications are viewed as burdensome because these endeavours normally result in having to shoulder more work and responsibilities. Hence, having a passion to teach actually influences the teachers to work for better qualifications and higher education. So, the situation is complex as opportunities for better qualifications and more responsibility serve both ways. In any case, all these influence either positively or negatively the motivation of successful teachers to remain as teachers.

## Caring and Gentle

Having the passion for teaching and getting the appropriate qualifications are not sufficient to become successful in a teaching career. The mastery of the affective

domain of the teacher was noted as an important determinant of effectiveness for being successful as a teacher. This relates to the whole notion of social and emotional behaviour of the teacher. For some participants:

*… this primarily means the teachers' ability to care.*

*Some define caring as an act of bringing out the best in students through affirmation and encouragement. Obviously the characteristics of caring go well beyond knowing the students to include qualities such as patience, trust, honesty and courage. Specific teacher attributes that show caring include listening, gentleness, understanding, knowledge of students as individuals, warmth and encouragement, and overall love for children.*

*Maahin*

The way teachers exhibit these qualities in class/school is equally important while out of school. Due to the nature of the communities the teachers are quite often under constant observation by the community. The people, including the students and their parents, know the teachers well and they are recognised on most of the islands as teachers all the time:

*The teacher's personal background is also important, the way the teacher deals with other people, the teacher's actions and words, the way the teachers treat their own children is also important. If the teachers do not care for their own children, beat them, do not feed them.*

*Particularly, if it is a lady teacher people will see that the teacher has to care more at home. In these schools we have more female teachers.*

*Fikry*

Teachers come across with parents and students in their everyday life activities. They all live in close proximity to each other. Parents and students also realise and express the ways they expect teachers to treat them:

> *Such teachers communicate with students very affectionately and caringly and will have good relations with children.*

> *Ali*

Teachers' desire to become successful makes the need to meet these expectations of the community motivational influences for teachers. They strive to fulfil the roles expected of them as teachers. This makes their roles easier to perform by making the students know that the teachers care for them:

> *She is ready to help and if they know that she is ready to care and they know that she knows everything about them and she is knowledgeable.*

> *Shafu*

Knowing students and parents inside out is really important for teachers. That seems to be the key to establishing trust between teachers, parents and students without which successful teaching is unlikely to take place in these kinds of communities.

## Best Profession

The general societal perception of teaching too serves as a motivational influence for teachers. As indicated earlier on many of the islands teaching is considered to be a very highly regarded profession:

> *That is the highest profession, it is a very high profession and that motivates them.*

> *Haalaa*

In the opinion of some others, teaching is the best profession. This belief among the community attracts people to choose teaching as a career:

> *There may be people who joined teaching because teaching is the best profession.*

> *Hazlaan*

In order to get the approval and appreciation of the community, the teachers have to live up to the standards that are expected of the best and highest profession.

The interest to join the teaching profession could have been developed in the minds of many people because of the communal perception about teaching as an honourable job:

> *The interest may be created due to the fact that it is an honourable job.*
>
> *Fikry*

Teaching is considered to be an honourable job for a number of reasons. One of them could be the humble nature of the teachers who make themselves accessible to other people to forge collegial relationships with people.

## Sociable and Accessible

Teachers in the Maldives are needed to be very down-to-earth and humble people in order to be successful. They have to be reachable by the parents not only through students, but also as partners in the same venture:

> *The teachers will have to be reachable by parents. A teacher cannot be high and mighty saying that I am the teacher. So, a good relationship is very important.*
>
> *Hazlaan*

They also expect teachers to be accessible by parents all the time. Reciprocally the teachers also have to reach the parents in various ways:

> *A teacher who is easily accessible at any time, by phone or other [methods] to ask for explanation of what a child could not understand and [those] work collaboratively are successful teachers.*
>
> *Shafia*

They are also expected to make use of every opportunity to talk with the parents and develop an understanding. Some schools organise their teaching schedule

in a way that counts on the fact that smallness of the islands can be utilised to facilitate the much needed interactions between the teachers and parents:

> *Because we have a rule here right now that after the session the teachers have to wait to welcome the students' parents, at least for 15 minutes.*
>
> *Nazeem*

It was thought this was done only because the islands are small and they could easily do it. But it was not the case. This was seen to be an expectation of the parents as well as being eager to know how their children faired in school:

> *Because they are actually very much interested and it is the first priority that they are given in their life to give their children a better education. So they are giving very much importance to this. So that's why they are actually leaving all other jobs and they are actually coming to the school at a specific time every day. They are very regular and very cooperative.*
>
> *Nazeem*

Being small islands and small communities such opportunities are readily available too:

> *But sometimes we, we do, since it is a very small community we meet them, now and now every day.*
>
> *Shafu*

Teachers and parents are expected to make use of these opportunities in order to facilitate close relationships:

> *When they come out into the community they must talk to them and be friendly.*
>
> *Janna*

The community also expects good teachers to have good social habits to increase the chances of informal opportunities to get to know parents better:

*They are the people who have good sociable habits.*

*Ali*

The teachers who have sociable habits tend to be more presentable in their attitudes towards other people. Such people get the approval of the parents and community more easily.

## Presentable

In larger communities where a teacher's life is not under public scrutiny there will be times when the teachers do not portray themselves as teachers. They will not be seen by the public as teachers whenever or wherever they are. But in these tiny communities where they have become so much public figures, there will be no time when they can take off their teachers' hats. They will always be seen by the public as teachers. So they have to be presentable to people all the time in all ways. In fact they are expected to be handsome or beautiful people too:

*If the teacher is naturally beautiful very often it is acceptable to children as well as for the adults. If the teacher has not got that naturally, the teacher has to work to get that attraction in other ways.*

*Fikry, Parent*

If they have not got a pleasant appearance by nature, people believe that they must strive to beautify themselves with their attire or their conduct:

*So, even the way he is dressing, the way his hair style is, it should be acceptable by the community.*

*Nazeem*

*The way the teachers dress is also important. The teachers who are beautified and nicely dressed are more acceptable.*

*Ali*

*Teachers should not dress themselves in certain ways. Even if they go on picnic or for party or social function with friends they should have decent attires.*

*Fikry*

*The way of dressing must be acceptable to the community.*

*Wafir*

When there were such expectations from parents, teachers had to pay heed to the way they dressed. Some teachers' reluctance to conform to the dressing norms of the society resulted in authorities issuing dress codes for teachers. A principal noted that a teacher had left the school due to being unsatisfied with the prescribed dress code:

*Last year's circular that prescribed the dress code for teachers are disliked by some teachers. There was one teacher who did not like the dress code at all, because it did not allow dressing the way the teacher wanted.*

*Faiz*

Students also noted the importance of cleanliness of teachers. Teachers had to refrain from releasing unpleasant body odour.

Teachers need to have all the features that please other people. They have to be careful of the way they dress, the way they use words, the way they speak, and their general conduct at all times:

*The way of communications and the usage of language and words that are used to communicate with others must be acceptable to them.*

*Wafir*

In the opinion of some participants, the teachers who do not have the blessing of natural beauty or cannot become beautiful through their artificial features or the way they communicate can also become nice and acceptable through their general conduct:

*Even if the person is naturally not beautiful if the internal character is nice people accept that person as nice person.*

*Fikry*

Having community acceptance was perceived to be a motivational influence. Beauty, attire, conduct and use of acceptable form of communication were here highlighted as components of presentability to achieve community acceptance. Hence, the teachers' desire to achieve the communal acceptance makes all these motivational influences for them.

## Bring Fame to the Island

There are many ways the islands or schools are in competition with each other. There are formal organised competitions among the schools and islands. There is a national level assessment of school every year. The best schools are selected and awarded. Other than such academic competitions there are many instances when one island competes with another. Many sports competitions are also held among the islands (e. g, Rifshan, 2016).

Often islands compete with each other in their cleanliness. Such events become community events where the whole community contributes to make them successful. Teachers are expected to work to bring fame to the island in all respects, whether it is an academic event or otherwise:

*We saw communal work such as the ladies coming up to clean the island to select the cleanest island of the atoll, or the whole community come out to make a safer sea-wall around the island. We also see the community preparing the island for a competition, decorating the island to welcome those who come from other islands.*

*Ali*

Winning a high level in the national assessment and/or in any other competition brings fame to the island. Being selected as the cleanest island is also a great honour. Hence, teachers are also expected to work hard in community endeavours to bring fame to the island.

Teachers are expected to participate in community activities and serve as role models in many capacities:

> *A teacher has to participate in community activities in two capacities: a teacher has to participate as a member of the community and also become a model to other people.*
>
> *Faiz*

Some participants expressed the advantages of participating in community activities like that of the communal cleaning. A teacher who has been in service for a long period shared her experiences of how it benefits directly her teaching by participating in communal work:

> *During such activities one gathers a lot of their ideas and suggestions. It is easier to work better in the light of those.*
>
> *Azma*

Thus, the participation in these activities becomes a motivational influence for those who wish to succeed as teachers. Through participation in community activities the teachers also help inculcate a sense of community spirit in the young generations:

> *If the teachers participate in these tasks people would know that the teachers realise the importance of the revival of communal work and that must have been inculcated in their children too.*
>
> *Teachers have to participate in communal activities to show the example that they practise what they preach about such work.*
>
> *Ali*

While trying to bring fame to their islands and trying to inculcate good character in the students, the teachers also expect to become powerful role models to the students as well as to the community as a whole in these small island communities.

**Role Model**

The participants' perception of teachers was that the moment that someone becomes a teacher, that person has to serve as a role model for students:

> *The teacher has to understand that she is a teacher and has to be a role-model for students. The teacher must have exemplary conduct and must be aware of the religious activities. The teacher must be able to perform religious rituals and be able to instruct and remind students to perform them. Really these are big issues.*
>
> *The teachers are in reality very noble people in all respects. They are the people who build our children. So they have to show themselves to the students as examples.*
>
> *Shafia*

Successful teachers also have to be role models to other teachers in their own school and in other schools as well:

> *If we want to say that particularly this successful teacher and some other teachers who are not actually very much successful I think he [the successful teacher] should be a model for those [less successful] teachers also. And he should advise them and he should show the better ways to do things. And maybe he can share his experiences regarding these issues to other teachers.*
>
> *Nazeem*

Teachers are seen by the whole community as powerful role models. They have to be role models not only for the students or teachers but also to the community as a whole in general:

> *The teachers have to be a role model for the community.*
>
> *Janna*

In the opinion of some of the participants, such role models have to be devoid of all unpleasant attributes and behaviours:

*Being clean of all demeanoural problems is very important. This may be important for all areas but for teachers this is of utmost importance as teachers have to be hugely exemplary to students. So having to see anything undesirable from teachers is unacceptable.*

*Fikry*

The students believe that they have perfect people when they have selected teachers as their role models:

*I think the person I took as a role model is a perfect person.*

*Haalaa*

According to the perceptions of some participants, becoming a role model in the way the teachers perform their compulsory daily prayers also helps them get the necessary acceptance of society:

*They are the people who do the prayers to show their children examples. If that was the case people would praise the teachers. They would say such and such teacher is very good. Such words increase teachers' motivation.*

*Abbas*

The teachers who perform these prayers regularly, or more precisely, the teachers who go to the mosques to perform these prayers have better public endorsement thereby getting public applauds that enhance their motivation:

*If the teacher observes the daily prayers the teacher gets the endorsement of the people…. I need to reiterate that those teachers who go for the prayers in the mosque regularly are seen by the community with a special sight.*

*Faiz*

As expressed convincingly by Fikry, teachers in these communities have to be people that the students can model and copy. This means that they have to practise what they preach in class as Ali mentioned. Action speaks louder than words in some people's opinion, so that the teachers must show the students

what they expect of students in their efforts to progress academically, and in their manners:

> *The teachers, particularly the teachers of lower grade have to be very good examples for the children. A teacher is a character.*
>
> *The teacher must have good conduct and have the characteristics that are liked by the children.*
>
> *Fikry*

According to Faiz, the teachers have to be of exemplary character not only for the students in schools but also for the whole society. Needless to say that he was referring to the teachers in these small communities where everyone knows each other on most of the islands where a lot of eyes are fixed at notable people like the teachers:

> *This is the way of showing the teacher as an exemplary character not only in the school but within the wider community.*
>
> *Faiz*

Teachers are not only in the limelight in schools, but they are also people with whom the students and members of the community often meet and interact in schools, and people with whom they share a lot of their time. So, people would see and appreciate or criticise how teachers behave and what they do, at the same time appreciating and/or applauding their good behaviour serving them as motivational influences.

## Well Disciplined

Teachers are expected to be highly disciplined people within the community. They must have excellent conduct in all that they do. They have to be liked by the members of the community:

> *The teacher must have good conduct and have the characteristics that are liked by the children.*
>
> *Fikry*

People with good conduct display certain characteristics. These characteristics may not be universal. However, people decide the quality of conduct based on certain actions in different cultures. Fikry explained certain things that contribute to good conduct and acceptable discipline in the case of Maldivian teachers:

> *The teacher must have very good conduct.*
>
> *The teacher's personal background is also important, the way the teacher deals with other people, the teacher's actions and words, the way the teachers treat their own children are also important. If the teachers do not care about their own children, beat them, do not feed them ... [they lack the qualities of teachers].*
>
> *Particularly, if it is a lady teacher people will see that the teacher has to care more at home. In these schools we have more female teachers.*
>
> *Fikry*

In the case of the Maldives, the use of language seems to have played a decisive role in the way the teachers are received by the members of the community. The teachers must maintain certain manners in their use of language if they are to be accepted by the community as good teachers:

> *The teachers must speak to people with nice language and refrain themselves from engaging in quarrels and disputes with other people.*
>
> *Janna*

This issue is also dealt with in the section title 'presentable' as this way of communication was also perceived to be important for teachers to become presentable with acceptable manners in the community.All these consolidate the positive public perception of teachers which in turn makes the job of teachers easier and hence enhance their motivation to remain in teaching.

## Leader in Community

Teachers are expected to demonstrate leadership in the community; as such successful teachers were found to be role models in demonstrating leadership in the community development endeavours:

> *The teacher has to be a role model of leadership and of good conduct in the community.*
>
> *Janna*

> *Teachers taking leadership in community development show good role models.*
>
> *Ali*

They were looked upon by the community as important and capable people on many islands:

> *A teacher will have better knowledge, experience and the know-how about doing things than a local ordinary person so the teacher has to take a leading role in community work too.*
>
> *Even though the teaching cadre is relatively young they are more educated than the rest of the common people so are generally more informed.*
>
> *Faiz*

Successful teachers were also expected to cooperate with various activities within the community:

> *There are things in which the teacher should participate. Among them are the activities carried out to create awareness and cooperation among the neighbours, support for such activities, and revive friendships.*
>
> *Fikry*

**Sense of Humour**

A sense of humour is a desirable quality in teachers in these communities. Different participants have noted the importance of this characteristic for teachers to become successful. Students and parents expect teachers to have a sense of humour:

> *Teachers have to have a sense of humour. They also have [to have] a playful attitude with children.*
>
> *Fikry*

> *They are the qualities of laughing and making fun and students are interested to be with those teachers.*
>
> *Ali*

Ali also thought that the students wanted to spend time with teachers who have these qualities. He believed that the students pay special attention to what such teachers say or teach:

> *They are the teachers with whom the students like to spend time and they who make it easy for the students to grasp knowledge.*
>
> *The students learn when the teacher says something that means the students give particular attention to those teachers.*

A parent, however, cautioned teachers against becoming over humorous by adding that they must have 'a noble character' to gain the respect of the people, particularly of their students:

> *But also have the noble character that frightens children. This does not mean that the teachers frighten the students but it is the character that makes the student pay respect to the teacher.*
>
> *Fikry*

This, perhaps, was an indication for the teachers to have a degree of firmness with students at times to maintain and ensure good discipline.

**Trustworthy and Firm**

Trustworthiness and firmness in dealing with students were also perceived to be expectations of successful teachers. Trusted teachers were perceived to be treated as friends by students and other stakeholders while a genuine friend could also readily be trusted:

> *She can teach well …, um.. if she is a friend of them, if eh…*
> *They can trust on her, if eh.. she is ready to help and if they*
> *know that she is ready to care and they know that she*
> *knows everything about them….*

> *Shafu*

Teachers were perceived to be successful only with a degree of firmness. Without which they were perceived to fail to manage the class and hence teaching too.

The trustworthiness that a teacher is able to establish with the stakeholder groups also serves as a motivational influence:

> *There may be a favourite teacher with whom we share our*
> *sorrows. The teacher will think that this child trusts me so*
> *much. Then the teacher will feel that the teacher is on a*
> *good job. This will increase interest.*

> *Haalaa*

Teachers have to be very fair in all that they do. In fact, some parents expect teachers to refrain from all political activities to avoid being accused of bias towards any political party, thereby perceiving them to be unfair:

> *Teachers should not be political people. If they play a*
> *political role they may be seen as unfair for some people.*

> *Fikry*

Another parent also expressed similar feelings about their desire for teachers to maintain their political neutrality. Having had the society divided into small groups and acting without respect to others has never been the custom in the Maldives.

Political parties were introduced and abolished in the 1950s, but the reintroduction of political parties on 4th June 2005 (Elections Commission, 2016) has resulted in unprecedented divisions and violence within the population since then (H. Mohamed, 2011). These issues have made it a concern for people:

> *In our society, these days there are so many groups and divisions, party divisions. The teachers have to refrain themselves from falling into any of these. Taking any side openly in my opinion is not good for teachers. They have to be fair to all sides otherwise there is the possibility of discrimination or accusing of discrimination because the mother of a certain child supports a particular political party [to which the teacher does not].*
>
> *Shafia*

Maintaining the integrity of teachers in all respects was perceived to be very important. The reason why parents have mentioned the political parties and political issues may have been due to the changes the recently introduced form of political parties have brought to the cohesiveness of the present Maldivian society. It is highly debatable whether the political and social changes that are taking place in the Maldives are doing any good to the social fabrics of the society (Naaif, 2013).

## SUMMARY: COMMUNITY EXPECTATIONS/ESTEEM

The small communities on many of the small islands of the Maldives were observed to have certain expectations of their teachers. Some of these expectations were developed partly due to the smallness of the communities where everyone knows each other. Hence, the communities' expectations of the teachers were communicated through various means, particularly through the common culture and religion and family relations. Teachers develop a desire to fulfil these expectations; consequently this desire creates strong motivational influences. In the above section these motivational influences were discussed with supporting excerpts from various participants of this research. These motivational influences help teachers achieve the much needed respect, esteem and status to function as effective successful teachers.

## THE DOUBLE S OF MOTIVATION

The double S of motivation stands for the two very important issues of salary and status as motivational influences for teachers. Salary equates to income for teachers in the Maldives as often employees of all walks of life, when talking about earnings, mention 'musaara' (salary) rather than 'aamdhanee' (income). Teachers form the largest group of employees in the public service sector. Hence, they become the largest salaried entity. Their main source of income is through their salaries. Due to lack of investment opportunities, only very few teachers may have other sources of income. They largely depend on their salaries for living, so their salary basically defines their standard of living in modern times.

