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Motivations and Experiences of Female Expatriate Educators Teaching in Saudi Arabia

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Walden University
2020

Abstract

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BA, University of California, Los Angeles, 1997

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Dissertation Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

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Abstract

There is a significant gap in the literature regarding women's lived experiences and work motivation in Saudi Arabia. In order to address this gap, this qualitative study explored the lived experiences of female expatriates who chose to teach and live in Saudi Arabia for longer than 1 year. Using Moustakas' phenomenological method, a purposive sample of 10 female educators who worked in Saudi Arabian higher education institutions were recruited and interviewed. Although English teachers were not targeted, all of the participants recruited were primarily English teachers (5 North Americans, 5 Europeans). With Deci and Ryan's self-determination theory as the conceptual framework, 12 themes were summarized in terms of motivation elements including autonomy, support, competence, and motivation. Themes related to teaching experiences in Saudi Arabia included job autonomy, job routines, supportive work environments, supportive supervisors, work competence, and work performance. Themes related to motivations to stay in Saudi Arabia included cultural adjustment, spiritual motivations, social connectedness, family life, unforgettable teaching moments, and women’s empowerment. The essence of teaching and living in Saudi Arabian institutions were provided. The results of this study will be used to empower female expatriate educators by increasing awareness about their experiences, offering motivation workshops, and advancing higher education accreditation policies resulting in positive social change. Future research should explore developing higher education standards related to monitoring the effects of student performance and post-Covid19 regulations on expatriate faculty motivation to live in the Middle East.

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Dedication

I dedicate my dissertation as an act of charity for my mother, Shirley M. Fisher, my entire family, and my entire community.

May the Creator bless her soul, guide all of my family members and friends, and accept all our good deeds. Ameen.

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Chapter 1: Introduction to the Study

Why do women travel around the world to come to teach and live in Saudi Arabia? What motivates them to move into a different culture, live and work under Shariah law, and educate the youth of Saudi Arabia? In general, expatriate experiences are understudied and primarily evaluated in the context of specific work functions (i.e., publishing research, using technology, and improving student achievement). This chapter describes the need to learn about women's lived experiences and motivations to be educators in Saudi Arabia and contextual factors related to higher education institutions. This chapter also includes the definitions, assumptions, scope, and limitations, related to this proposal. The chapter concludes with the opportunities to contribute to social change and reinforce the national goals in Saudi Arabia.

Background

Researchers frequently publish international research about expatriates' motivation to engage in their respective professions in management journals. Recently, several researchers categorized expatriates into different groups such as Self-Initiated Expatriates in Qatar (Ridgway & Robson, 2018), and Fourth Country Nationals in Scandinavia (Guttormsen, 2017). From a social constructionist epistemological perspective, Guttormsen and other researchers are attempting to classify expatriates and monitor their livelihood and their mobility (Guttormsen, 2017; Guttormsen, Francesco, & Chapman, 2018; Jonasson, Lauring, & Guttormsen, 2018). For example, Jonasson, Lauring, and Guttormsen (2018) surveyed 720 local academics and 620 expatriates in Nordic countries and the Netherlands. Jonasson et al. (2018) found inclusive

management strategies had a positive influence on the extent study participants felt engaged and on their relative stress levels. In a related study, expatriate families reported a significant amount of stress when relocating to the United States (Wilkinson & Singh, 2010).

The lifetime of expatriates, their spouses, and their children become part of the story. Previous research studies examined expatriates' ability to adjust socially and psycho-culturally. For example, in a human resource development study, Yang (2013) defined expatriate as a person sent by an institution to manage or cooperate with others on an international assignment for at least 6 months, including professional coverage of multinational corporations (MNCs), transnational corporations (TNCs), multinational organizations (MNOs), and smaller companies involving different industry sectors. Yang and Oczkowski (2016) conducted a quantitative cross-cultural study about Chinese expatriates in Australia and Australian expatriates in China. Yang and Oczkowski found a significant relationship between motivational cultural intelligence (CQ) and cross-cultural adjustment (CCA) for expatriates. Notably, 83% of their survey responses were from men.

In the last decade of the journal *Human Resource Development International*, there were several articles related to the management of expatriates. There were research studies that focused on the strategies to ensure U.S/western expatriates were successful in assignments in Germany (Holtbrügge & Ambrosius, 2015), the Netherlands (Van Bakel, M., Van Oudenhoven, & Gerritsen, 2017) and China (Makkonen, 2016). Studies about Arab women compared professional development training strategies most effective in

different cultures such as mentoring in Saudi Arabia (Abalkhail & Allan, 2015) and training in Lebanon (Tlaiss & Dirani, 2015).

Expatriate Motivation in Saudi Arabia

Management related studies in Saudi Arabia have tended to explore the psychological aspects of expatriates' adjustment to a new culture. For example, Jackson and Manderscheid's (2015) phenomenological study tapped into the cultural adjustment expatriates discuss in private conversations, and on social media, and various websites. Jackson and Mandersheid's (2015) analysis found themes regarding how expats' spouses adjusted, that living experiences in compounds were accommodating, and that the distance between Saudis and Westerners varied. Contextually, Jackson and Mandersheid also highlighted the increasing number of expatriates used by multinational companies and related cross-cultural adjustment challenges which tend to lead to failure of expatriate assignments. The most common problem identified was companies evaluating expatriates like regular employees regarding qualifications and technical skills versus assessing if expatriates are psychologically fit for purpose (Jackson & Mandersheid, 2015).