Until recently, particularly in cultures where social status has been valued highly, people of high status have enjoyed greater satisfaction. Such people easily have had their needs met with resources from anyone who has had such resources. People were willing to share them with people of high social status. There was no need for the people of high status necessarily to acquire greater material wealth to maintain their societal status. As time has passed and people have become more materialistic, status alone does not suffice to lead a decent life. At the same time material wealth is also seen to be a defining element of status (Mondal, 2015):

> *The teacher must be able to lead an independent life rather than being in control of another person once the teacher returns home. The teacher should not be under the control of or/and in the influence of some other people. This depends very much on the income the teacher gets.*
>
> *Fikry*

Income and status are interrelated constructs in many societies. High income is seen to afford a high standard of living. A high living standard is thought to result in high status. However, in some societies there are inconsistencies. In some professions too there are inconsistencies. Teaching is one of those professions that has status inconsistency (Nagi & Pugh, 1973). Teachers in most societies are often accorded high status. Yet they are rarely paid well. It is sometimes argued that:

> *Prestige is the social expression of the labour value given up by subjects to institutions and their agents in return for the perceived security of (occupational) privilege; it is the collective form of charisma. In this light, iconic figures become remunerated less for their individual work and its putative ingenuity.*

> (Stephen Shapiro, 2009, p. 250)

As perceived by the participants of this study, teachers are iconic in the Maldives. Therefore, pay for teachers as a motivational influence warrants discussion independently of that of status or prestige. Strong debates exist about the comparability of pay for teachers and that of medical and legal personnel. There is also polarity in opinion about whether pay serves as a motivational influence for teachers at all:

> *But perhaps … it's not the best way of tagging one's work to monetary. I mean you give two hours out of school time and you get a monetary gain. I mean, you should be giving because you get a certain amount of income that should obviously be enough for you to do whatever, almost look after your needs.*

> *Ameena*

This issue of remuneration was a common theme debated among the participants of this research as well as in the motivation and performance literature of teachers and students (e.g., (Arain, Jafri, Ramzan, & Ali, 2014; Arrey; Carr, Leggatt-Cook, Clarke et al., 2011).

## SALARY

Salary is collectively termed here as wages, bonuses, overtime allowances and all other forms of remuneration that are provided for teachers as financial incentives. In the case of the Maldives, most of the schools are state-run. So the majority of teachers are government employees. They fall into the CS category in the public service. The CS staff are governed by certain laws and regulations. In general, they are entitled to certain remuneration laid down in the laws and regulations.

However, some participants expressed their expectations of differential treatments for teachers by the CSC and other concerned parties with regard to regulations and remuneration. These participants expected the MoE to fully realise the value of the teachers' work and responsibilities to liaise with CSC and concerned authorities to make appropriate adjustments to their perks. Shafraaz said that:

> They can value the teachers' work and their responsibility and compare the salary and other allowances with other civil servants and play a role lobbying the Civil Service Commission to make appropriate adjustments.

> The Ministry of Education has to play a leading role in convincing CSC that teachers are not similar to other civil servants and have regulations appropriately [changed].

These expectations were generally based on the differences that existed in the nature of teachers' work and working times including holiday arrangements for teachers.

## Working Time and Nature of Work

The participants were of the opinion that certain differences exist in the way teachers are expected to perform their duties and those of the other civil servants. Their daily working times are seen to be irregular and are often more than those of many other civil servants.

At the time when the data were collected for this research, the usual official working time for civil servants was 8:00am to 4:00pm. Since, then, some changes have occurred, but the starting time has remained the same. All schools begin at an earlier time requiring teachers to report at school earlier than most other civil servants. In schools with double or triple shifts (sessions according to local terminology), there were sets of teachers who report to school at various other times depending on the time their shifts begin. This also makes teachers' working time different. Their holiday arrangements were also different to other civil servants.

A teacher commented on the time they spend as teachers by saying that teaching is a 24-hour job. The nature of teachers' work, according to Azma, requires teachers to be thinking about their work even while they sleep. Another parent-participant, justifying a higher salary for teachers, described their work as "invaluable". Hence,:

> *They deserve a very high price for the invaluable work they do of developing the future of the country. They spend a lot of time for their work after leaving their loved ones and friends.*
>
> *Fikry*

Often teachers by the nature of their work are expected to work on usual holidays for employees in other sectors. They are entrusted to building patriotism, and religious habits as well as a sense of national unity. This requires teachers to organise various activities for students on the days of national or religious significance to achieve such objectives. In normal circumstances such days are declared government/national or public holidays. Even on weekends, often teachers are expected to work in school:

> *For other sectors Saturday is a holiday, but for teachers it is just like a working day to make lesson plans and prepare teaching aids.*
>
> *Faiz*

Teachers normally are not expected to take their annual leave during term times depriving them of flexibility in taking leave when they wish. Their annual holidays are fixed in relation to the academic calendar of the school. This is seen by some participants as an advantage while others do not like the rigidity of these regulations. So the working time and holidays serve as both motivational and de-motivational influences.

They believe that these reasons justify their claims for preferential treatments in adjusting their salaries differently. The justifications for these expectations or demands may be dubious but even the officials in the MoE hold such views about

teachers' work. Maahin, for example, acknowledged that "many teachers feel overworked".

It may be fair to expect the teachers at least to be paid the regular entitlements for their long hours of hard work, if not slightly better. But some participants noticed the difficulty of paying high salaries and the need for salaries to be constantly increased in order to preserve the remunerations' motivational force. According to these participants any increase in perks for the staff in the education sector inflates the budget enormously as this sector has the greatest number of employees within the CS:

> *Any increase, any slight increase in their salaries or allowances would show a bigger, a larger amount in the budget. This was one of the main reasons why we were not able to make, sort of bring about much change in that.*
>
> *Ikram*

To counter this argument, a school head expressed his dismay about the MoE being unable to sustain its competitive edge in the remunerations for teachers in comparison with other sectors. He said that:

> *It is none of their [teachers'] fault [that the number of teachers is big] but they are actually not getting all the financial support as the other civil servants are getting. The number of teachers may be big because of the number of the service receivers is also big, isn't it? The number of teachers is more so the number of people whom they have to serve is more.*
>
> *Even political posts they are getting really high salaries like eighty thousand, those who don't have even studied in a school (eheheh). They are getting very high salaries. So that is not fair I believe.*
>
> *Nazeem*

Income earned from teaching as a motivational influence for teachers to stay in the profession is highly debatable. There has been no consensus whether a high salary is best to motivate or sustain motivation. A wide range of opinions about

salary or incentives in relation to motivation has been expressed (e.g., Adelabu, 2005; Adil, 2013; L. Evan, 2010).

Many participants of this study also raised the issue of salary when they talked about motivational influences. The fact that this issue crops up so frequently denotes the importance of it. Some of them raised it to deny that it is a motivational influence at all while others tried to show that teachers are sufficiently well paid in comparison to other sectors to keep them motivated. Still others mention salary just as a motivational influence:

> *Then I would think even the pay could be a motivational*
> *factor because when you compare.*

> *Ameena*

There were others who made their opinions even clearer and more blunt. They strongly believed that pay contributes immensely to teachers' motivation. In Maahin's opinion, "*Teachers would require a decent pay for a decent living …*
*increased pay is definitely an incentive for teachers*", while Abbas specifically said that "*Salary is a motivational influence*".

> *I don't know about pay, but if it is high then obviously the*
> *teachers would be motivated to do the work.*

> *Saamih*

Here is anecdotal evidence that good pay at least makes a difference in teachers' interest and in the time they give to the school:

> *When we speak with the teachers in private school we*
> *notice that some schools are paying higher salaries for the*
> *teachers so they can give more time, and we notice that*
> *they have become more interested in their work. We see a*
> *difference in the time they give for the school.*

> *Shafraaz*

There seems to be a difference between the pay and the time the teachers give to the schools in government and private schools. Some private schools pay better salaries than government schools. Hence, there have been instances

identified by participants when teachers have transferred to private schools or to other institutions from government schools because the pay in those places are often higher:

> *A person with a degree working in an independent institution can earn more but spend less time than teachers.*
>
> *Abbas*

In the opinion of some participants, paying a comparable salary for teachers is certainly a way of making successful teachers remain in the teaching profession. For example, Ali was of the opinion that "a comparable salary will make them remain in teaching". Abbas also expressed the same judgement in different words:

> *Unless they are paid a comparable salary, I don't think teachers will remain in teaching.*
>
> *Abbas*

A comparable pay proportional to the workload seems to be the ideal recompense that would help retain successful teachers in schools:

> *They should be able to build their lives with their income they earn for their work. If teachers have to beg other people, cannot manage with what they earn and live a harsh life at home probably they cannot be motivated with enthusiasm [to remain in teaching].*
>
> *Fikry*

## Workload

Pay may not necessarily be the primary reason why teachers leave government schools. Unequal distribution of workload within the school with similar pay was also thought to be a cause:

> *One reason I feel that eh… teachers' task in this school for …, specially for the teachers who are doing the work and for the eh… teachers who have good qualities, their workload is a bit more than the other teachers…. So, if they*

*find a job which is a more um… they can live nicely without any burden or much workload if they get a chance, they just move.*

*I have to say that if we divide the workload equally among the teachers, that problem will be solved. Here the problem is some teachers are given more workload than the other teachers. So the teachers feel that it is discrimination.*

*Shafu*

Like working time and holiday arrangements, additional responsibilities/duties were seen by some participants as honours or privileges. Those who held this view often spent time in school and made no claims for additional remuneration.

Government schools were legally supposed to pay overtime allowances if teachers were asked to work more hours than the set number of hours for civil servants.

## Overtime Allowances

Overtime allowances (commonly referred to as OT) are monetary perks paid for having to work more hours than the number set for all civil servants. These are calculated on the basis of the basic salary. Due to that, the higher the basic salary, the more the rate of overtime pay a person gets. By law, every civil servant is entitled to overtime allowances if the person is made to work more hours than the prescribed. And this work has to be pre-approved by a superior official and recorded in order to qualify for payment:

*That's what they did in the government before that, if the teacher worked more than the time required from the government they were giving overtime additional money, even though now they don't give.*

*Shafu*

For teachers, the maximum amount that can be paid as overtime is centrally fixed and limited due to budget inflation. This leaves very little flexibility for the school authorities:

*Now all the government employees; civil servants, they are getting um… 10% of their salary, … up to 10% of their salary as overtime. But the people who are working under the Ministry of Education are getting [a maximum of] 4% as overtime. That discrimination is also there.*

*Nazeem*

So the school heads and other superiors in the schools remain hands-tied and/or tight-fisted in providing overtime allowances for the teachers for the additional hours they work:

*Teachers have their disgruntlement about the overtime pay. That is not something I pay.*

*Faiz*

It becomes an issue not just because they are not paid but because other civil servants are paid if they worked. The staff of the independent institutions are paid even higher:

*Teachers are not paid any overtime allowances even though they are supposed to work overtime. The employees of the independence institutions are paid 10% - 40% as overtime.*

*Abbas*

Often teachers are of a category of people who cannot simply finish their work within the planned time due to unforeseeable circumstances. So overtime payment as a token of appreciation was perceived to influence their motivation:

*As the teachers cannot simply close their doors just after 8 hours of work, the overtime pay becomes a motivational factor.*

*Hazlaan*

The nature of teachers' work demands them to work longer hours in preparing for lessons and marking student assignments. A distinction between workers at a factory and professionals in a service institution like a school also needs to be

made. In their work, rather than machine-type work, there has to be the personal touch that makes 'their product' appealing to so many different individuals in a class (or on the whole island for that matter in the case of the Maldives):

> *We have to deal with the teachers also as professionals that they are, not workers. That difference should be there. If they are workers, yes, we have to say that you have to come at this time and your duty should end up at this time and no flexibility will be there. But we have to have some flexibility.*
>
> *Nazeem*

A number of teachers are also involved in many other co-curricular activities. Still many others work over holidays due to various functions – religious, social and political:

> *Programmes like co-curricular activities, extracurricular activities, so many activities, club activities, uniform bodies all these activities, they are ready to help.*
>
> *They are coming on Fridays and Saturdays [weekend holidays]. For that, teachers should be motivated a lot, because these days they are coming to do all that work without a single penny, leaving their loved ones at home. So, the school should appreciate their work, Ministry even should appreciate their work.*
>
> *Shafu*

However, some participants were quite sceptical about the influence of the overtime pay as a motivational influence:

> *I am thinking perhaps it's not the best way of tagging one's work to monetary. … if that monetary reciprocation is there you would forever again start the vicious cycle whereby for every little additional thing would seem to be having to be compensated for in the form of monetary gain.*
>
> *Ameena*

Apparently, they believed that the introduction of overtime pay for teachers is the beginning of a vicious cycle. They prefer the teachers be paid a lump sum of money and expect them to do all that is required to be done in order to develop the envisaged citizenry.

In the past, teachers worked in the absence of any overtime allowances. Since the introduction of overtime pay the effect has been noticed by the participants.

These changes are partly related to the payment procedures and the regulations governing various monetary perks.

## Bonuses/awards/rewards

Bonuses are monetary incentives paid for completing certain tasks. Awards/rewards here mean any sort of recognition like a certificate, gift, present or prize for an accomplishment. For example, teachers are rewarded for their attendance and it becomes a motivational influence as indicated by Marchionda (2010):

> *Not all teachers can achieve 100% attendance. … But for at least 95% or 90% we awarded and that was a motivating factor.*
>
> *Hazlaan*

Attendance of teachers was noted by the participants to be very important. Unless they regularly attend school, the students were doomed to lose a considerable amount of time:

> *We have to pay attention to attendance of teachers. When a teacher gets absent it is a lot of time lost as there will be no less than 30 children in a class and the periods are of 30 minutes and when the teacher is absent for a whole day, it is a lot of time.*
>
> *Hazlan*

Often in Maldivian schools there are no substitute teachers to attend classes when teachers are absent. The school authorities often divide the students into the classes for which they have teachers to avoid disruption by the students of

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the unattended class in the school. A lot of schools have classrooms that are open-plan or with open doors and windows allowing the school in general to become noisy. Sending the students to classes with other teachers is not satisfactory for the students, even if the school authorities achieve quietness. Hence, teachers have to be present in schools as a first step to provide productive times for students. Efforts have been made to motivate teachers to put in regular attendance:

> *Attendance, I think is very important. If someone attends daily that means that person is motivated, so the teacher can score some points for attendance and that can be rewarded in some form.*
>
> *Abbas*

Providing bonuses is one of the strategies long in place for motivating teachers to attend regularly. Even though there has not been empirical evidence of the effectiveness of this practice, the common belief is that it improves attendance:

> *If the Ministry of Education continued the attendance bonuses, there will be something the teachers may be look[ing] forward to.*
>
> *Hazlaan*

It was understood that the MoE has discontinued a system of providing attendance bonuses for teachers. It was a system in practice for expatriate teachers for a long time, and to keep the benefits for local teachers on a par with expatriates, the Ministry extended this system only in 2009 to include local teachers as well. But due to budget constraints, the authorities found themselves unable to maintain the provision of the bonuses as they wished. So, they abandoned the whole system within a matter of just one year:

> *I am sure, … bonus for example, when you were there you insisted we put a high bonus but we could only give it one term because again of austerity measures … when we dropped at the end of day we didn't get anything so things like those increments of monetary means when we no longer give that, we used to give **for** extra time we used to*

> *have unlimited extra hours, if you worked and we give a*
> *monetary gain so once we no longer give those, it's kind of*
> *de-motivating teachers.*

> *Ameena*

The effects of the discontinuation of this attendance bonus and other perks were strongly felt by some participants. They indicated that teachers were dismayed due to these actions on the part of the authorities.

## Wages

Prior to the formation of the constitutional CSC, the government used to practise a different system of remuneration for employees. That system took the employees' qualifications and the length of service period into account and, according to some participants, it apparently remunerated employees more appropriately than the present system. It provided for the additional payment of two allowances. The additional allowances were based on the employees' qualifications and the number of years in service. The allowances were dependent on the basic salary, and each of them was a percentage of it. The longer the service period, the more that person received as a 'long-time allowance'. The higher the qualifications one had achieved, the better it was remunerated as 'qualifications allowance'.

Since the inauguration of the constitutional CSC, all remuneration for civil servants has been set by the CSC in consultation with the Ministry of Finance and Treasury. A new revised system was brought into place instead of the former one sometime in 2008. This new system did not provide for the additional allowances based on qualifications and/or service period. Some teachers, like Abbas, were disappointed with the new system: They seem to be of the opinion that the former system catered better for the teachers:

> *Introduce a better salary scale like the one before where*
> *those with higher qualifications are better paid. We wanted*
> *to come with our degrees or even with higher qualifications*
> *as those with better qualifications are paid higher. But by*
> *the time we came we are paid similar to those with no such*
> *qualifications.*

> *The teachers with higher qualifications have to be paid better salaries to improve the education system.*
>
> *Abbas*

In any case, salary is found to be a factor that needs to be considered while exploring motivation to remain as teachers.

## SUMMARY: SALARY

The above section dealt with the perceptions of the participants regarding financial perks for the teachers as a motivational influence. Despite financial incentives being highly debatable as a motivational incentive, the participants of this study highlighted the importance of financial perks and other benefits being on a par (if not higher) for teachers with other sectors of public funding if teachers' motivation is to be sustained and also to help to achieve the social status they must have in order to be able to function effectively as teachers in these communities.

## STATUS

There has been no disagreement among the participants of this research about status as a motivational influence. All agreed that status is one of the most important motivational influences. Without status, teachers would find it extremely difficult to function as teachers.

### Respect/ Dignity

In order to be a successful teacher in these communities the teachers must get the due respect of all the various stakeholders in the community:

> *The teacher must have the respect of the society.*
>
> *Fikry*

Teachers earn the respect of the society in many ways. According to a school principal, teachers get respect through the demonstration of good discipline and the use of appropriate language when they communicate with other people:

> *Disciplined teachers also get the people's respect.*

> *The people respect the teachers if the teachers adopt acceptable language usage in school and outside of school.*
>
> *Faiz*

Respect is also seen to be a reciprocal process whereby each party has to respect the other. To receive students' respect one has to respect the students:

> *A teacher can be successful if she gets the respect from the students, … the teacher will get the respect only if he or she gives the respect to the students. … So, for me, a successful teacher gives respect and earns respect.*
>
> *Shafu*

Students' respect is a factor that may enable teachers to secure the desired societal respect as students portray the teachers positively to their parents and guardians who comprise a large proportion of the community.

Teachers, by virtue of their profession, have respect in many societies, including the Maldivian society. Teaching in the Maldives is still a reasonably respectable job even though it is found to be fading. The respect of the society was found to be a motivational influence for teachers. According to a teacher:

> *Teachers are different from other professions in the community. I notice that the whole society is receptive of teachers.*
>
> *I get love and respect from all my students, parents also do within the last 10 years.*
>
> *The respect is very encouraging. … I hear a lot words that make me very happy from the parents. I believe that it's a success for me.*
>
> *Azma*

Some participants also believed that teachers join the teaching profession for a multitude of reasons – respect, job security, and honour accorded by the community – being among them:

*People choose teaching because it is a secure job where they are honoured, respected and loved.*

*The interest [to join the profession] may be created due to the fact that it is an honourable job in which one can stay on for a long time if the person is able to perform satisfactorily.*

*Fikry*

Teachers on many islands were perceived to be highly respected for many reasons. Apart from magistrates and health care personnel, they are one of the rare categories of people on most islands with formal training and/or qualifications. They are considered to be learned people on most of the islands:

*People respect teachers because they also believe that teachers are the people who are moulding their children and are more educated and trained unlike other people. It is not a job that anybody can take. Certain experiences and training are essential to become a teacher.*

*Fikry*

Rendering respect to the teachers hitherto, was the case generally on most of the small and rural islands. This scenario may be different on larger islands with a bigger population. Yet, teachers were among the most respected and well educated group of people:

*Societal perceptions, particularly on the outer island teachers are well respected I am not too sure about that on the urban islands … comparatively that element of society respecting teachers, … I think that is also fading as we urbanize and as we go into a more democratic state whereby the 'I' becomes the more predominant voice rather than the community.*

*Ameena*

*In Male', in the big society, it's [respecting teachers] very small, but in other islands people honour and respect*

*teachers very much. People will think that they are the people who spent so much of time educating their children.*

*Abbas*

In any case, whether it is on the rural outer islands or on the urban more populated islands, the teachers believe that they deserve community respect. They expect them to be respected as individual teachers. The desire to be respected as teachers and the respect they receive serve as motivational influences. At the same time, they also expect the profession as a whole to be respected by the community. A teacher selected as a successful teacher for this research, when asked about how to retain successful teachers in the profession, reflected this notion of the profession being respected, replying as follows:

*To give the teaching profession the respect it deserves.*

*Thaniya*

The participants' perceived societal respect, either for individual teachers or for the teaching profession as a motivational influence for successful teachers to remain as teachers.

Even though with the democratisation and modern developmental process the respect the teachers automatically earn as being teachers may have been eroded considerably, teachers work to earn respect. The participants still expect teachers to earn the respect of the whole community:

*The whole community has to make the teachers a group of dignity. Like parents the whole community has to respect the teachers.*

*Faiz*

Developmental process and democratisations may not necessarily have to cause the fading of respect for teachers. Maahin mentioned South Korea, a highly developed democratic state, as a country "with a strong tradition of respecting teachers":

*South Korea actively raises the status of teaching as a profession by doing two things. First, it makes entry to*

*teacher training very selective. … Second, teachers are paid very generous starting salaries.*

<div align="right">

*Maahin*

</div>

Presently, nothing similar or innovative seems to be in practice in the Maldives to raise or maintain the respect and the status of the teaching profession. But according to the opinions of the participants there are many things that can be done to raise the status of teachers:

> *The first thing is the recognition of teachers' work by the community. That is very important.*

<div align="right">

*Faiz*

</div>

To recognise teachers' hard work, the MoE is reported to have recently introduced the best teacher's award. This is a way of recognising teachers' work and celebrating it annually at a national level. Some participants in this study appreciated this initiative. Others, however, were sceptical about whether it achieved its purpose the way it was organised. Still others expressed their dismay about the whole programme:

> *The Ministry has started the Best Teacher Award solely to boost teachers' motivation. It was introduced last year. I don't think people reached it positively. Maybe it is because the teachers have to nominate themselves as best teacher. That could be the hindrance. Teachers are reluctant to submit their own names. I don't think those who applied for it are the most deserved people either.*

<div align="right">

*Hazlaan*

</div>

> *I don't believe that the Best Teacher Award is an award when that person applies for it and gets it. Ministry of Education can supervise the teachers and decide the best teacher based on that supervision and/or on the basis of the reports from school.*

<div align="right">

*Abbas*

</div>

Such an initiative has to be conducted in a manner acceptable to the teachers in order to get the desired outcomes. The programme should earn the trust of selected teachers as well as the teaching community. The credibility of the programme for the general public is also very important. The public confidence in such programmes can only ensure the desired status for teachers in the community.

## Recognition, Appreciation and Praising

Participants were asked about what various stakeholder groups could do to help motivate teachers or how they could sustain teachers' motivation. Recognition, appreciation, and praising of teachers' work by various stakeholder groups were noted by various participants:

> *Teacher getting on well with students and the students from time to time have a way of showing that as a teacher you are valued it gives a very good boost to the teachers' morale, teachers' motivation to be working with the group of students.*

> *Feeling of value within the island community, recognition from the Ministry of Education, recognition from students, parents, all these help to contain, sustain year on year being a teacher.*

> *Ameena*

A student noted the importance of students' and parents' appreciation of teachers' work as a motivational influence for teachers to remain in service:

> *If parents and students appreciate the teachers' hard work they will remain.*

> *Ali*

A school head also supported this view of appreciation as a motivational influence for teachers to remain in school by expressing the importance of parental appreciation and commending of teachers' hard work:

*Parents, they also have to appreciate the work … if they are getting the positive comments on their work … that is also one factor that the teachers remain.*

*That's mainly what the teachers actually expect from the parents nothing else.*

*Nazeem*

A leading teacher highlighted the recognition and appreciation of teachers' work by school management and colleagues as influences that increase teachers' motivation:

*The recognition and appreciation of teachers' work by the management and teachers also increase motivation.*

*Shafraaz*

Another leading teacher expressed her opinion about the importance of students' appreciation of teachers' work and praising it:

*They [students] can do, they can praise the teachers the work, show their love, how much work they should appreciate the work done by the teacher. If they appreciate definitely the teacher will get motivated.*

*Shafu*

Shafu also expressed the importance of appreciation by parents as a motivational influence:

*They wanted to hear the ur…appreciation words from the parents, … not only a thank, even a smile is enough for them to show that 'yes, we know what you are doing for us'. If that can be sent to the teachers, in a meeting even, even a gathering, even after, when they come to fetch their student.*

Like the leading teachers, parents also highlighted the importance of parental appreciation of teachers' work, and how, parents can appreciate teachers' work:

*Parents also can try to make teachers happy. They can give gifts at the end of the year. That satisfies teachers.*

*Or otherwise words of appreciation are also important. They make teachers happy.*

*Abbas, a parent/teacher*

*The parents can appreciate teachers' work even with a few words or they can hold functions, events to appreciate teachers' work, a little card sent to appreciate the work of teachers also would make them happy.*

*Fikry, a parent*

Fikry noted the importance of recognition and rewarding for the teachers' work by the school management or parents or other national institutions:

*Teachers' work has to be recognised and rewarded by the school management or by parents or any other national institutions.*

A principal highlighted the importance of recognition of teachers' work and suggested certain ways appreciation could be shown:

*I believe what motivates teachers is the recognition of their work. Among the teachers, making note of what a teacher has done well, and in meetings too talking about the observed lessons and marking the good things in those lessons will be fulfilling for the teacher.*

*Hazlaan*

This view about observing lessons as a motivational influence was endorsed by some parents and teachers as well. Abbas expressed these sentiments supporting this view:

*When teachers know that they are suitable for teaching they become satisfied.*

*When someone observes a lesson and makes suggestions for improvement, that is an opportunity to improve. That also satisfies.*

*When such an observer of a lesson says that the lesson is good, that also satisfies teachers.*

Another school head explained how their school management appreciates long-serving teachers' work in a way that is helpful to fulfil the desires of those teachers who aspire to enhance their career through further studies or better jobs in the future:

> *We are giving the certificate of appreciation for this and I think that also is something helpful for them. And if they go for higher studies and if they apply for some other jobs also these certificates will also help them to get the post.*
>
> *Nazeem*

There are various other stakeholder groups who could recognise teachers' work in many different ways. The demography of the island life means these various stakeholder groups form the island community. As the islands have small populations and they are so closely knit, these stakeholder groups become the most dominant portions of the community. Hence the appreciation and recognition of teachers' work by the community become important motivational influences for teachers:

> *We are actually making aware of the public what the teachers are doing. We call for the parents and sometimes we call for the whole public. And actually informing them the importance of the teachers and what teachers are doing.*
>
> *Those parents and the public people, they visit the school showing … seeing the teachers' work, like the marks sheets and aggregate marks sheets and the test papers and the specifications and all these work … the people feel that the teachers are not only teaching . But when they see these things they also appreciate the hard work that the teachers are doing. So this is a satisfaction that all the teachers are getting.*
>
> *Nazeem*

Words of appreciation from any stakeholders were perceived to be effective motivational influences. Like the parents, and teachers, even the students were perceived to be conscious of the power of their words of appreciation as encouragement for teachers:

> *Kind words of appreciations also encourage the teachers.*
>
> *Haalaa*

Words of appreciation from respective authorities about the ways teachers perform their duties were noted to be very effective in touching the hearts of the teachers:

> *Mainly the words, … the appreciations, right, that is mainly [what] the teachers are motivating. I totally agree that teachers will never motivate only on money matters. But if they are getting rewards of appreciation, then I think that will be [of] more influence too, for motivating teachers. … Because you know, this [teaching] is actually not a job I believe. This is not a job. This is a profession. So we have to, even everybody has to, consider this as a profession.*
>
> *Nazeem*

> *The words of appreciation become a very effective tool, even if no tangible awards are given. Words like 'You are doing very well' become very effective. At the same time negative comments very easily put them in tears.*
>
> *Hazlan*

> *Harsh words, (eheheh) they are actually faced from the public and the parents and the students and these are some of the things the teachers are de-motivating.*
>
> *Nazeem*

A leading teacher also endorsed similar views on the expression of appreciation for teachers' work and time they spent in the school:

> *School management can appreciate in a manner, in a staff meeting, in a session meeting, that is enough. A word of*

*'thank you' or just mentioning that is enough for a motivation. That does not mean we should give hundreds of millions dollars. One "thank you" or just saying that 'I saw this teacher doing from 2 hours or something on Friday', that is enough. That makes the teacher happy.*

*For me even a "thank you", a word of appreciation is enough for me. It depends … recognition gift, like a pen, thank you, something like that they can keep it.*

*Shafu*

*Parents also can try to make teachers happy. They can give gifts at the end of the year. That satisfies teachers.*

*Abbas*

Participants suggested many ways of recognising teachers' work. Among them a parent was of the opinion that an invitation to a family function would encourage teachers:

*Inviting the teachers of a child to a family function also would encourage teachers as they realise their work is recognised.*

*Fikry*

Fikry also suggested teachers' work to be to be recognised by various other organisations in different ways through public appreciation and recognition. Among them, he suggested the selection of the best teacher and awarding the title and prizes every year in different regions of the country:

*They can give prizes like the best teacher of Male' City or something, or they can categorise and make more positions to give prizes. Awarding these prizes in the presence of a lot of people and making the evaluation by an independent authority may also increase motivation.*

*Fikry*

Similar sorts of appreciative exercises were noted by a school head who supported the idea of selecting and celebrating best teachers at a specific time within the school and making public announcements on the island:

> *Maybe we can just er... mark it and announce them in public, maybe er... teacher of the year, teacher of the month, … we can reward, we can have ceremonies, and we can reward in that and ... basically my point is that we have to show them that we are appreciating their work. So that's something very very important I feel, in schools.*

> *Nazeem*

The communal accolades like marking the Teachers' Day or holding other functions to celebrate teachers' work in various ways become great inspirations for the teachers:

> *Last year's celebration was very successful. It was noticed that some teachers were very happy. Some were in tears. It touched their feelings so much. It was very impressive when I went through the function [that] the parents organised.*

> *Hazlaan*

The above quote referred to a celebration organised by parents to mark the Annual Teachers' Day marked as an international event in many countries.

## Stakeholder Confidence

Confidence of stakeholders in the teachers' work was also seen to be a strong motivational influence for teachers:

> *If the teacher knows that there is the community confidence for the teacher, the teacher will try to maintain this confidence by keeping the pass percentage of students up. That is an encouragement for the teacher. Even though it is a challenge, the teacher gets backed up by parents, students and the community to make progress in the field.*

> *Faiz*

The need to earn confidence was also seen as a motivational influence. Once the teachers knew that they had earned it, the desire to maintain it also was a motivational influence. It was perceived that the teachers must know that they have the true confidence of the concerned parties. Any slander was seen as something very likely to put the teachers off.

## Avoidance of Slander

In addition to appreciation, recognition and praising of teachers' work, and the public having confidence in teachers, the avoidance of rumours, backbiting, and slander about teachers from all the people is also important in these small communities. Slanderous activities, backbiting and malicious chit-chats and/or gossip about teachers instantly defame teachers very easily as "the talk of the town" really becomes 'the talk of the whole island' due to the small size of the community and the inter-connectedness of the people.

It was felt that some teachers do not work in the school for long periods because of the attitude of the community and the way they talk about teachers. So the attitude of the community towards teachers has to be positive to attract the teachers for their schools:

> *One reason that some of the teachers are actually not settling or they are not actually working here for a long time is the attitude and the way that the communities talk about the teachers. … if they have the positive attitude. So they will talk all positive things so naturally, definitely those people [teachers] will come back and they will retain [remain] in the school.*
>
> *Nazeem*

Occasionally, teachers are also seen to exhibit behaviours that some stakeholders or the community do not like or approve of. In such instances too, the people in the community are expected to bring the issue to the attention of the teachers diplomatically rather than talking badly about the teachers in public to avoid defaming teachers, particularly in the eyes of the children. This was expected to inculcate a positive attitude towards the teachers in general:

*Maybe [as] every human, they [teachers] will have something that may not [be] liked [by] the people. But still avoiding those things maybe we can inculcate a habit of talking about all good things, some positive things.*

*Nazeem*

Anything about teachers in these communities gets publicity very quickly. Particularly, some of the participants thought the teachers' negative aspects amplified very quickly and their negative impact was likely to be felt by teachers very soon:

*A teacher can be badly labelled due to a single bad instance.*

*Abbas*

*Whatever small thing [bad thing] the parents find about a teacher will be made a big thing often.*

*Janna*

On a similar note, a parent also expressed her disappointment in the way the community handled issues about teachers:

*What happens is that even if there were any small issue [bad issue] about the teachers, the parents make a fuss of it and directly express their disapproval so that the teacher would not want to come back [to that school] for the next year.*

*Shafia*

Even if incidences by teachers brought friction between teachers and parents, this parent, Shafia was of the opinion that the issues have to be resolved in a diplomatic manner without creating opportunities to be maligned in gossip or cast aspersions so that the teachers do not lose their respect and status within the community. So it was thought that it is important that the public talk as much as possible about the positive things about the school and teachers while avoiding derogatory remarks about them:

*They can talk about the teachers at home and probably all the good things about the teachers. … That also will motivate rather than telling all bad about the teachers.*

*Nazeem*

*Work as a team and hold discussions. When discussing, discuss about others' positive points. Discuss on the difficult situations and give positive opinions.*

*Rifqa*

So, as both Rifqa and Nazeem have stressed, talking positively about teachers, appreciating but avoiding deprecating remarks and slander were perceived to be motivational influences.

## Voice Being Heard

Teachers expect opportunities to share their experiences with other teachers. Having these opportunities gives them a feeling of self-value enhancement. Some of the participants touched on this issue during the interviews and focus group discussions in a tone of frustration for not having such opportunities in more appropriate forums:

*Even though I did not get a chance in these sessions I used to share my experiences with my teachers in the staffroom.*

*Shafu*

Another teacher suggested having the teachers' opinions heard during the process of making decisions for the development of the island:

*They can select for their opinion, I mean teachers' opinion they can have for their decision-makings.*

*Salman*

This teacher was referring to the island administration having the teachers consulted on their island development decisions. Teachers believed that they do have some constructive ideas as they are the comparatively more educated people on the island. Therefore, providing them with opportunities to come up

with opinions on various issues, particularly with school related issues, was observed to be a motivational influence:

> *What are the areas that we are weak and how can we improve the school? I think those suggestions and opinions we should get from those teachers.*
>
> *And I think they will feel they are also a part of the school. So maybe we can give this opportunity also. Better teachers will remain in the school.*
>
> *Nazeem, a head of school*

Nazeem was asked whether they had provided forums for teachers to express their feelings and come up with suggestions. His answer was affirmative. He also provided testimony for their positive effect to motivate teachers:

> *Yeah sure we have. For example we have those types of forums like session meetings and staff meetings and sometimes we conduct workshops also. … Through this programme also we are actually getting their opinions, the suggestions to improve the school. I think that is something positive. It works.*

When Nazeem said that "it works", he was also asked how he knew whether such opportunities were appreciated by teachers to remain in schools; his answer was as follows:

> *Because I have seen some better teachers nowadays are remaining and even yesterday a teacher who went for higher studies has joined. So that's a good thing that I feel. Maybe those teachers are also getting the news about these things and they are motivated to come.*

## Responsibility/Authority

A parent listed a number of things important for minimising the attrition of teachers. She believed those things help overcome the problem of teachers leaving the profession. Among the list of eight items, the second one she noted was "freedom of work":

*There are a lot of things that may help overcome this problem, some of the factors are: (1) A Good pay scale, (2) Freedom of work, (3) Availability of resources, (4) Full access to the IT, (5) Appreciation and rewards, (6) Curriculum development programmes, (7) Pay for extra work, (8) Fullest cooperation from parents/ community.*

*Azha*

This concept of freedom of work seemed to be a new concept. She went on to elaborate on what she meant by that. According to her, it was the freedom for the teachers to work in the way they wished to work, having the authority to decide on what should be taught and what should not. This could also mean the flexibility of having the option to decide what should be taught, when and how within the limits of the curriculum. This was not very clear from her interview as it was a written interview rather than a recorded one while the interviewer and interviewee conversed. So, unfortunately there was no chance for probing.

A head of school who spoke separately in another interview seemed a little sceptical about this idea of freedom of work for the teachers but agreed with some reservations that the teachers needed to be given more freedom in order to motivate them to remain in schools. He seemed to suggest a good relationship with the teachers, while providing more freedom, would act as a guiding force to help monitor how teachers exercise their given freedom:

*The school management should have a very good relationship with the teachers. And we should give them the freedom to er... deliver what they have to the students, to a certain extent but not completely. We can monitor, we can advise them but still I think they need to get more freedom to deliver what they have in this school. And we should have a very good relationship with them.*

*Nazeem*

The unified structured curriculum and the aims of preparing students for a particular set of exams at the end of school allowed teachers limited freedom to decide on the content. But the point here could be the association of responsibility with authority.

Nazeem as head of school did not seem to have any reservation for providing more authority for teachers:

> *We have to give them more opportunities in the school and*
> *we have to give them more authorities even in the school.*

Teachers are very responsible people and therefore they should be provided with authority to exercise what they are held responsible for. Often more responsibility could have been mistakenly or otherwise associated with additional workloads. Additional workload was identified by some participants as discrimination among teachers. Any form of discrimination was perceived to be a strong source of de-motivation for teachers. It was also interpreted as discrimination among teachers.

## SUMMARY: STATUS

Status as a motivational influence for teachers was considered to be of utmost importance. Almost all the participants of the study unanimously expressed the importance of teachers having a high status in the society. Social status for teachers was observed to be an essential element without which one cannot even function in these communities as an effective teacher. Assignment of additional responsibility with trust and more authority for flexibility was observed to contribute to raise one's status while some argued that it must also come with financial incentives as financial capacity also adds to the present day social status.

## CHAPTER 6 SUMMARY

This chapter was devoted to the presentation of findings of this research. The presentation was made in two parts. The first part presented the characteristics of successful teachers as perceived by the participants. According to them, a successful teacher has all the good qualities that are admirable in society. Teachers with such qualities were observed to have the skills to do well in their classrooms too.

The second part of the presentation was devoted to the perceptions of participants on what motivated successful indigenous teachers to remain as teachers. These motivational influences were found to be mainly shaped by the

cultural beliefs and practices. They were also influenced by the living conditions on the islands. In addition, the salary factor was also mentioned as a motivational influence with a comparative sense with other sectors of public service and other occupations. The societal status also was observed to be a very strong motivational influence.

The next chapter is devoted to the discussion of the findings.

# CHAPTER 7    DISCUSSION

## CHAPTER OUTLINE

This discussion chapter is divided into two parts. This part critically analyses the major findings about the attributes of a successful teacher in the Maldives. It attempts to juxtapose these major findings with international debates about what constitutes a successful teacher.

The second part deals with the major findings about the motivational influences for successful teachers to remain in the teaching profession. Major motivational influences for teachers to remain as teachers are discussed in light of some seminal motivational theories and international literature on teachers' motivation.

## PART 1: ATTRIBUTES OF A SUCCESSFUL TEACHER

## INTRODUCTION

The desired attributes of a successful teacher in the case of the Maldives do not differ much from the generic attributes of a successful teacher in many other societies. For example, please see DeBruyn & DeBruyn, (2009 and Orlando, (2013) out the many on characteristics of teachers. But the difference mainly lies in the degree to which these attributes are visible and appreciated by the school authorities and the wider community due to the smallness and close-knitness of the societies. The teachers in the Maldives are liable to feel the consequences of success or failure to demonstrate these attributes pretty quickly.

The discussion about what constitutes a successful teacher in literature is lengthy. The debates about whether such qualities are in-born or acquired are also stimulating and polarising. These debates remain inconclusive for a variety of reasons including the differences in societal perceptions, individual differences, and perhaps because of lack of objectivity. This could also have been the case because there are no clear-cut approaches for a teacher to approach teaching due to the diversity of students a teacher has to teach and the

stakeholders the teacher has to satisfy, in order to become a successful teacher in a given context.

The responses from the participants of this study indicate that a successful teacher in a Maldivian perspective exhibits an array of interrelated personal, emotional and academic attributes that emphasise the demonstration of acceptable social, collegial and pedagogical practices (in all walks of life) that create the desired citizenry for these small islands.

## ARE GREAT TEACHERS BORN OR DEVELOPED?

"Are great teachers born or developed?" or "are they born or made?" for that matter, is a question too often asked by many people including researchers and educators (Malikow, 2006, p 1). How would we know if we saw a high-quality teacher is an issue researchers often have pondered (Paige, 2003). Research identifies certain qualities and skills that are essential for teachers to be effective and successful (Kington, Regan, Sammons, & Day, 2012).

The present research also identifies certain qualities and competencies essential to becoming a successful teacher. Similar to the findings of the present research, Rinaldo, Denig, Sheran et al. (2009, citing McNeil, 1971) stated that the major indicators of a teacher's characteristics are "found in personality, appearance, health, attitudes and not [necessarily] in pedagogical ability" (p. 43). However, Paige (2003), reporting on the strong link between teacher attributes like cognitive ability, experience, and content knowledge to student achievement, tried to point out a caveat that may diminish the value of such attributes as pedagogical training and time spent in the field to practise teaching, due to lack of evidence to make firm conclusions.

Rinaldo et al. (2009), posing the question "[a]re these qualities innate or developmental?" (p. 43), argued that if teachers are born with them and teacher candidates come in possession of them, the teacher training institutions need to create instruments to screen such candidates upon entrance to teacher training programmes. But this is not the practice as "[t]here is no such entity as a born teacher" (Malikow, 2006, p. 1) and "[s]killful teachers are made, not born" (Saphier et al., 2008, p. 1). Instead, a thorough teacher training programme, an

induction period and mentoring activities are essential for teachers to become successful because "[exceptional teachers are born with personality characteristics that are developed by experience and enhanced by specific information that only education can provide" (Malikow, 2006, p. 1). This indicates that certain qualities are innate while others are acquired through the teacher training programme. However, in the case of the Maldivian teachers, it needs to be emphasised that in the participants' perceptions the part played by "appropriation" (Leont'ev, 1981) in this close-knit society is extremely influential in shaping the teachers with dispositions acceptable to the community as, what matters most after all is community approval on these small islands.

## DEMONSTRATION OF EMOTIONAL TRAITS

Teaching "involves considerable emotional labour" like all "other caring professions" (Schutz, 2014, p. 3). The demonstration of emotional traits such as gentleness, kindness, patience, compassion, caring, a passion for teaching, and acknowledging personal responsibility for what happens to their students are considered to be characteristics of every good teacher in any society (Bourgonje & Tromp, 2011; Hawk, Cowley, Hill, & Sutherland, 2002; Lauermann & Karabenick, 2013). Even more so was the case with the teachers in the context under this study because of the close proximity of teachers' total lives with the students, and their parents, and hence teachers had to be on their guard consciously at all times to demonstrate such behaviour. This was not a completely new finding. Numerous references to such characteristics as qualities of successful teachers exist in the literature (Keller, Frenzel, Goetz, Pekrun, & Hensley, 2014). Mahoney (2003, p. 238), for example, eloquently summed it all up by stating that "[t]here are no insignificant acts of kindness, no forgotten words of encouragement, no meaningless hugs of congratulations" when students remember their teachers long after they have left school even though they could hardly recollect the contents of their lessons.

## POSSESSION OF PERSONAL ATTRIBUTES

Personal attributes such as being creative, humorous, sincere, optimistic, consistent, firm, and fair but flexible were important tenets that teachers should

possess for a successful teaching career. Refer to Figure 13 for an illustration of some of the important personal attributes mentioned by the participants of this study for teachers to possess to succeed in teaching in the context of the Maldives. It is through such attributes that teachers are able to perform healthy, social, collegial and pedagogical practices that were perceived to be important for successful teaching.

Such attributes were identified in the literature as important for teachers to possess (Açıkgöz, 2005; Goldberg, 2003). However, certain attributes were noted to be worth exploring in light of the literature because of the way teachers were perceived in these communities. For example, a teacher was perceived as a very serious figure of authority (refer to the quotation of Fikry about having a noble character). However, humour was also noted by the participants, including Fikry, as an important feature of successful teaching which was also supported by research (Plunkett, 2006). Successful teachers were perceived to be fun-loving. This was observed to help diffuse frictions among various stakeholders (Wallinger, 1997). Humour is expressed through various means, including laughter and fun. Laughter, according to research "has been shown to boost [the] body's production of neurotransmitters critical for alertness and memory … [while] fun and pleasant experiences improve … the body's immune system" too (Fry, 2000, cited in E. Jensen, 2000, p. 125). This is important for teachers to remain healthy to attend school regularly as expected of them, so that the students do not miss on their valuable time as cautioned by principal Hazlaan.

Other aspects worth elaborating a little more could be attributes that revolve around the teacher's personal convictions about fair and equal treatment among all stakeholders. Teachers must truly believe that they should establish rapport and credibility with the stakeholders by modelling and practising fairness and respect in all circumstances and avoiding demonstrations of favouritism.

## ACHIEVEMENT OF ACADEMIC QUALITIES

Academic qualities such as being knowledgeable and skilful were noted to help arm the teachers with appropriate tools to practise effective pedagogical activities that are of utmost importance to fully function as successful teachers. Teachers

ought to be knowledgeable in subject content matters (Naashia Mohamed, 2006). Mastery of it was perceived to be fundamental to command stakeholders' respect without which no effective teaching was presumed to take place. Coupled with this, they ought to be skilful in their pedagogical practice to deliver the contents effectively (Spear-Swerling & Cheesman, 2012).

In fact, teaching was perceived as a lifelong learning profession as suggested by Suratno (2013) that also promotes teachers' motivation to be in the profession by quenching their quest for knowledge. These perceptions of the participants have been supported in literature (e.g., Brookfield, 1990; Olsen, 2010). The sets of skills and the bases of knowledge "defy detailed description", but could be observed (Hanushek, 1986, p. 1142), and teachers who possess and practice them "can't pass [them] on to the rest of us because they can't say what they do" and "[t]hey just "know" what to do and do it effortlessly and naturally – intuitively" at the right times (Saphier et al., 2008, p. 1).

To help children become successful and productive citizens in the 21st century, all "teachers must know their subject areas deeply, understand how children learn and be able to use that knowledge to be able to teach well, use modern learning technologies effectively", and they must also be well versed with techniques and know-how on how to work collaboratively with all stakeholders "to create rich" and innovative "learning environments" for their students (NCTAF, 2003, p. 7).

Due to the fragmentation of the communities to separate small islands, this learning environments in the Maldives, become the whole islands. According to Saphier et al. (2008, p. 14) the "{T} total environment of a school" – in the case of the Maldives the whole island – "has a powerful effect on the students' learning" and hence, to succeed in teaching, teachers not only have to have the knowledge to teach well, but also must have the ability to turn those environments into "optimal learning environment[s]" (Moè, Pazzaglia, & Ronconi, 2010, p. 1145).

In a changing world, teachers' knowledge base could never be sufficient or surplus, but remains dynamic and ever demanding. Olsen (2010, p. 48) "attempts to graphically illustrate this idea of teacher identity [synonymous with professional identity, p. 43] as both process and product, as both the influences on teachers' knowledge and the effects of those influences" with the following diagram.
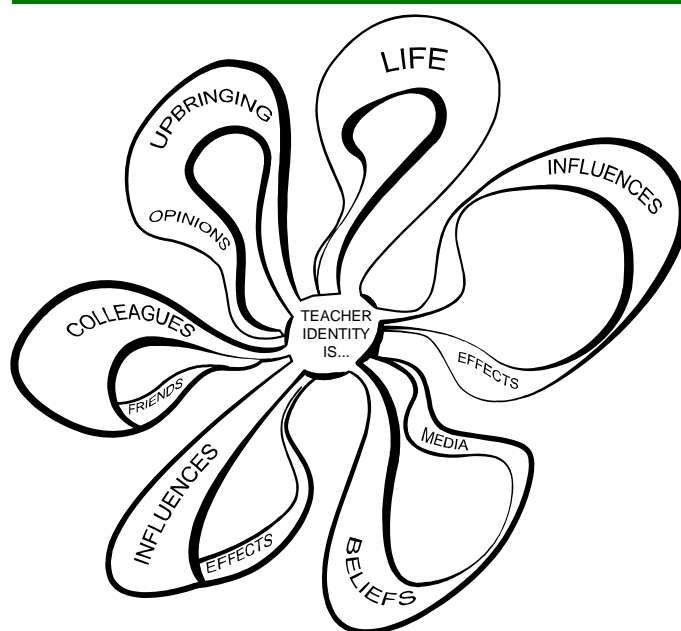
**Fluidity and complexity of Teachers' Knowledge**

"Think of the figure as sets of influence-and-effect ribbons that move and flutter into and out of a dynamic center, constantly changing and being changed by experience and by the influence of other ribbons. The center is your identity. And ribbons become filled with the themes of your life – those life experience that continually shape and reshape you in the flow of everyday practice". p. 48

Source: Olsen, 2010, p.49

**Figure 15: Knowledge, Learning and Identity for Teachers**

However, despite the apparent fluidity of teachers' knowledge base, some commentators have tried to elaborate on it (Adoniou, 2015; Saphier et al., 2008, pp. 1-8). For example, Adoniou (2015), confessing the complexity of the teachers' knowledge, classified it into six domains as knowledge about (1) content, (2) theory, (3) teaching, (4) learners, (5) school context, and (6) socio-cultural politics. Saphier et al. (2008, p. 14), in their book on "The Skillful Teacher", stated that the "knowledge bases of a professional teacher are many, diverse, and complex; and skilful teaching requires systematic and continual study of these knowledge bases". They also identified six types of professional knowledge essential for successful teaching. They are in Figure 16.

The motivation to enter the teaching profession was found to be positively correlated with the general pedagogical knowledge (GPK) gains of the teacher trainees which contributed to motivating them to succeed through higher levels of GPK, enabling them to practise teaching better (König & Rothland, 2012). Consistently, the present study also demonstrated that the achievement of academic qualities by teachers with continual upgrading of their knowledge base serves both as a requirement for successful teaching and as a motivational

influence for the successful teachers to remain in teaching as pointed out by Ingersoll, Merrill, and May, (2012).
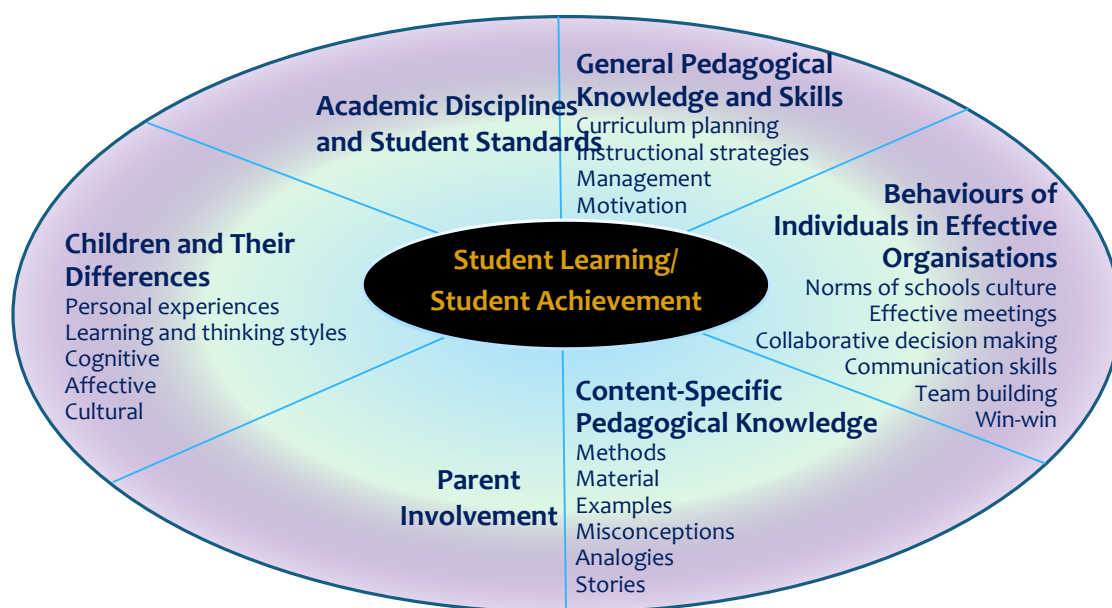


Source: Adapted from Saphier, Harley-Speca and Gower, 2008, p. 7

**Figure 16: The Knowledge Bases for Professional Teachers**

## EXCEPTIONAL PRACTICE

The results of the present study revealed that successful teachers had to have the ability for exceptional collegial, social and pedagogical practices. They were perceived to maintain good rapport not only with the school community, but also with the wider island and ministerial community. They were expected to present themselves as role models for the whole national community. They have to have the capacity to influence the students, their parents, and others associated with students to achieve remarkable academic results so the students develop into useful and acceptable citizens.

## REMARKABLE ACADEMIC RESULTS

With a highly academic-result-orientated formal education system in place, the students and the schools are constantly in competition with each other. Hence, the teachers who are capable of helping students achieve good academic results were considered to be successful teachers.

To bring out these results, the teachers were perceived to have certain emotional, personal and academic qualities. With such qualities they were also seen to exercise certain pedagogical practices in addition to their collegial and social practices. They plan their activities diligently with clear and precise objectives (Naashia Mohamed, 2006). They take stock of the available resources at hand (which often are rare, particularly in the case of the remote islands) to manage with what is available, and improvise. They inspire, motivate and monitor other people, including the children and parents, to make a contribution to achieve the desired results. In short, they fully dedicate themselves to the betterment of other people (including students) by discharging whatever other duties necessary to achieve the set targets for students. They equally enjoy and celebrate students' success.

## RAPPORT WITH THE COMMUNITY

Among the exceptional practices of successful teachers in the Maldives, maintaining a strong rapport with the community was perceived important. Communication among teachers and between various stakeholders was found to be a key element to maintain the rapport as indicated by Fives and Alexander (2004) The successful teachers communicate their expectations to various parties in the community. They make use of any opportunity to speak with the people in the community and listen to them attentively with intentions to support and help them with any issues they may have. They strive to know not only the students but also everyone, related or not to school, formally as well as informally, and socially. The smaller the island, perhaps the more important for teachers to know everyone as the frequency of coming into contact with each other may be higher. They build community confidence by respecting the community members. This was intended to be reciprocal as well, with the community respecting the teachers.

## COMMUNITY MENTORS

Mentoring novice and untrained teachers was perceived to be a characteristic of successful teachers where the proportions of foreign teachers, who often request transfers from school to school, are high. Performing the role of mentor by successful teachers was perceived important to avoid the new, novice, and

untrained teachers feeling "lost at sea" as warned by Kauffman, Johnson, Kardos, Liu, and Peske (2002, pp. 273-300). In addition, in the Maldives, the successful teachers were expected and perceived to mentor students and other members of the community as well due to the nature of the transparent living in these very small communities.

The successful teachers were seen to be highly regarded people from whom others sought advice not only in teaching and managing classes, but also in managing children at home, and in other social issues. They were expected to guide other people in communal work as well as in everyday life issues. The expectations on them are not confined to the four walls of the classroom or school because the educational site for indigenous people is not just the school but homes, families, communities and the whole island (Dei, 2012). Even when they are out of school, in other activities they are seen by the community through their title in the school as teacher, principal or headmaster.

Often they are addressed by students and others as "mudharris" or "principal" or "head" or "headey" even long after they had left the school. This is what Mahoney (2003) reported on recollecting how he was remembered by his students after a lapse of a quarter of a century, by stating that "[E]very thing you do as a teacher counts" because you are remembered as "who you are, what you stood for, and how you treated them … long after the day-to-day lessons were forgotten" (p. 238). Students reported in the present study to have often picked teachers as their role models who had a long-lasting impression of them. Hence, teachers were expected to become "angel-like" role models who could build character and everyone, by nature, in an Islamic belief, has the ability to become either like an "angel" or the "devil" (Khalid, 2015).

## ANGEL-LIKE ROLE MODEL

Uniquely to the Maldivians, the results highlight that a teacher is a public figure and a role model. To become successful, a teacher is expected to be an angel-like character who demonstrates the role of the teacher as a model like an angel. In the Muslim community of the Maldives, until quite recently, a religious text book used in schools had a description of the angel which was expected to be learnt (often memorised) by students (M. Jameel, 1948). The description (on the very

first page, unofficially translated) provides the notion that an angel is exceptionally beautiful/ handsome with no shortcomings or defects either in their appearance or performance and never fails to perform the assigned duty to God but performs extremely precisely and accurately.

This description seems to fit to the picture the participants of this study have portrayed of a successful teacher in the Maldives. These may well be the expectation, but the hard truth is that no human being is infallible. The changing phase of Maldivian society also causes a loss of homogeneity in expectations, making it even harder for teachers to fulfil the expectations. Hence, teachers too are bound to fall behind expectations and make mistakes. In addition, the high expectations actually amplify whatever gaffes the teachers may make in 'the talk of the island' and also in the public media, serving as deterrents for quality people to join the profession.

Nonetheless, a successful teacher must carry out the teaching and associated duties diligently and intelligently on time as most of the schools are very strictly timetabled with bells, and often teachers change for different subjects and activities. Such teachers perform their duties willingly with no hesitation to take up more duties/responsibilities related or unrelated to direct teaching when and if assigned. In short, such teachers must know their subject areas deeply, with a high ability to articulate it to others by using modern learning techniques informed by philosophies on how children learn while keeping close relationships with stakeholders to create and maintain rich learning environments that foster community development.

A successful teacher serves as a powerful example to the community in all walks of life. Successful teachers demonstrate themselves as role models in their personal cleanliness as well as in the way they present themselves with acceptable attire at appropriate events (Akintomide, 2011; Molloy, 1988). The way of dressing and presenting oneself at various functions must comply with the norms and acceptable standards of the community. They set examples to the community in the way they speak, in the use of appropriate language, and in performing their religious duties in a way that demonstrates exemplary character to the community. It is important that they go to the mosques to perform their

prayers to show by example and create opportunities for parents to ask their children to model.

Successful teachers exhibit excellent conduct, not only in their official life but also in their private and personal lives, which are often observed by the local community. Such teachers refrain from all undesirable activities such as fights and arguments with other people. They strive to build good character and conduct in their students as well as parents by setting themselves as role models. They also ask parents when they see them about their children and exchange views on how to remedy students' and parents' conduct.

Maldivian teachers were perceived to have been demonstrating innate qualities (discussed above) that were impossible to acquire but could be harnessed to facilitate their exceptional practices. They were also seen to acquire the ability to harness these attributes through studying, training, and living together in the community as important ingredients for their exceptional practices. However, the main question of this research was not whether these qualities were innate or acquired but what qualities were salient in successful teachers and what were the motivational influences for teachers with such qualities to stay on as teachers as attrition of such teachers may greatly hamper the educational aspirations of the society.

## PART II: MOTIVATIONAL INFLUENCES TO REMAIN AS TEACHERS

## INTRODUCTION

The major motivational influences for teachers as expressed by the participants of this study were presented thematically in the second part of the findings chapter. They were the "Island-life characteristics" that serve as motivational influences, the "cultural aspects" that contribute to motivation, and what was termed in this thesis as "the double S" of motivation. This section attempts to explore the theoretical and empirical underpinnings of these perceptions. It also attempts to cast light on the major international debates on what motivates people to drive into action, more precisely on what motivates successful indigenous teachers to remain as teachers.

# COMMUNITY EXPECTATIONS AND TEACHER ESTEEM

Out of the "island-life characteristics" that were perceived to have a strong effect on teachers' motivation and/or demotivation, the communities' expectations on teachers and teachers' desire to fulfil those expectations seemed prominent in the present study as indicated by MacBeath (2012, p. 14), who stated that "[t]eachers, unlike most professions, are burdened with excessive expectations from society at large, caught between high expectation[s] and low [or depleting] professional esteem". Parts one of both this chapter and chapter six have explored the perceptions of the qualities expected by the community for successful teachers and their theoretical and empirical footings.

Successful teachers in the Maldivian communities were expected to become role models for the community members and should often lead community activities on small islands. Such indigenous teachers were regarded as the principal perpetuators of the prevailing culture, religious beliefs, practices, and acceptable manners of conduct, while also preserving the national language viewed as part of national heritage. They were expected to be trustworthy and respected people as indicated by Engvik (2014), who were also observed to be presentable, both in their appearance as well as in their inner qualities that portray them as humble, well-disciplined, down-to-earth people whom the students and other members of the community could relate well to and have easy access to in the event that they wanted any assistance or guidance (Akintomide, 2011). It was observed as being the norm in these communities for its teachers (educated people) to be well presented as well as to have good inner qualities, to be trustworthy and firm, and people on whom others can depend upon in times of need. This required teachers to be sociable and accessible people as Siope (2011) observed for teachers of Pasifika students in New Zealand. (I was woken up while sleeping in the principal's house when I was a teacher/principal in the middle of the night by parents' knocks on my door with student/children related issues.)

Successful teachers were found to be eager to function in leading capacities in communal activities and serve as role models in all respects for the entire community, rather than just their students on these small islands. Community perception, in the long run, counts on the teachers' success and hence the

community becomes the most invaluable asset for teachers to rely on to invigorate them at times when they lack motivation. This is a reciprocal process where the teachers draw inspiration and help from the community as Akintunde (2013, p. 33) puts it with the "Japanese proverb … [of] none of us is as smart as all of us" – the community, which – "gives … collective wisdom" to teachers to succeed and the teachers in turn fulfil the community expectations by their performance. Acceptable performance has a positive association with motivation to stay on in performing a role (Ng & Feldman, 2008). Knowing that these expectations are being fulfilled through words of appreciation and praise by community stakeholders boosts teachers' morale, contributing to their self-esteem, and thereby serving as a motivational influence that raises their status and prestige that in turn sustains motivation to remain teaching.

Teaching was (and is) regarded as the "best profession" (Hazlaan's quotation) in the Muslim communities of the Maldives. In Islamic history, during the time of the Prophet (SAW), teaching of literacy for ten children of Medina was known to have been prescribed as ransom for the literate prisoners of the famous battle of Badr, when they "had no money to redeem them" (M. M. D. M. Ahmed, 2005, p. 289). Some Maldivians believe that the responsibility of teaching is a religious obligation too (Abdul Hakeem, 2014) just as gaining knowledge is obligatory in an Islamic perspective. Perhaps, due to these beliefs the successful Maldivian teachers also develop the utmost important ingredient of passion for teaching in order to succeed. Passion was observed by some writers too as one of the most important qualities of a teacher that makes the desired difference to students (Carbonneau, Vallerand, Fernet, & Guay, 2008; Day, 2004). Fried (2001, p. 16) stated that "it is the teacher's passion that leaps out" of everything else in teaching.

Because passionate teachers were often observed to make positive changes in students, their passion and their tenacity (E. A. Locke & Latham, 2006) also become strong motivational forces for teachers to fulfil other expectations of the community to remain as teachers well loved by the community. The passion for teaching required teachers to be qualified, and to perform their roles properly and effectively in order to be able to bring fame to their own islands through achieving high academic results for their students (good results in turn serving as a

motivator too). The successful teachers were also observed to be caring and fun-loving with a sense of humour but always avoid engaging in behaviours that were not acceptable to the societal norms.

Due to the small size of the communities, their expectations were easily communicated and understood by teachers through various formal and informal means such as the common culture and religion. Hence, teachers were perceived to strive to achieve fulfilment of these expectations. They strive to achieve the blessing of the community that was observed to help achieve the status they aspire to and that the community in turn also expected them to have. This was the gist of what Hussain (2014) tried to convey by defining success in terms of piety and winning the hearts and minds of the people through good deeds. So, all these were interrelated and wound together with one influencing the other.

These expectations and the desire to meet these expectations may be assumed to have religious connotations too. For example, it was known through various easily accessible media that the beginning of the revelation of the Noble Qur'an to the Prophet (SAW) came as a command to "read" which in one way was observed to indicate the religious importance of seeking knowledge (Naik, 2014). Also there were a number of commonly quoted "Hadith" (The sayings or traditions of Prophet Mohamed (SAW)), that called upon people to quest education. One of them (irrespective of its authenticity and variability of wording (S. Hassan, n.d; S. Saeed, 2002) could "un-authoritatively" be translated as "pursue knowledge, even if you have to travel to China in the pursuance!"

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(Perhaps, the journey from Saudi Arabia to China would have been very difficult or near impossible, if not completely so, some 1400 years ago during the time of the Prophet.) It is commonly believed that seeking knowledge is obligatory for Muslims as they must be kind and caring to each other in all respects.

In essence, according to Badi (2001), Muslim scholars agree that "Islam calls for, and encourages its followers to build a caring society, where its members support, help and care for one another" (p. 131) and be "always a good person who says only good things and does that which benefits his community" (p. 146).

The scholars also have emphasised the distinction between "Hasad" (meaning envy, desire with a negative connotation) and "Ghibtah" (meaning a desire to achieve the good qualities others have) which is "positive behaviour which motivates you to do good in order to be as good as others. For example, when you see a knowledgeable person, you admire and wish to be knowledgeable like [that person]" or be able to do good deeds as others do (p. 135).

Quite related to the "island life characteristics", another set of motivational influences, termed here as "cultural aspects" was also identified. In short, culture could be defined as the way of life and hence, the way of life often and naturally would tend to be highly dependent on the environment in which one has to dwell, because "cultures arise in different geographical regions and environments" as claimed by Moglia (2015, p. 524). Therefore, the island life basically would have shaped the cultural aspects.

## RELATIONSHIP WITH STAKEHOLDERS

Among the cultural aspects of motivational influences, the participants of this study highlighted the sense of belonging and relationship as one of the most salient motivational influences for teachers. For successful teachers too, as pointed out by Bernstein-Yamashiro and Noam (2013), "the human connection gives visible meaning and tangible purpose to their work" (p. 56). The relationships they have with the school authorities and other stakeholders "encourage teachers to apply their expertise, abilities, and efforts towards shared purposes" (Bernett & McCormick, 2003, p. 70). Safe and enjoyable "emotional connections set the tone for everything else" and everything else gets built on the foundation of constructive healthy relationships that exist among the stakeholders as the "brain remembers emotional memories" (Darling-Kuria, 2010, p. 47) fondly and also for a longer time (Mahoney, 2003).

As such, many motivation theories (e.g. Alderfer, 1972; Deci & Ryan, 1985; Mathes, 1981; McClelland, 1961) supported by empirical evidence (e.g. Fullan, 2011; Hawk, Cowley, Hill, & Sutherland, 2002; Maccoby, 2010; McClelland & Burnham, 1976; Riley, 2008; Vadher, 2003) contemplated relatedness, belongingness, or relationships as some of their most conspicuous features.

Table 7 provides some of the prominent motivation theories with "relationship" (or related terms) as one of the main components shown in column two of the three basic tenets columns.

In fact, relatedness was observed by some commentators to add greater dimensions to some motivation theories. For example, Carver and Scheier (2000) postulated that the addition of "relatedness" to SDT (Deci & Ryan, 1985) had made the theory broader and the other two facets of the theory – competence and self-determination – could be applied as qualities of relatedness. The findings of the present study signified the pervasiveness of the sense of belongingness and relationships among the stakeholders, both as motivational influences and pre-requisites for successful teaching in this case.

Consistent with Ajzen (1991) and Riley (2008), the contributing factors that foster the development of the sense of belonging and relationship by the Maldivian teachers were found to be quite unique as cultural aspects on these islands, as acknowledged by some authors (e.g., O'Shaughnessy, 2009), were also unique. This strongly support the claim that motivation is inseparable from culture (Wlodkowski & Ginsberg, 1995) and that it is a social phenomenon (Buunk & Nauta, 2000; Nolen & Ward, 2008). However, the uniqueness of the Maldives' culture resulted in a dearth of empirical literature to support these factors as motivational influences for teachers.

Presumably this also echoed the statement of Klassen et al. (2010) calling for researchers to consider physical and geographical conditions while exploring teacher motivation.

**Table 7: Some Famous Motivation Theories with Relationship as a Salient Feature**

| | Author | Theory known as | Basic Tenets of Motivation Theories with the Tenet Related to Relationship in Column | | |
|---|---|---|---|---|---|
| | | | ▪ 1 | ▪ 2 | ▪ 3 |
| 1 | Deci & Ryan 1985 | Self-Determination Theory | Competence | **Relatedness** | Autonomy |
| 2 | Deci 1971<br>Deci 1975<br>Deci & Ryan 1985 | Intrinsic Motivation | Competence | **Relatedness** | Autonomy |
| 3 | Alderfer, Clayton 1972 | ERG Theory | Existence | **Relatedness** | Growth |
| 4 | Adams, J. Tracy 1963, 1965 | "Adams' Equity Theory,or Inequality Theory" | Give | **Relationship** | Take |
| 5 | Seligman,      Martin (2011) | "PERMA" | 1- Positive Emotion<br>2- Engagement | **3- Relationships** | 4- Meaning<br>5- Accomplishment |
| 6 | Rowland, Ian 2012 | The Psychic's Seven | 1- Health & Well-being<br>2- Money & Material Comforts | **3- Love, Romance & Relationships** | 4- Career & Progression<br>5- Travel<br>6- Education & Pursuit of New Knowledge<br>7- Ambitions, Hopes & Dreams |
| 7 | McClelland, David 1971, 1975, 1976 | Acquired Needs Theory, The Three Needs Theory | Achievement (nAch) | **Affiliation (nAff)** | Power (nPow) |
| 8 | Spitzer, Dean 1995 | Spitzer's 8 Desires of Motivation | 1- Power<br>2- Activity | **3- Recognition**<br>**4- Affiliation** | 5- Competence,<br>6- Ownership,<br>7- Meaning<br>8- Achievement |
| 9 | NonViolent Communication, 2005 | CNVC Needs Inventory | 2- Physical Well-Being<br>3- Honesty<br>4- Play | **1- Connection** | 5- Peace<br>6- Autonomy<br>7- Meaning |

| | Author | Theory known as | **Basic Tenets of Motivation Theories with the Tenet Related to Relationship in Column** | | |
|---|---|---|---|---|---|
| 10 | Nickbuik, 2007 | The 5 Psychological Motivators | 1- Prestige | **2- Connections** | 3- Security<br>4- Curiosity<br>5- Experience |
| 11 | Glasser, William 1998 | Glasser's Five Needs<br>Choice Theory<br>Five Basic Needs Theory | 1- Survival<br>3- Power | **2- Love and Belonging** | 4- Freedom<br>5- Fun |
| 12 | Maslow, Abraham 1943 | Hierarchy of Needs Theory | 1- Physiological | **2- Safety<br>3- Belonging, Love<br>4- Esteem** | 5- Self-Actualisation (Two more added later)<br>6- Need to Know and Understand<br>7- Need for Aesthetic Beauty |
| 13 | Reiss, Steven 2000 | Reiss' 16 Human Needs | 2- Curiosity<br>3- Eating<br>6- Idealism<br>7- Independence<br>8- Order | **1- Acceptance<br>4- Family<br>5- Honour<br>10- Power<br>11- Romance<br>13- Social Contact<br>14- Social Status** | 9- Physical Activity<br>12- Saving<br>15- Tranquillity<br>16- Vengeance |
| 14 | Price, Sue 1994 | Price's Eight Needs Domain | 1- Physical<br>2- Physiological<br>3- Psychological | **4- Social** | 5- Emotional<br>6- Intellectual<br>7- Educational<br>8- Spiritual |
| 15 | Bass & Dunteman 1963 | Three Motivations to Work | 1- Task-Oriented | **2- Interaction-Oriented** | 3- Self-Oriented |
| 16 | Pachard, Vance 1957 | Packard's Eight Hidden Needs | 4- Creative Outlets | **1- Emotional Security<br>2- Reassurance of Worth<br>3- Ego Gratification<br>6- Sense of Power<br>7- Roots** | 5- Love Objects<br>8- Immortality |

| | Author | Theory known as | Basic Tenets of Motivation Theories with the Tenet Related to Relationship in Column | | |
|---|---|---|---|---|---|
| 17 | Murray, Henry 1938 | Murray's Needs | 1- Ambitions<br>2- Material Needs | **3- Affection Needs** | 4- Status Needs<br>5- Defence Needs<br>6- Information Needs |
| 18 | Kahler, Taibi 1975 | Kahler's Drivers or Transactional Analysis of Drives | 1- Be Perfect<br>2- Be Strong | **3- Please Others** | 4- Hurry up<br>5- Try Hard |
| 19 | Max-Neef, M., Elizalde, A. & Hopenhayn, M. 1991 | Max-Neef Needs | 1- Subsistence<br>2- Understanding | **3- Protection**<br>**4- Affection**<br>**5- Participation**<br>**8- Identity** | 6- Leisure<br>7- Creation<br>9- Freedom |
| 20 | Schein, Edgar H 1978, 1990 | Career Anchors | 1- Security and Stability<br>2- Autonomy and Independence<br>3- Creativity and entrepreneurship | **6- Other Anchors**<br>  - **Variety and Change**<br>  - **Power and Influence**<br>  - **Helping Others** | 4- Technical/ Functional competence<br>5- Managerial Competence |
| 21 | Horney, Karen 1942, 1950 | Horney's Neurotic Needs | Moving Against People | **Moving Towards People** | Moving Away from People |
| 22 | Vroom, Victor 1964, 1995 | Expectancy Theory | 1- Expectancy | **3- Valence** | 2- Instrumentality |
| 23 | Hull 1943 | Drive Theory or Drive Reduction Theory | 1- Primary Drives | **2- Secondary Drives** | |

The complexity of teacher motivation and its inter-dependency upon a complex array of personal, social, cultural, economic and political conditions that govern the situations in which teachers function were also supported by the findings of this study as indicated by Goodenow & Grady (1993, Hynds & McDonald (2010), London (1983), and Tadajewski (2006) among others. Based on a study in the islands of the Philippines, Advincula-Lopez, Saloma, and Cabilavo-Valencia (2003) reported that "teaching activities are affected by the teacher's networks of interpersonal relations and by larger social systems such as kinship, stratification, knowledge, religious and government institutions" (p. 63). The settings and relationships basically determine the working life trajectories of the teachers, particularly in close-knit societies like those of the Maldives on small islands. The "absence of [such] strong social and kinship networks [to] draw upon" would hamper all the stakeholders' desires to help children to succeed (Sime & Sheridan, 2014, p. 340), negatively impacting on the morale of almost all stakeholders, particularly that of the teachers.

The "kinship and friendship", the need for "face-to-face interactions" and the tendency "to develop closely integrated societies containing a convoluted network of personal relationships", identified by Isaam Mohamed (2003, p. 10-11) as enduring features of SIDS, seemed to have played a part in influencing teachers' motivation in these localities. The parents' pressure and their wish for their children to return with teaching qualifications to their home island, and the preference to return to their home island with a desire to stay with the extended family to help their parents and others were perceived by the participants of this study as motivational influences while "family life is [noted to be] the norm and single life is the rare exception … in a truly Islamic Society" (Azeem, 2012, p. 55). These influences in turn were observed to provide opportunities to strengthen bonding and kinship through other social events and warm community receptions extended to teachers that create a sense of security and safety for teachers.

## THE WORKING ENVIRONMENT

Among many theories, Theory Z (Ouchi, 1981) envisaged a happy and intimate relationship among a working group as one of the pertinent motivational influences. Goodenow and Grady (1993, p. 68) asserted that "when [people]

believe[d] that others in the environment like and value them … [a]lmost all people find school [or other work settings] more enjoyable, worthwhile, and interesting" while Herzberg reiterated his long-time proclamation once again in 2003 that the only way to motivate employees to remain (in this case as teachers) was by "mak[ing] their jobs more interesting" (Herzberg, 2003, p. 87). Ryan and Deci, (2000, p. 55), among other authors (e.g., Lai, 2011), classified "inherently interesting or enjoyable" actions/activities/jobs as intrinsically motivating.

In order to maintain such relationships and remain as successful teachers, the teachers have to have the ability to effectively and attentively communicate with various stakeholders (Polk, 2006). These relationships can be maintained by demonstrating certain emotional traits such as passion, compassion, patience, kindness, love, and care for other people as expressed in the traits of a successful teacher (Kapukaya, 2012; Plunkett, 2004). All these traits were perceived by the participants of this study as qualities of successful teachers. The demonstration of these emotional qualities was also perceived to be an expectation of the stakeholders, which the teachers in turn wished to meet. Their wish to meet these expectations served as a motivational influence and also contributed to strengthening relationships within the working environment. Kinship was noted as an organisational characteristic in SIDS (I. Mohamed, 2003). Hence, in schools too (together with the small communities in which the schools are located, in the case of the Maldives, due to the prominence of school in community affairs) it becomes important for teachers to succeed while Ouchi (1981) supports this notion by emphasising close relationships and a familial working environment as great motivators.

## QUEST FOR KNOWLEDGE

In addition to maintaining a healthy relationship with the stakeholders as both a quality and a strong motivational influence for successful teachers, they were also perceived to be motivated by their consciousness of their responsibility in educating the people and contributing to the development of the nation and ultimately to mankind in general. This consciousness might have been created due to various cultural beliefs and religious teachings. "Seeking knowledge" is sometimes believed to be "the way to paradise" (H. Ahmed, n. d). Culturally,

educated people are often respected people, particularly if they were teaching, because it was also taught in schools to respect teachers (M. Jameel, 1939) unless they had made mistakes in their community to defame themselves in the eyes of others, despite being educated. Islam, according to various scholars (e.g., Naik, 2014), commands the believers to seek knowledge (Qur'an 20:114)[23] and those who possessed knowledge are promised a high rank (Qur'an 58:11)[24] even though all Muslims (believers of Islam) are equal but the most honoured among the believers are the most pious (Quran 49:13)[25], and piety can only be achieved through knowledge (Quran 35:28)[26].

Contemporary knowledge confirms that by nature human beings have brains that are "both plastic and resilient, and always eager to learn" (Ratey, 2001, p. 17) with innate learning processes that produce "the so-called pleasure chemicals, serotonin, dopamine, and endorphins" when they learn (Smilkstein, 2011, p. 106). These chemicals, according to Ratey (p. 117), "are the key factors in feeling satisfied and rewarded, and therefore in providing motivation" to achieve higher levels in gaining knowledge. Curiosity as "the desire for knowledge" is listed as third in "[t]he 16 basic desires that motivate our actions and define our personalities" (Reiss, p. 17).

Contemporary science also confirms that human beings are "hard-wired for giving" (Svoboda, 2013). They derive pleasure by giving away whatever they can

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[23] Qur'an, (Surah Ta-ha, 20: verse, 114) "Then High above all be Allah, the True King. And be not in haste (O Muhammad ﷺ) with the Qur'an before its revelation is completed to you, and say: "My Lord! Increase me in knowledge." Translation: **Interpretation of the Meanings of The Noble Quran Published by Dar-us-Salam Publications**.
"Seeking knowledge is obligatory upon every Muslim (male and female)." **(Hadith no. 224, Sunan, Ibn Maajah)**

[24] Quran, (Surah Al-Mujadilah 58: verse, 11) "O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do." Translation by Sahih International

[25] Quran, (Surah Al-Ĥujurāt, 49: verse, 13) "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted" Translation by Sahih International.

[26] Quran, (Surah Al-Fitr, 35: verse, 28) "And of men and *Ad-Dawab* (moving living creatures, beasts, etc.), and cattle, in like manner of various colours. It is only those who have knowledge among His slaves that fear Allah. Verily, Allah is All-Mighty, Oft-Forgiving." Translation: **Interpretation of the Meanings of The Noble Quran Published by Dar-us-Salam Publications**.

or helping others while the degree of willingness to give or help may vary from person to person (Palm, 2014; Snibbe, 2006). It is the same sort of "reward processing" activity the brain shows when they give mandatorily or voluntarily (Harbaugh, Mayr, & Burghart, 2007, p. 1622). Similar kinds of "pleasure chemicals [like] dopamine" are excreted in the brain (Palm, 2014, p. 2).

Gaining and imparting knowledge seems to work on the same principle. Unlike knowledge, material wealth is often believed to run out if one gives more. While modern science helps us to uncover the biological basis for feeling pleased through giving, Islam prescribed for its believers a compulsory fixed measure of charity – Zakah – as its third pillar to "purify one's wealth", and exceeding with optional charity is believed to bring in more wealth or rewards in the afterlife (Niamathullah, 2014; Stacey, 2012). As mentioned elsewhere, in an Islamic perspective, gaining knowledge is obligatory for the individual (S. Ali, 2015), rather than a human right for the individual for whom others have to provide (UNICEF, 2007). This seems to imply that in such a community, which fully upholds the principles of Islam, avenues for gaining knowledge should be available as human beings would be willing and would take pleasure by giving or helping others; in this case sharing their knowledge with others is a way of giving. In the modern world, the right to education or the right to knowledge is acknowledged to be a basic human right and it is obligatory on the part of the others – often the state – to provide for this right (Alam, 2008b; UNICEF, 2007).

Born and bred in a place where there is a culture with a religion seemingly so aligned with the biological nature of human beings, the successful teachers in the present study were perceived to be motivated like any other human being to gain knowledge and disseminate it. They in turn inculcate these needs in their students who also become eager to do the same with a strong cultural influence in the "appropriation" process. Through this process the teachers also become convinced that they have a responsibility to pay back to their island or country that has contributed to their development. Also, because they have to build a better world for future generations, including their own offspring, they feel the need to be educated and also to educate others. Hence, these become important motivational influences for teachers to remain in fulfilling these conscious duties.

## INTRINSIC, EXTRINSIC OR ALTRUISTIC

'Are teachers motivated because of intrinsic or extrinsic or altruistic factors?' is a question often asked. Effectiveness of using extrinsic rewards to motivate people is a debated issue in the motivation literature. Vigorous and rigorous arguments exist in literature about whether the intrinsic factors or the extrinsic factors most prominently motivate people to act or enhance performance.

For a glimpse of such debates, refer to Deci, Koestner, and Ryan (1999) who demonstrated the negative effects of extrinsic rewards on motivation with a meta-analytic review of experiments, and Lepper et al. (1999), who, with another meta-analysis, indirectly accused Deci, Koestner and Ryan, of misusing meta-analysis. Also refer to Eisenberger et al. (1999) who, with a meta-analysis, argued that the effects of extrinsic rewards on motivation are positive and neutral as well as negative while Deci, Ryan, and Koestner (1999), in reply to the aforementioned six authors, concluded that "[t]he undermining effect [of extrinsic rewards on motivation] is a reality after all" because of the fact that they do influence behaviour (p. 692).

There is no definite answer with which all debates may end. Perhaps, this question was so often asked because of the desire to generalise the findings. This thesis has argued that teacher motivation is such a profoundly contextual and culturally embedded phenomenon that this is not the appropriate question to ask (refer to E. Richardson, 2014 for some supporting evidence) when there is no real consensus among researchers about what actually constitutes intrinsic, extrinsic, or altruistic motivational influences. The question, rather, should have been (as Yin, 2014 suggested for case studies), what, why, and how the teachers in a particular situation are motivated to achieve the desired results effectively and successfully (Reinholdt, 2006). But does that matter whether the factors are extrinsic, intrinsic, or altruistic as long as we know what factors motivate what teachers in what circumstances so that informed decisions can be made to sustain motivation?

According to Saphier et al., extrinsic rewards do not motivate people to do complex challenging activities while teaching is considered to be "one of the most complex human endeavours imaginable" (2008, p. 1). In fact, Otterness (2009),

who claimed to have worked as a rocket scientist for nine years in "Polaris missile and the Apollo man-on-the-Moon project" before career change to being a teacher in kindergarten, elementary and high schools, has compared teaching with rocket science declaring that teaching "is not rocket science. It's more complex … genuine puzzle that is both challenging and interesting" (p. 86, 88). Therefore, it may be inconceivable to imagine that the participants of this study, quite contrary to Mosa, Zohora, Mishra, Leng, and Darusalam (2013), Kibikyo and Samanya (2007), genuinely perceived extrinsic factors such as salary, bonuses, or an overtime allowance as real motivators for teachers to remain in teaching even though some participants strongly expressed the need for higher salaries for teachers to keep them motivated.

## SALARY AS STATUS

In this study, "the double S of motivation" is used to indicate salary or income (fringe benefits, bonus etc.) and status (prestige, respect, dignity etc.) achieved through teaching as motivational influences. At a very superficial level, by looking at the data of this study one could very easily conclude, quite contrary to Herzberg's (1966) two-factor theory, that salary, overtime allowance, bonus and other financial perks consistent with Latham (1998) have been perceived by the participants to be motivational influences). According to Herzberg's theory, the salary *per se* does not serve as a motivator, but it is a hygiene factor. However, different countries have adopted different ways of remunerating teachers for their achievements while some authors have issued "red alerts" (e.g., K. Davis, 2010), indicating the impracticality of remunerating teachers appropriately through some of the common mechanisms like performance pay for teachers. Good teaching, perhaps, is one of those activities to which an absolute price tag without "feeling" is most inappropriate even though some argue for a monetary price for everything (Porter, 2011; Roberts, 2008).

A lot of participants of this study have expressed their views on salary and other financial rewards as motivational influences but a closer look at the conversations surrounding their mention of monetary incentives indicated that there were some other issues that they were wanting to solve through having been allocated high salaries and other financial incentives. It was not about the amount of money, in

principle, that they were concerned about; it was seen more of a measure of recognition and valuing of their important work, rather than the money *per se.*

Salary or other financial rewards became evident when talking about motivators, but often they were mentioned as a comparison between other people's income and teachers' income. People perceived salary as a motivational influence, perhaps because through salary they achieve some other goals they aimed for. A comparable salary seems to be a matter of status too (Su, Hawkins, Zhao, & Huang, 2002). It was more or less observed to be a way of valuing the teaching profession rather than teachers themselves looking for more money. The issue arises when the society tended to view teachers' salary as a benchmark of their value (Porter, 2011). Teachers' salary was perhaps assumed to be a measure with which the status of the teacher or the profession could be estimated. A reasonable comparable income for a decent life was actually what mattered, if this was not the case.

In one sense, salary and/or other fringe benefits were expected by teachers as a form of recognition that contributed to their status in society (Aydin, Demir, & Erdemli, 2015; Mondal, 2015). The social status and the trust teachers had in the society seemed to have been regarded as great motivators as indicated by Sahlberg (2013). This negates the argument against the financial extrinsic rewards as being a vicious cycle, and the moment salary fails to be on the increase, motivation drops. The financial benefits were observed as necessary to be on a par with other government sectors. It was implied that the motivational influence of remuneration and other benefits of teachers would be sustained as long as they did not fall below those of the other government sectors or competing professions within the CS.

McClelland's theory X may not work as teachers need to have freedom and authority to work better. But teachers in the Maldives expect them to be monitored. This is an indication that the teachers rely on professional guidance from their superiors as indicated by A. M. Price (2008), implying that the system of "schools without principals" (Creighton, 1999) may not work in the case of the Maldives unless there is a mechanism to provide the much needed professional guidance by other means as anticipated by other authors (e.g., Chirichello, 2001).

One of the major reasons why the idea of 'principal less schools' was experimented is to find ways to save on the expenses and to make more financial resources available for activities directly associated with teaching.

In the case of the Maldives, where a lot of schools are very small and when the teachers were found to need more freedom and authority, perhaps the idea of schools with no principals may be more economical and ideal (Barnett, McKowen, & Bloom, 1998). But based on the experience of this it may be feasible when the teachers are provided with opportunities, with due consideration to the caveats expressed by researchers (e.g., Hawkins, Graham, & Barbour, 2012; Stanišić Stojić, Dobrijević, Stanišić, & Stanić, 2014), to acquire higher qualifications with adequate support services online (or otherwise) as advocated for Chinese student teachers by Hou (2015).

Opportunities for acquiring higher qualifications and continuous learning were also motivational influences for successful teachers. Making use of such opportunities was a characteristic of successful teachers as they were believed needing to invest in their own education. Hence, this provision may serve a double purpose (Hou, 2015). At the same time, such provisions may create confident teachers who do not necessarily rely on the continuous monitoring of their work but can practise a fair degree of autonomy as expected by the participants of this study. This would, in the long run, reduce educational spending, contributing to achieving a third purpose of increasing the cost effectiveness in the provision of education.

The results of the present study suggested that the Maldivian teachers seemed to be quite incapable of taking negative criticisms, perhaps because of the undermining effect on their motivation as outlined by Deci and Ryan (1985). They need to hear more about their positive elements. This conclusion could be reached when the participants (Nazeem, Rifqa and Shafia) of this study implied the fact that teachers prefer to solve issues that involve teachers diplomatically rather than by making harsh critical statements to them. There were indications in the findings that the teachers took on board critical statements better and positively when they were expressed in informal social gatherings. These criticisms were also expected to be communicated in a non-offending manner,

paying attention not to belittle the teachers or deplete the respect and status they must continue to have in order to function as teachers.

# THRUSTS ON THE INDIGENOUS ISLAND LIFE AND MAJOR MOTIVATIONAL INFLUENCES

The Maldivians, like many others in indigenous communities, generally stand for their land, culture, religion and language. As such, the major motivational influences for the indigenous teachers to remain in teaching were also found to cluster around these values – the island life and the culture. However, due to various factors, there is tremendous pressure on these indigenous values. In the following three sections, I briefly highlight the thrusts on the indigenous Maldivian community which, in the long run, may have an impact on the perceptions of motivational influences for its teachers to remain in teaching.

## EROSION OF CULTURE – A THREAT TO SUSTAIN TEACHER MOTIVATION?

It is argued that the pillars of the Maldivian nationality are the common religion and the language (Naseer, 2014). They are viewed as the genesis of unity for the people to remain as one country (Haveeru, 2014). These are part and parcel of culture, the way people have been living on these islands. The power of globalisation and the global village are continually killing languages and destroying cultures. At the same time there is so much negative publicity in the media about the state religion and great thrusts of international pressure through organisations like the European Union (EU) on the freedom of religions in the country (EU, 2010).

The Maldives is often criticised by Western sources for its stance on the constitutional religion. Freedom of conscience is a highly demanded individual right for everyone everywhere by human rights activists and conventions, and hence, it is argued that there must be freedom of religion in every country. Others, however, maintain that a people as a country or a society as a whole must have societal rights where a society or the country has the right to decide on the national religion through legislation or constitution just like any other legislation on any other issue where, once decided through the so-called democratic processes, would have to be abided by all the people. In fact, in the case of the

Maldives, there has been pressure to amend the constitution to allow secularism with threats like economic sanctions and embargos by international organisations (Blogger, 2013; Robinson, 2013; UnderCurrentNews, 2013).

The language also has been having its own blows. There was a time in 1976 when the government decided to write all official Dhivehi correspondence in Latin script. All the officials were required to train in transliteration of Dhivehi in Latin letters. The main reason for this change presumably was the introduction of the telex machine – the new technology for transmission of messages speedily – and Dhivehi script (Thaana which often includes Arabic script to write Arabic or Urdu words) was incompatible with the machine. In addition, the absence of Dhivehi typewriters required the local language to be handwritten.

Not everybody could then write Thaana artistically and quickly even though most of the people could write legibly and read it. Often writings by different people would look different and some people could identify the writer by their calligraphy (Rodgers, 2000) which was also taught in schools. Rather than inventing a typewriter to enhance the writing ability and accelerating the speed of writing, the decision was to write the language in Latin letters depriving the local language of having its own unique scripts. This was seen as the demise of the script which has persisted for a long time despite its transformation during the course.

This blow to the language was later reversed in 1978 with a decision to write all appropriate official documents with the Thaana scripts. One of the most famous orators referred to this decision by saying [translated] that the "Thaana script we have to write and read was brought back into the country while it was drifting out with the ocean current through Gaadhookoa[27]. I won't talk about other things! Where is nationalism?" indicating the centrality of the language and its uniqueness to the nationalism of the Maldives (Shihab, 1987, n.p).

Later on, "Thaana Typewriter" was invented and "Thaana Typing Courses" as well as "Thaana Calligraphy Courses" for those who wanted to write it artistically were conducted by the government institutions; one I headed for some time.

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[27] Gaadhookoa is the channel between Male' and the southern tip of the airport's runway where there was a small island called Gaadhoo. This channel is the closest exit of the country from Male' and the usual passageway for the ships leaving Male' Harbour. During the time of sailing boats those that went out through this channel often risked the inability to return after the eventful, unreliable long sailing journey.

Commercial production of these typewriters and the conduct of courses for government employees as well as the public seemed to have armed the people with the know-how to use the typewriter so that the local language was written more speedily in its own scripts until it could be written with computers. Now Thaana can be easily written and word processed in some of the software programmes in Microsoft office suite by installing selected components for Windows, and fonts, and then selecting Dhivehi as the language, but still it lacks the ability to be fully technology compatible (Naafiz, 2010).

Despite the reversal of the decision on the use of script, the language has not been that popular among some students of English medium schools, perhaps because credits in Dhivehi language hardly contributed to the students' ability to secure opportunities for scholarships to study abroad. Only a few courses offered locally take credits in Dhivehi as plus points for intakes, even though, the first Maldivian crafted degree course was the Bachelor of Arts (Dhivehi Language) (Haleem, 2003), which is still being offered by the MNU. Recently, the government was accused of trying to make Dhivehi and Islam optional in some levels of the school curriculum (Raaniya, 2010: Shifleen, 2010). So, it could be argued that the threat of extinction of the language still exists. With an extinct language, a lot of contextually developed wisdom and culturally created knowledge also become extinct, often depriving the society of its ability to make use of the island environment rather than augmenting this capability.

These developments are likely to have impacts on what counts for teachers to become successful, and motivational influences for such teachers to remain in teaching, because they are understood through the culture which shapes thinking (West, 2007), lifestyle, and "language [which also] shape the way we think" and how we perceive (Boroditsky, 2009, 116). According to Beins and McCarthy (2012), culture determines what behaviours are of interest, how those behaviours are studied, and the outcomes of such studies because "[c]ultural perspective … influences … [the way, even the] scientists interpret their data (p. 13).

## DIMINUTION OF ISLAND LIFE CHARACTERISTICS – ANOTHER THREAT?

The islands of the Maldives are undergoing tremendous changes for various reasons. Most importantly, the physical features of the islands are changing due

to natural and man-made causes. Human induced causes such as the dredging of the reef for better harbours, cutting down the little natural vegetation and over-exploitation of available resources on land and in the sea result in natural changes to the islands such as coastal erosion and rising of prevailing ground-level temperatures due to the absence of the cooling effect of the trees and the cool breezes from the sea.

The fragile ecosystem on which people's lives dwell seems to be at risk. The fauna on the land and in ocean show changes. The abundance of multi-coloured fish around the islands on the reefs and the colourful crabs on the beaches seem to have been reduced due to the destruction of their habitats. New kinds of animals and organisms are being discovered indicating imbalances in the natural system (Kumar & Wesley, 2012). Fishermen often complain of lack of bait fish (special species of small fish used as bait for deep sea fishing), and absence of tuna and other types of deep sea fish close to their island shores, requiring them to travel far in search of fish, burning imported fuel and aggravating the environmental and economic situation (Heileman, Laisi, & Wilson, 2005). Dependency on imported food and other material has increased considerably while local productions presumably have been decreased. Even the fish are being exported raw, sometimes live or frozen rather than processed locally. Changes seem inevitable as people want better services on the islands that need to be paid for.

Teachers, like other people, need better services and more developmental opportunities on their islands. In fact, these needs are found to create motivational influences for teachers. The availability of more social activities, more opportunities for jobs, better infrastructure on the islands with improved facilities in schools and/but low cost of living are motivational influences for teachers. Developmental opportunities such as PD, higher education, scholarships and career enhancements with better income opportunities are also found to inspire teachers. Some teachers are found to prefer the more developed islands where these sorts of services and opportunities are available.

## IS TEACHER MOTIVATION IN PERIL?

The forces on the culture, religion and language are doomed to make certain changes to the way people perceive the characteristics of successful teachers and what motivates these teachers to remain in the teaching profession. Similarly, the diminution of the islandness of island life characteristics and erosion of respect paid to the teachers, bringing them down from their high social status as is happening in many other places in the world, are going to result in changes in the way people perceive teachers and hence impact on their motivation. One of the most important questions that needs to be asked in this situation is whether the erosion of culture, status and change of lifestyle are going to be threats to the effectiveness of the efforts to sustain teachers' motivation to function as effective and successful teachers.

These changes will create new sets of motivational influences making teachers' motivation a really dynamic and complex process. This warrants the continuity of research on teacher motivation to facilitate informed decision-making about teachers in every part of the world. Otherwise, teachers' motivation in the Maldives will be in peril with catastrophic consequences for the quality of education as the country itself is in peril for its sheer existence unless the global warming and the consequential sea level rise diminishes.

## CHAPTER 7 SUMMARY

This chapter has considered the major findings of this research within the debates in related literature. The first section discussed the notion of teachers becoming effective and successful. In this regard, the findings of this research seemed to outweigh the importance of the innate qualities of a teacher with the importance of the qualities and skills they achieve through training, retraining, educating and gaining experience through "appropriation" to become role models who serve as mentors for members of the community.

In the second part, the perceived motivational influences for such teachers were viewed, sieved through major tenets of some of the major motivation theories. One of the key debates in literature about motivation was the issue of intrinsic, extrinsic, and altruistic motivation and the role of extrinsic rewards in promoting

motivation. This issue did not seem to warrant a rigorous debate because the motivational influences were highly contextual and hence the need for categorisation to generalise seemed immaterial.

It was observed that the perceptions (and hence the motivational influences) were highly influenced by the dominant collectivist culture and the contextual factors (Abdulla, Djebarni, & Mellahi, 2011). Both of these were perceived to emphasise the importance of healthy relationships with other stakeholders as envisaged by many motivation theories and the desire of teachers to fulfil others' expectations. Extrinsic rewards such as financial perks were perceived as motivational influences, mainly as a means of achieving prestige and status.

Furthermore, the threats to the contextual factors, the sustenance of cultural uniqueness, religious homogeneity and language commonality were explored as they were observed to be the fundamental contributing factors in the formation of perceptions on both motivational influences for teachers and their success in teaching careers.

The last chapter will provide some insights to the contribution of the study, recommendations and conclusions.

# CHAPTER 8    INSIGHTS AND CONCLUSION

## INTRODUCTION

This chapter examines whether the original questions are satisfactorily answered. Future research directions are suggested with a list of recommendations that may be useful in the particular case of the Maldives and other similar small island states to increase and sustain teacher motivation. A simple theoretical framework is also suggested to be validated to study teacher motivation. To conclude, a final remark is also included in this chapter.

## RESEARCH QUESTIONS ANSWERED?

Recognising the fact that the Maldives has been unable to train, retrain and retain indigenous teachers who are familiar with their own culture to teach in their schools, this research assumed that the key to solving this issue would lie in the promotion of indigenous teachers' motivation to remain teaching. A second assumption was that these motivational influences would be subjective and hence the explorations of stakeholders' perceptions would enable the real picture to be uncovered. A third assumption was the motivational influences for those who successfully perform their teaching responsibilities would normally be of greater benefit and hence the research would explore the motivational influences for successful teachers. Thus, this research aimed at exploring the stakeholders' perceptions of the motivational influences for successful teachers with the following two main research questions.

1- What motivational influences are perceived by key stakeholders to enable successful indigenous teachers to remain in the teaching profession in the Maldives?
2- What do the participants perceive as:
    a. Characteristics of a successful teacher in the Maldives?
    b. The factors that motivate and how they impact on successful teachers' decisions to remain in teaching in the Maldives?

In exploring the perceptions of participants on these questions, this research has come up with a range of characteristics of successful teachers and motivational influences for them to decide to remain as teachers. It was found that a successful teacher in the Maldives is "angel-like" in character with which they win the hearts and minds of the people. The winning of the minds in turn results in achieving the communities' approval of their performance as teachers. The approval of the community was perceived as the main motivational influence to decide to remain as teachers because "an approving eye sees no defects" as the Dhivehi proverb goes. Hence, it was found that a successful teacher is in context, and success in teaching and motivation are basically dependent upon the teacher's ability of "catering for the curriculum, culture and community" (Penetito, 2009, p. 5).

## CONTRIBUTION OF THE STUDY

This study aimed at making a contribution to the area of teacher motivation which is considered to be complex in any context. The study also confirmed the complexity and inter-dependency of effects on motivation. It has made a contribution to the motivation literature related to a specific location of the world as researchers have called for localised research to understand this phenomenon in relation to different sociocultural backgrounds (Maehr & Meyer, 1997). However meagre it may be, the contribution may be considered unique in the field in this situation as no other research is reported and readily available that has taken the perceptions of the stakeholders as varied as the present research.

The motivational influences for teachers were largely dependent on the culture and context. In this case the cultural elements such as the beliefs developed through religion, language and other cultural activities influenced the perceptions on motivational influences culturally while the contextual features were seen to have been mainly determined by the island life characteristics. Hence, in essence, this study confirmed that motivational influences for successful indigenous teachers are context based and culturally shaped because "culture shapes thinking" (Moglia, 2015, p. 523).

Among such motivational influences, this research also made a contribution to the power of praise and appreciation as a motivational influence which Blasé and

Kirby (2009, see Chapter 2, pp, 10-21) claimed as being "conspicuously underreported in literature" with a few exceptions, such as Blasé and Blasé (2001, 2004). The Maldivian teachers were seen to have their morale raised when they knew that the stakeholders were appreciative of their performance as teachers.

This research also has contributed to the gaps that have been identified in literature about how one can become an effective and successful teacher in a given context. According to Paige (2003, p. 3), "[t]here are significant gaps in our knowledge of how [a teacher] becomes an effective teacher", because there are no generic effective teachers. The notion of what constitutes an effective and successful teacher cannot be understood out of context. An effective teacher, according to this research, was perceived to be in context. Effectiveness was determined through the eyes of the recipients of teaching or other stakeholders, even if not solely the direct recipients. The determinants of effectiveness and the teachers' success were seen to have been influenced by the prevailing culture and the contextual conditions of the island life situation on these isolated small islands of the Maldives.

## FUTURE RESEARCH DIRECTIONS

1- Research on the motivational influences for expatriate teachers may be appropriate to draw a fuller picture of the kind of motivational influences for all the teachers including foreign and local teachers for a comparative analysis.

2- A comparative analysis of perceptions of different stakeholder groups may highlight any differences that may have adverse effects on teachers' motivation.

## RECOMMENDATIONS

1- Invest in teachers
   a. Investing in teachers is both a characteristic of successful teachers and a motivational influence for teachers to remain in the profession of teaching. It is known that the teachers highly value the opportunities they get to train, re-train and refresh. They also value

and search for opportunities for further and higher education. Successful teachers themselves invest in their own education. Therefore, it is important that the teachers are contributed in whatever ways possible to satisfy this desire to invest in them. It is important to invest in teachers to produce quality teachers to bring the benefits of quality teachers to the schools/students and also to retain quality teachers longer in the profession.

b.  The danger of not investing in teachers is multi-fold. The long-term harmful consequences will be the unavailability of good teachers to be hired and the performance of existing teachers becoming poorer and at the same time those in the service becoming de-motivated. Hence, a comprehensive and consistent system of investing in teachers has to be in place to avoid these negative consequences. This need was reiterated by the Maldivian President Dr. Waheed (recognised as the first Maldivian to acquire a PhD qualification) in a speech recently. This need is also reiterated by UNESCO by declaring the year 2014 Teachers' Day slogan as "invest in the future – invest in teachers".

c.  The Maldives has to invest in teachers more than it currently does. If the Maldives is to become self-reliant on teachers, it cannot afford to neglect its investment in the development of teachers. The investment in re-training and refreshing teachers has to be increased. At the moment, the country can afford to hire teachers from neighbouring countries like Sri Lanka and India because these countries have got a surplus of graduates who look for better prospects than those available in their own countries. The economies of these countries have been unable to offer meaningful employment to all these graduates other than becoming teachers in the Maldives, whereas the Maldives hires graduates as teachers even if they have not got teacher training qualifications. So these expatriates do not necessarily have to qualify as teachers in order to secure a teaching job in the Maldives. This situation is likely to revert as the war in Sri Lanka has ended and both Sri Lankan and

Indian economies are growing fast. The Maldives, with a very fragile tourism-dependent economy may not be able to maintain the status it has enjoyed in the past, as the two larger economies have greatly expanded.

d.  As mentioned elsewhere in this thesis, the Maldives is sometimes used by some of these teachers as a launching pad to secure better jobs elsewhere by adding international experience to their curricula vitae. So, investing in local indigenous teachers is of utmost importance for the Maldives, if the Maldives' education system needs to avoid devastating consequences. It is not a luxury but a must for the Maldives.

e.  It is important that the Maldives allocates a substantial portion of the national budget or GDP to invest in teachers and make it known to the public that this is going to be a national commitment to invest a proportion of government spending at least for a specified period of time so that the entry into teacher training can be more attractive for the best achieving students from the schools.

f.  It is believed that the regular and consistent investment in teachers may increase the attraction of better qualified candidates for teacher training programmes. Even though the disposition of such candidates transforms considerably during the training period, better qualified entrants may be likely to become better teachers at the end of the programme. Attracting quality entrants to teacher training, according to the perception of some participants, is believed to be a strategy some countries have used to raise the status of teachers, thereby increasing teachers' motivation to remain as teachers.

g.  Investing in teachers has become important for the Maldives for many reasons. Among them, I believe, the most important is the need to produce enough teachers to bring an end to its reliance on untrained teachers and expatriate graduates and to do away with

the practice of employing graduates with no formal teacher training qualifications. It is evident from the perceptions of the participants of this study that the unqualified teachers were not capable of performing the teaching activities the way they were expected to perform. This fact was very bluntly expressed by one of the principals.

2- Invest in technology

    a. Schools have to invest more in the digital frontier to make the teachers and students more technology friendly. Presently, there seems to be "a lack of motivation and technophobia among teachers" (PricewaterhouseCoopers, 2010, p. 75), despite the government's concerted and planned (MPND, 2007b) initiatives such as the development of Teacher Resource Centres, Multipurpose Community Telecentres (to be used by the whole community), and the provisions made for every teacher to acquire a laptop on a loan payment plan. However, "there is a shortage of IT-savvy teachers with the passion to engage in designing and developing multimedia and IT-based teaching and learning systems", in the Maldives, apparently due to lack of time available for academic staff "to devote to such efforts" despite the country being among "the highest in mobile phone ownership rates in South and East Asia" (Ibrahim & Ahmed, 2010, p. 266). Teachers have to become more technology friendly if they are to gratify their craving for knowledge and information to keep them motivated.

    b. The Maldives is viewed as an example of a country that can reap enormous benefits out of the development of ICT and creating an ICT-friendly community of teachers to reduce the geographical constraints to accessing training facilities for teachers created and located only in more populated centres (PricewaterhouseCoopers, 2010).

    c. Elements, such as ICT have to be incorporated into the curricula of all teacher training programmes.

d. Programmes like 'laptops for teachers' have to be continued and strengthened with support services to make the teachers capable of making the maximum use of such provisions.

3- Create a knowledge society

a. A rising tide lifts all boats. Therefore, it is important to aim for a knowledge society so that teachers will indirectly feel motivated to be at the forefront of the people in gaining knowledge.

b. A knowledge society creates more sources and access to knowledge. In such a society, access will not be limited through the schools or libraries alone. More access points will be created by the civil society.

4- Respect teachers

a. Ensure that teachers are respected within the community. Societal respect has to be increased for teachers. Ways for ensuring that teachers are respected at the community/island level and at the national level have to be explored.

b. This could be an area in which further research could be conducted to inform ways of ensuring that teachers become respected.

c. To maintain the respect accorded to the profession (OEDC, 2005), all elements that deplete the respect of the profession have to be eliminated. This could be the poor functioning teachers and teachers with bad conduct certificates. Elimination of elements that are detrimental to the profession itself cleans up the profession and may increase societal respect as people come to know that each and every person cannot become a teacher and a teacher in a school is 'not just anybody'. A participant also highlighted this issue when he spoke about why people respect teachers. He said that people respect teachers because they know that not everyone can become a teacher and in order to become a teacher certain qualifications have to be achieved. Similarly, if it became an established fact that to become a teacher a certain standard of

conduct has to be achieved, it may also increase public confidence and societal respect for the teaching profession in general and individual teachers in particular.

5- Recognise, appreciate and reward teachers' work

    a. Teachers' work has to be recognised, appreciated and rewarded at many levels of society. This has to be done within the school by teachers themselves, students, parents and the management and leadership of the school. Within the island community, the parents, island administration and NGOs have to recognise, appreciate, and reward the teachers. At the national level, the MoE specifically, the government in general, NGOs and notable business companies have to devise systems to recognise, appreciate and reward teachers' good work. As a participant of this study once mentioned, the whole society has to understand and acknowledge that education is the 'engine of national development' and the teachers are the most important component of that engine. All people have to recognise that their businesses flourish through the development of better human resources to run their affairs and one of the greatest contributions for human resources development is made by teachers in schools.

6- Improve access to knowledge and information

    a. Being knowledgeable is also both a motivational influence and a characteristic of successful teachers. Therefore, improving access to information and knowledge is important to retain successful teachers within the system in the teaching profession.

    b. In the case of the Maldives, providing resourceful libraries on each and every island may not be economically viable. This could be the very reason why there are very few (only two) libraries that provide public access (Maajidh, 2016). Other libraries are in schools. The stock of both print and electronic material in the few existing libraries is often outdated and limited as well. Maintaining an

updated physical collection on all the inhabited islands may not be feasible.

c. Hence, the provision of electronic access to knowledge and information appears essential for retaining successful teachers. It is important that the existing National Library becomes digitalised or a new digital library be created with a high powered search capability. Such a library must have subscribed to a number of online journals and electronic books.

d. Audio/Video on various topics of interest should also be accessible through the library.

e. In addition, internet access has to be provided for teachers and students as well at an affordable cost. It is, however, important that the users be educated to make use of it properly and an effective monitoring mechanism be in place to ensure that misuse/abuse is minimised.

7- Regain the competitive edge that the teaching profession enjoyed

a. There may be several things that may have to be done to regain the competitive edge the teaching profession has enjoyed in the past. Raising the entry qualifications and attracting 'the cream' from the schools may contribute to regaining its competitiveness.

b. Another aspect that may contribute to it may be the increase in perks for teachers in comparison to other sectors together with the raising of entry qualifications for teacher training courses.

8- Integrated island development

a. Teacher motivation has to be tackled through the efforts of island development. It cannot be dealt with alone. It has to be an integrated effort by all the people involved. It is something that the whole community has to be conscious of. All efforts by various sectors of the government, as well as private, have to be geared to

include among the desired components of those respective efforts to achievement of higher teacher motivation.

b. The services on the islands have to be improved and maintained to sustain teachers' motivation to be on the island.

9- Address the school issues holistically

The school is part and parcel of island life. Therefore, all the issues related to island life have an impact upon the school. Likewise, teacher retention is something that needs to be addressed in a holistic manner by improving many other facets of school life (Scherer, 2003b).

10- Review the government salary and benefits structure to establish fairness and trust as noted by Kim and Mauborgne (2003) in the provision of these through wider open consultations with all the sectors of government that employ people with similar levels of qualifications.

## THE RICH THEORY OF MOTIVATION

In light of all these recommendations and discussions I would like to propose, before the conclusion, the RICH theory of motivation to study motivation of teachers in isolated small communities like that of the Maldives, in which:

**R** stands for respectful,

**I** for inclusion,

**C** for consistency, and

**H** for honesty

I am inclined to conclude that teachers in communities like these would be most motivated, satisfied, and happy to expend their best efforts and would be in a position to discharge their teaching responsibilities for the benefit of their students and communities when these conditions are met for them.

The teachers have to have the feeling that they are in a **r**espectful environment where they get the respect of the community and enjoy a comparatively

appropriate level of prestige and status among the various professions as they are the key contributors for the development of other professionals in other professions. As indicated by Huff (2007, p. 31) "different cultures have different motivators … and in some cultures [like that of the Maldives] respect id the No. 1 driver".

At the same time the teachers also need to be satisfied with the level of their inclusion in community affairs where they feel that their voice is being heard and **i**ncluded in national, community, and educational decisions.

The other important aspect is the **C**onsistency and fairness in dealings with teachers, schools and the education system as a whole. This becomes so important because any inconsistency or unfair dealings often would be known to everyone else through word of mouth, affecting their morale. Avoidance of favouritism and unfair treatments or rewarding for civil servants consistently have to be emphasised. This too has to be practised at a level where the teachers have confidence of consistent and fair testament at school, community, and national levels.

The fourth and perhaps the most important ingredient is **h**onesty in making decisions and dealing with teachers that helps develop confidence in teachers so they are provided with due respect, opportunity to be involved, and would not be dealt with unfairly and irrationally.

Based on the perceptions of the participants, I am tempted to conclude that the higher the levels these conditions are met, the more motivated and satisfied the teachers would be in these communities.

I am drawn to think that the teachers in these communities have been fulfilling their teaching duties even when there was no pay which proves the fact that they work happily in a transparent environment when their work is only "paid by appreciation". I take the privilege to propose this theory for which further research on these conditions needs to be carried out to validate it.

# CONCLUDING REMARKS

The thesis attempted to contribute to the existing literature base on teacher motivation. In the process of finding out the salient motivators for teachers, it has highlighted the very important question debated in literature related to motivation of teachers. It was a question of whether successful teachers were born or developed. A successful teacher was found to be place based. It could not be taken out of context. The notion of what constitutes a successful and effective teacher could not be understood out of context. Similarly, teacher motivation was also found to be place based and contextual. Context-based studies could help to determine effective and successful teachers while such studies could only enable making informed decisions to sustain teachers' motivation and to retain teachers who could make a significant difference in student achievement efficaciously. In this endeavour of retaining teachers every community has to fulfil its fair share of exploring and maintaining teachers' motivation as the world was (and still is) in need of retaining effective, successful teachers in service for better student achievement.

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# LIST OF APPENDICES

## *Appendix 01: Ethics approval letter – Victoria University of Wellington Faculty of Education Ethics Committee*

**FACULTY OF EDUCATION**  TE WHĀNAU O AKO PAI

**DONALD STREET** PO Box 17 310, Karori 6147, Wellington, New Zealand
**Phone** +64-4-463 9500 **Fax** +64-4-463 9649 **Website** www.vuw.ac.nz/education

14 February 2011

Abdul Raheem Hasan
PhD Student
Victoria University of Wellington Faculty of Education
C/- School of Educational Psychology and Pedagogy
Donald Street
Wellington

Dear Abdul

**RE:  Ethics application SEPP/2010/119: RM 18230**

I am pleased to advise you that your ethics application **'A study of Motivational Influences for successful teachers to remain in the teacher profession - The case of Maldives among the Small Island States'**, with requested amendments, has been approved by the Victoria University of Wellington Faculty of Education Ethics Committee. Please note that the approval for your research to commence is from the date of this letter.

*Once you have translated all the information sheets and consent forms please provide electronic copies that can be filed with the other documentation from your application.*

Best wishes for your research.

Yours Sincerely

Dr Judith Loveridge

Co-Convener
Victoria University of Wellington Faculty of Education Ethics Committee

## *Appendix 02*: Consent letter from the Ministry of Education, Maldives

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ﻣﺎﮯ، ﺩﮬﯞﮬﮐﮯﺍﺩﺯ

ﺭﺍﮔﺮﯓ ﺩﺭﮔﮭﮕﻄﺮﺗﺮ

ﺑﺮﺳﮯﮬﮐﯩﮕﺮ ﻃﻨﺭﻧﮕﺮ ﺩﺍﺩﻃﮕﮭﺮ ﺳﺎﮐﯞﮭﮐﺎﮐﺮ ﺭﮐﺮﮐﺮ ﺍﺍﺍﺭﺩﯩﺩ ﺭﺍﻃﺮ

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ﺑﺎﮯﻭﻃﺭﻣﺰﻣﺬﺭﻣﺭ ﻃﺭﺯﮐﺎﮐﺮ، ﮐﺎﮭﻃﻣﺭﺯﺯ ﻣﺎﮭﻃﺯ ﺩﺰﻣﺮ ﺑﺮﺭ ﻃﺮﺍﻃﺯ ﺭﮐﺭﺍﻣﮯﻣﺰﮯﺭ ﺑﺮﻣﺭﺩﻃﺮ ﻃﺭﻣﺭﺗﺭﻧﺭﻃﮑﺮﯕﮭﻮ
ﺑﺮﺳﮯﮬﮐﯩﮕﺮ ﻃﻨﺭﻧﮕﺮ ﺩﺍﺩﻃﮕﮭﺮ ﺩﯩﺭﺍﻣﺮ ﻃﺮﺍﻣﮯﺗﺮ ﺳﺎﮐﯞﻣﺬﺍﮐﺭﺗﺮ/ﺍﺭﻣﺭﻃﺭ ﺭﮐﺮﺍ ﺍﺍﺍﺭﺩﯩﺩ ﺭﺍﻣﺮﯞﻣﺮ  ﺩﻮﻃﺭﺍﻣﺬ.

Research Topic:                                                    ﺑﺮﺳﮯﻣﺭﮐﯩﺩ ﺳﮯﺑﺭﻣﺮ:

A study of MOTIVATIONAL INFLUENCES FOR SUCCESSFUL TEACHERS to
REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small
Island States

Main Objectives

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The main objective of this research is to find out the perceptions of stakeholders on what
motivates teachers to remain in the teaching profession

Data Needed:

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qualitative data extracted through focus group discussions, interviews and

questionnaires

Interviewee/s:

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school heads, leading teachers, teachers, parents and students

ﻭﺩﺮﺍﺩ ﺑﺮﺳﮯﺑﺭﮐﯩﮕﺮ ﻃﻨﺭﻧﻄﺮ ﺩﺍﺩﻃﮕﮭﺮ ﺍﺍﺍﺍﮐﺭﺩﺭﺩﺍﻣﺮ ﻣﯩﺭ ﻃﺭﻧﺭﻃﺯ ﺍﺭﻃﺭﺑﺭﺍﮐﺮﻣﺮ ﺍﺍﺍﺍﺻﺭﻃﺮﺍﻣﺮﻭﺗﺮ ﻃﺭﺍﮐﻮﺗﺮ ﺍﺗﺭﺩﻮﺗﺮ.

10 ﻣﺎﻱ 2011

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## *Appendix 03:* The Initial Questionnaires for the participants

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## The Initial Questionnaire for Participants – Heads of Divisions/departments of MoE

**Title of project: A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Date:      -- day ---- / -------- month --------- / --- year -----

**1-** Name: ----------------------write your name here----------------------------

**2-** Age:   [ Write digitally ]   years

**3-** Indicate with (√), Gender:  Female [  ] ,  Male [  ]

**4-** Institution attached: (Write the name of the division or department attached on the

dotted line below):

------------------------------------------------------------------------------------------

**5-** Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as a division/department head of MoE [  ]

I have no qualification [  ]

I have a management qualifcation, but no teacher-training [  ]

I have a teacher-training qualification of less than 2 years [  ]

I have a teacher-training qualification of more than 2 years [  ]

I have a subject degree or a teaching degree [  ]

I have a masters degree + a teaching qualification [  ]

I have a doctoral degree [  ]

(Turn over)

**6-** Briefly write your initial reactions to the following 3 questions. (If you

need to write more, attach additional sheets)

**a-** What would you consider as motivational influences for teachers to

work better in schools?

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**b-** How would you define a successful teacher in this country?

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**c-** What de-motivates teachers?

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*(Note: At this point Questionnaire for heads of divisions/departments of*

*MoE finishes, so please kindly sign here)*

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## The Initial Questionnaire for Participants – MoE Political Appointee

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Date:        -- day ---- / -------- month --------- / --- year -----

**1-** Name: ----------------------write your name here-----------------------------

**2-** Age:  [ Write digitally ]  years

**3-** Indicate with (√), Gender:  Female [ ] ,  Male [ ]

**4-** Institution attached: (write the name of the division or department attached on the

dotted line below):

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**5-** Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as a political appointee of MoE [ ]

I have no qualification [ ]

I have a management qualifcation, but no teacher-training [ ]

I have a teacher-training qualification of less than 2 years [ ]

I have a teacher-training qualification of more than 2 years [ ]

I have a subject degree or a teaching degree [ ]

I have a masters degree + a teaching qualification [ ]

I have a doctoral degree [ ]

(Turn over)

**6-** Briefly write your initial reactions to the following 3 questions. (If you

need to write more, attach additional sheets)

**a-** What would you consider as motivational influences for teachers to

work better in schools?

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**b-** How would you define a successful teacher in this country?

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**c-** What de-motivates teachers?

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*(Note: At this point Questionnaire for the MoE political appointee finishes,*

*so please kindly sign here)*

## VICTORIA UNIVERSITY OF WELLINGTON
### Te Whare Wananga o te Upoko o te Ika a Maui

## The Initial Questionnaire for Participants – (Omitted for anonymity)

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Date:         -- day ---- / -------- month --------- / --- year -----

**1-**  Name: ----------------------write your name here-----------------------------

**2-**  Age:   | Write digitally |   years

**3-**  Indicate with (√), Gender:  Female  ☐  ,  Male  ☐

**4-**  Institution attached: (write name of the divisions or departments you are

attached to, on the dotted lines below):

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**5-**  Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as the PS  of  MoE                    ☐

I have no qualification                                                       ☐

I have a management qualifcation, but no teacher-training      ☐

I have a teacher-training qualification of less than 2 years      ☐

I have a teacher-training qualification of more than 2 years     ☐

I have a subject degree or a teaching degree                        ☐

I have a masters degree + a teaching qualification                ☐

I have a doctoral degree                                                      ☐

(Turn over)

**6-** Briefly write your initial reactions to the following 3 questions. (If you

need to write more, attach additional sheets)

 **a-** What would you consider as motivational influences for teachers to

  work better in schools?

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 **b-** How would you define a successful teacher in this country?

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 **c-** What de-motivates teachers?

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*(Note: At this point Questionnaire for the (Omitted for anonymity) finishes,*

*so please kindly sign here)*

**6-**

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## The Initial Questionnaire for Participants – School Heads

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Date:     -- day ---- / -------- month --------- / --- year -----

**1-** Name: ----------------------write your name here----------------------------

**2-** Age: [ Write digitally ]  years

**3-** Indicate with (√), Gender:  Female [  ] ,  Male [  ]

**4-** Institution attached: (write the name of the school you head, on the dotted line below)

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**5-** Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as the head of a school                    [  ]

    I have no qualification                                                             [  ]

    I have a management qualifcation, but no teacher-training      [  ]

    I have a teacher-training qualification of less than 2 years       [  ]

    I have a teacher-training qualification of more than 2 years     [  ]

    I have a subject degree or a teaching degree                          [  ]

    I have a masters degree + a teaching qualification                   [  ]

    I have a doctoral degree                                                          [  ]

**6-** Briefly write your initial reactions to the following 3 questions. (If you need to write more, attach additional sheets)

    **a-** What would you consider as motivational influences for teachers to work better in schools?

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    **b-** How would you define a successful teacher in this community?

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    **c-** What de-motivates teachers?

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    *(Note: At this point Questionnaire for school heads finishes, so please kindly sign here)*

**6-**

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## The Initial Questionnaire for Participants – Leading Teachers

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL
TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives
among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of
Wellington

Date:        -- day ---- / -------- month --------- / --- year -----

**1-** Name: ----------------------write your name here-----------------------------

**2-** Age:   [ Write digitally ]  years

**3-** Indicate with (√), Gender:  Female [  ] ,  Male [  ]

**4-** Institution attached: (write the name of the school in which you work, on the dotted

line below)

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**5-** Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as a leading teacher                     [  ]

    I have no qualification                                          [  ]

    I have a management qualifcation, but no teacher-training        [  ]

    I have a teacher-training qualification of less than 2 years     [  ]

    I have a teacher-training qualification of more than 2 years     [  ]

    I have a subject degree or a teaching degree                     [  ]

    I have a masters degree + a teaching qualification               [  ]

    I have a doctoral degree                                         [  ]

**6-** Briefly write your initial reactions to the following 3 questions. (If you need to write more, attach additional sheets)

**a-** What would you consider as motivational influences for teachers to work better in schools?

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**b-** How would you define a successful teacher in this community?

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**c-** What de-motivates teachers?

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*(Note: At this point Questionnaire for leading teachers finishes, so please kindly sign here)*

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## The Initial Questionnaire for Participants – Teachers

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Date:        -- day ---- / -------- month --------- / --- year -----

**1-** Name: ----------------------write your name here-----------------------------

**2-** Age:  | Write digitally |  years

**3-** Indicate with (√), Gender:  Female ☐ ,  Male ☐

**4-** Institution attached: (write the name of the school in which you work, on the dotted line below)

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**5-** Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as a teacher  ☐

I have no qualification  ☐

I have a management qualifcation, but no teacher-training  ☐

I have a teacher-training qualification of less than 2 years  ☐

I have a teacher-training qualification of more than 2 years  ☐

I have a subject degree or a teaching degree  ☐

I have a masters degree + a teaching qualification  ☐

I have a doctoral degree  ☐

(Turn over)

**6-** Briefly write your initial reactions to the following 3 questions. (If you need to write more, attach additional sheets)

**a-** What would you consider as motivational influences for teachers to work better in schools?

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**b-** How would you define a successful teacher in this community?

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**c-** What de-motivates teachers?

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*(Note: At this point Questionnaire for teachers finishes, so please kindly sign here)*

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## The Initial Questionnaire for Participants – Students

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Date:        -- day ---- / -------- month --------- / --- year -----

**1-** Name: ----------------------write your name here------------------------------

**2-** Age:  | Write digitally |  years

**3-** Indicate with (√), Gender:  Female ☐ ,  Male ☐

**4-** Institution attached: (write the name of your school on the dotted line below):

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**5-** Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as a student ☐

I am in grade 7 or in a grade below grade 7 ☐

I am in grade 8,9 or 10 ☐

I am in grade 11 or in a grade above grade 11 ☐

**6-** Briefly write your initial reactions to the following 3 questions. (If you
need to write more, attach additional sheets)

**a-** What would you consider as motivational influences for teachers to
work better in schools?

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**b-** How would you define a successful teacher in your community?

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**c-** What de-motivates teachers?

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*(Note: At this point Questionnaire for students finishes, so please kindly
sign here)*

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## The Initial Questionnaire for Participants – Parents

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Date:       -- day ---- / -------- month --------- / --- year -----

**1-** Name: ----------------------write your name here-----------------------------

**2-** Age:  | Write digitally |  years

**3-** Indicate with (√), Gender:  Female ☐ ,  Male ☐

**4-** Institution attached: (write the name of the school which you represent as a parent

for this research, on the dotted line below):

-------------------------------------------------------------------------------------------

**5-** Mark (√) to indicate your capacity in this reasearch and responses;

I participate in this research as a parent of the above school ☐

I have 1 child in the above school ☐

I have 2 or 3 children in the above school ☐

I have 4 or 5 children in the above school ☐

I have more than 5 children in the school ☐

I have no professional qualification ☐

I have a management qualifcation, but no teacher-training ☐

I have a teacher-training qualification of less than 2 years ☐

I have a teacher-training qualification of more than 2 years ☐

I have a teaching degree or a subject degree ☐

I have a masters degree + a teaching qualification ☐

I have a doctoral degree ☐

6- Briefly write your initial reactions to the following 3 questions. (If you need to write more, attach additional sheets)

a- What would you consider as motivational influences for teachers to work better in schools?

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b- How would you define a successful teacher in your community?

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c- What de-motivates teachers?

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*Note: At this point Questionnaire for the parents finishes, so please kindly sign here)*

## *Appendix 04:* Probable Interview Questions for the participants

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*Te Whare Wananga o te Upoko o te Ika a Maui*

**Title of project:** A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

### Probable Interview Questions – (Omitted for anonymity), Political Appointee, and Division Heads of MoE

1) Have your schools lost teachers to other jobs you would have wished to retain? If so how would you suggest combating this issue?
    1- How serious an issue do you consider teacher attrition in your schools or in Maldives?
    2- Do you consider teacher attrition as having positive or negative impacts upon your schools and student achievements?
    3- What do you perceive as the factors that motivate successful teachers continue in the teaching profession?

2) How would you judge if a teacher is successful?
    1- Elaborate on how to decide successful teachers in your community.
    2- What do you perceive as the characteristics of a successful teacher in your community?
        a) Of these characteristics what are associated with personal life of the teacher?
        b) Of them what characteristics are associated with students, teachers, leadership and parents?
        c) What characteristics are associated with the wider community?

3) Discuss the range of motivational influences for teachers?
    1- Who can do what to enhance teacher motivation?
        a- Teachers themselves
        b- Other colleagues

     c- School leadership

     d- Pupils

     e- Parents

     f- Island/ Community administrations

     g- Island/ Community in general

     h- Ministry of Education/ Central Government

     i- Any other (define)

4) How does the motivational influences impact upon the actual performance of successful teachers;

   1- In teaching?

   2- In school in general?

   3- As members of the wider community in the island?

5) What differences do you perceive in the motivational influences in terms of the level of schooling that the teacher is engaged in teaching?

6) What do you consider as rewards and/or satisfaction for teachers?

7) Discuss how the teachers in your community get de-motivated;

   1- Why do they get de-motivated?

   2- What do you consider as de-motivators

   3- What thoughts do you have to avoid de-motivation for teachers?

   4- Who can do what to sustain the motivation of teachers in your in your community?

     a- Teachers themselves

     b- Other colleagues

     c- School leadership

     d- Pupils

     e- Parents

     f- Island/ Community administrations

     g- Island/ Community in general

     h- Ministry of Education/ Central government

     i- Any other (define)

Note: depending on the responses further relevant questions may be asked

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

**Title of project:** A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

## Probable Interview Questions - School heads, leading teachers, teachers, and parents

1) Have your school lost teachers to other jobs you would have wished to retain? If so how would you suggest combating this issue?

   1- How serious an issue do you consider teacher attrition in your school or community?

   2- Do you consider teacher attrition as having positive or negative impacts upon your school and student achievements?

   3- What do you perceive as the factors that motivate successful teachers continue in the teaching profession?

2) How would you judge if a teacher is successful?

   1- Elaborate on how to decide successful teachers in your community.

   2- What do you perceive as the characteristics of a successful teacher in your community?

      a) Of these characteristics what are associated with personal life of the teacher?

      b) Of them what characteristics are associated with students, teachers, leadership and parents?

      c) What characteristics are associated with the wider community?

3) Discuss the range of motivational influences for teachers?

   1- Who can do what to enhance teacher motivation?

      a- Teachers themselves

      b- Other colleagues

      c- School leadership

    d- Pupils

    e- Parents

    f- Island/ Community administrations

    g- Island/ Community in general

    h- Ministry of Education/ Central Government

    i- Any other (define)

4) How does the motivational influences impact upon the actual performance of successful teachers;
   1- In teaching?
   2- In school in general?
   3- As members of the wider community in the island?

5) What differences do you perceive in the motivational influences in terms of the level of schooling that the teacher is engaged in teaching?

6) What do you consider as rewards and/or satisfaction for teachers?

7) Discuss how the teachers in your community get de-motivated;
   1- Why do they get de-motivated?
   2- What do you consider de-motivators
   3- What thoughts do you have to avoid de-motivation for teachers?
   4- Who can do What to sustain the motivation of teachers in your in your community?
      a- Teachers themselves
      b- Other colleagues
      c- School leadership
      d- Pupils
      e- Parents
      f- Island/ Community administrations
      g- Island/ Community in general
      h- Ministry of Education/ Central government
      i- Any other (define)

Note: depending on the responses further relevant questions may be asked

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

**Title of project:** A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

## Probable Interview Questions - Students

1) Have your school lost teachers to other jobs you would have wished to retain in your school? If so how would you suggest combating this issue?

   1- How serious an issue do you consider teacher attrition in your school or community?

   2- Do you consider teacher attrition as having positive or negative impacts upon your achievements, other students' achievements, and the school in general?

   3- What do you perceive as the factors that motivate successful teachers continue in the teaching profession?

2) How would you judge if a teacher is successful?

   1- Elaborate on how to decide successful teachers in your community.

   2- What do you perceive as the characteristics of a successful teacher in your community?

      a) Of these characteristics what are associated with personal life of the teacher?

      b) Of them what characteristics are associated with students, teachers, leadership and parents?

      c) What characteristics are associated with the wider community?

3) Discuss the range of motivational influences for teachers?

   1- Who can do what to enhance teacher motivation?

      a- Teachers themselves

      b- Other colleagues

c- School leadership

d- Pupils

e- Parents

f- Island/ Community administrations

g- Island/ Community in general

h- Ministry of Education/ Central Government

i- Any other (define)

4) How does the motivational influences impact upon the actual performance of successful teachers;

1- In teaching?

2- In school in general?

3- As members of the wider community in the island?

5) What differences do you perceive in the motivational influences in terms of the level of schooling that the teacher is engaged in teaching?

6) What do you consider as rewards and/or satisfaction for teachers?

7) Discuss how the teachers in your community get de-motivated;

1- Why do they get de-motivated?

2- What do you consider de-motivators

3- What thoughts do you have to avoid de-motivation for teachers?

4- Who can do What to sustain the motivation of teachers in your in your community?

a- Teachers themselves

b- Other colleagues

c- School leadership

d- Pupils

e- Parents

f- Island/ Community administrations

g- Island/ Community in general

h- Ministry of Education/ Central government

i- Any other (define)

Note: depending on the responses further relevant questions may be asked

## *Appendix 05:* Suggested 'Ground Rules' and protocol for Focus Group Discussion Meetings

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

**APPENDIX 3 of
Ethics application documents**

## Suggested 'Ground Rules' and protocol for Focus Group Discussion Meetings

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

### Definition of the Focus Group Discussion for this research

This is a discussion meeting of a group of concerned people directly involved in education. Participants meet in a non-threatening envirnment to discus the issues and questions brought forward by the researcher. They sit relaxed and interact with each other while the researcher or a 'neutral' moderator facilitates the discussion by asking questions or introducing the issues to be discussed. Every participant is welcome and encouraged share their ideas. Any participant may comment, complement, or even contradict in responding to other members but without putting them off. Members can try to influence others' thinking while keeping in mind that the meeting has a particular duration and all members must have the opportunity to make their voices heard. By the end of the meeting no one should feel that they have some 'burning issues' unexpressed.

### Ground Rules for the Focus Group Discussion Meeting

1- All participants should adhere to these ground rules.
2- The participants as individuals and as a group must trive to achieve the objectives of the meeting.
3- All participants should have opportunities to speak.
4- All participants should feel that their points of views are valued and respected.
5- All participants agree the proceedings to be recorded and later transcribed and each one gets a copy of the transcription.

### The Objective of the Focus Group Discussion Meeting

The objective of the Focus Group Meeting is to discuss the motivational influences for successful teachers to remain in the teaching profession in Maldives.

In order to facilitate the discussion the following points are suggested as possible discussion issues.

### Possible Discussion Issues/questions for Focus Group

1- What do you perceive to be characteristics of a successful teacher in this community?
2- What factors may influence a successful teacher to remain in teaching?
3- How do you think are the performance of successful teachers affected by the motivational influences?
4- Are the motivational influences different for primary, secondary, and upper secondary teachers?
5- What are the range of motivational influences?
6- What do you perceive as rewards for teachers?
7- How or what de-motivates teachers?
8- Are there any other issues not discussed but related to the objective of this meeting?

### Focus Group Discussion Meeting protocol

1- The Meeting will be convened by the researcher.
2- The participants will be the teacher and the student selected from each of the 3 schools together with an additional 2 teachers and a student from each school. The head of school, the leading teacher (who completed the questionnaire and became interviewees) will not participate.
3- All participants will sign a consent form.
4- Time and venue will be set in consultation with participants and other concerned people.
5- There will be 1 focus group meeting in each of the 3 schools. The meeting will be moderated by a 'neutral' moderator (in this case a confidentiality consent form wll be signed) or by the researcher.
6- The moderator will give a brief introduction on how the meeting will proceed.
7- The duration will be about 1-2 hours, agreed at the beginning of the meeting. The moderator will divide the the time available to the issues in hand in order to facilitate achieving the objective of the meeting.

### Closing of the Discussion Meeting
The moderator thanks the participants and announces the closure of the meeting.

## *Appendix 06: Consent Form: Participants*

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*Te Whare Wananga o te Upoko o te Ika a Maui*

# Consent to participate in research

**Title of project: A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Please mark (√) in the box to indicate your agreement.

I agree to participate in this research. I have been given information and have understood an explanation of this research. I have also had an opportunity to ask questions and have them answered to my satisfaction. ☐

I understand that I may withdraw myself (or any information I have provided) from this research at any time (before data analysis is complete) without having to give reasons or without penalty of any sort. ☐

I understand that the information I provide will be kept confidential to the researcher and his supervisors. My name will NOT be used in any published results and that no opinions will be attributed to me in any way that will identify me. ☐

I understand that the interviews and focus group discussion meetings will be recorded, transcribed and translated if necessary and I will have the opportunity to make changes if I wanted. ☐

I understand that I will be able to receive a summary of the results once the data analysis is complete. ☐

I understand that the data I provide will not be used for any other purpose or given to others without my prior written consent. ☐

Signature  _____ Date  _____

Name:  _____

I want to receive a copy of the summary of the finding once data analysis is finished ☐

I would like to be communicated either by post ☐  or  phone ☐  or email ☐

My contact details are as follows:

Name of the house:            -------------------------------------------------------------

Street name and number:      -------------------------------------------------------------

Atoll/Island:                -------------------------------------------------------------

Email:                       -------------------------------------------------------------

Telephone:                   -------------------------------------------------------------

## *Appendix 07*: Advisory Committee Member Confidentiality Agreement

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## Advisory Committee Member Confidentiality Agreement

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington, New Zealand

For the research study named above, I _____name_____ hereby agree that:

1- I participate in the advisory committee to recommend succesful teachers to participate in the research voluntarily

2- I have read and understood the terms of reference to the committee

3- I have had the opportunity to make clarification about the tasks of the committee.

4- To keep all information that I hear and/or see related to this study, as a result of my participation in the committe, confidential

5- Not to disclose any information attributing to any person even at a later stage

Name:          _____

Signature:     _____

Date:          _____

## *Appendix 08:* Parental/guardian Consent Form: Participants

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

## Parental/guardian Consent Form: Participants

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington

Please mark (√) in the box to indicate your agreement

I agree to allow my child to participate in this research. I have been given information and have understood an explanation of this research. I have also had an opportunity to ask questions and have them answered to my satisfaction. ☐

I understand that I may withdraw my child from this research at any time (before data collection and analysis is complete) without having to give reasons or without penalty of any sort. ☐

I understand that any information my child provides will be kept confidential to the researcher, the supervisor, the published results will NOT use the child's name, and that no opinions will be attributed to the child in any way that will identify the child (unless we both request otherwise). ☐

I understand that the interviews and focus group discussion meetings will be recorded and transcribed and translated if necessary and my child will have the opportunity to make changes if the child wanted. ☐

I understand that my child and I will be able to receive a summary of the results on request once the research is complete. ☐

I understand that the data my child provides will not be used for any other purpose or given to others without our prior written consent. ☐

Name of the parent _____

Signature of parent _____

Name of child _____Date_____

## *Appendix 09:* Transcriber Confidentiality Agreement

VICTORIA UNIVERSITY OF WELLINGTON
*Te Whare Wananga o te Upoko o te Ika a Maui*

# Transcriber Confidentiality Agreement

**Title of project:  A Study of MOTIVATIONAL INFLUENCES for SUCCESSFUL TEACHERS to REMAIN in the TEACHING PROFESSION – The case of Maldives among the Small Island States**

**Researcher**: Abdul Raheem Hasan, Faculty of Education, Victoria University of Wellington, New Zealand

For the research study named above, I _____name_____ hereby agree:

> To keep all information that I hear and/or see related to this study, as a result of
>
> my work as a transcriber, confidential.

Name:          _____

Signature:          _____

Date:          _____

*Appendix 09:* Transcriber Confidentiality Agreement

## Appendix 10: Certificate with the Best Paper Award for a Published Paper