In another study, Abdul-Cader and Anthony (2014) examined faculty motivation (expatriates and nationals) in Saudi Arabia. Abdul-Cader and Anthony (2014) highlighted the unique aspects of Saudi culture and highlighted relevant management and psychological theories. However, the study did not include detailed descriptions of female expatriate teachers' backgrounds and motivations. Lyon (2001) found American female expatriate faculty members were motivated to engage in the teaching profession

abroad and become global educators. However, previous expatriate management researchers have primarily focused on institutional policies and professional development. There is a need to assess expatriates' needs and motivation from a psychological perspective to ensure educators have positive, productive, and professional experience while working in Saudi Arabia. As suggested by Lyon (2001), and more recently Smith (2014), the results of qualitative studies with lived experiences might influence the decision of future sojourners and support provided by their host institutions.

Saudi Arabia is the third most desired country for adults planning to migrate (World Migration Report, 2018). "In 2015, there were an estimated 244 million international migrants globally (3.3% of the world's population) — an increase from an estimated 155 million people in 2000 (2.8% of the world's population)" (World Migration Report 2018, p. 13). Over 10 million expatriates are living in Saudi Arabia of which approximately 3 million are women (General Authority for Statistics, 2017), and globalization will increase the number of expatriates in Saudi Arabia (Abdul-Cader & Anthony, 2014). Female expatriates work in a variety of professions in Saudi Arabia. According to the Saudi Arabia Vision 2030 (Saudi Council of Ministers, 2016), one of the goals is to increase women's participation in the workforce from 22% to 30% by 2030. Although the Saudi Vision 2030 focuses on the development of Saudi women, education is a priority (Ministry of Economy and Planning, 2018) and expatriates will arguably contribute to their success.

The Saudi Council of Ministers aligned the Saudi Vision 2030 (Saudi Council of Ministers, 2016b), and adopted the United Nations 17 Sustainability Development Goals

2030 (SDG 2030). The National Transformation Program (NTP) 2020 features the interim strategic objectives to support the Saudi Vision 2030 (Saudi Council of Ministers, 2016b) and achieve related SDG 2030. Concerning education priorities, the Saudi Arabian Law, Article 30 states, "The state shall provide general education and shall be committed to fighting of illiteracy" (Ministry of Economy and Planning, 2018). Also, the United Nations SDG #4 on education advocates to: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2019). Recently, Saudi Arabia participated in the first voluntary review on the SDGs. The "Saudi Arabia's Sustainable Tomorrow: Annual Report" (Ministry of Economy and Planning, 2018) reported the following statistics about the Saudi Arabian education system:

> Saudi Arabia has 38,368 schools, attended by 6,230,108 students and served by 537,147 teachers. Additionally, Saudi Arabia has 28 public universities and 30 private universities and colleges, with a combined student population of 1,489,013. A total of 174,333 students receive education abroad on a scholarship basis. (p. 53)

Although the focus of the Saudi Vision 2030 is intended to advance the well-being of the Saudi society, the reported students and teachers included all citizens and residents (i.e., including non-Saudis/expatriates). Furthermore, the national educational goals will collectively impact on Saudis and non-Saudis, as well as involve expatriate educators.

Expatriates and Internationalization

One of the international ranking indicators is the percentage of international faculty teaching at a university (Times Higher Education, 2019a; QS Ranking, 2019a). For example, the Times Higher Education (2019a) based the international outlook scoring on the following assumption: "The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is key to its success on the world stage" (International Outlook section, para. 1). Similarly, QS World Ranking (2019a) methodologists highlighted the following 2019 criteria for international faculty and student ratios:

> A highly international university acquires and confers a number of advantages. It demonstrates an ability to attract faculty and students from across the world, which in turn suggests that it possesses a strong international brand. It implies a highly global outlook: essentially for institutions operating in an internationalised higher education sector. It also provides both students and staff alike with a multinational environment, facilitating exchange of best practices and beliefs. In doing so, it provides students with international sympathies and global awareness: soft skills increasingly valuable to employers. Both of these metrics are worth 5% of the overall total. (QS Top Universities section, fifth paragraph)

Syracuse University, New York, has a branch in Dubai (Syracuse University Dubai, 2019) and is an example of a higher international university. Annually, faculty and students travel to the branch in Dubai (Syracuse University Dubai, 2019). Syracuse University in New York is ranked 112 in the US rankings (251st-300th in world

rankings); 19% of the students are from 123 different countries (Times Higher Education, 2019b). However, Times Higher Education did not rank the Syracuse University branch in Dubai. Middle Eastern universities need to continue to recruit highly qualified international students and retain expatriate faculty to improve ranking status according to the Arab Region ranking performance (QS Top Universities, 2019b). Understanding the motivational resources for female expatriate faculty members who come to Saudi Arabia may contribute to Saudi Arabia achieving the national higher education goals and simultaneously improving their employment outcomes.

Problem Statement

Most publications about expatriate educators' motivation in Saudi Arabia tend to focus on their ability to do their jobs (Alghanmi, 2014; Almahasheer, 2016; Alzamil, 2014; AlTurki, 2016; AlMutlaq, Dimitriadi & McCrindle, 2017; Hamad, 2013). Similar to expatriate management studies, research on the expatriate experience, from various fields, has included educators' experiences but lacked a significant psychological perspective. For example, researchers explored differences in how traditional talent management strategies (e.g., mentoring, networking) contributed to the success of expatriates and nationals in the Emirates (Aljanahi, 2017) and in Saudi Arabia (Abalkhail & Allan, 2015). International expatriate studies tended to focus on expatriates' experiences, their well-being, and sociopsychological factors. However, there is a gap in the research describing experiences of their success; as well as how they contribute to the success of nationals in the countries where they work.

It is essential for researchers to question expatriates in Saudi Arabia about their motivation, provide support to increase the likelihood of their satisfaction, and then systematically evaluate performance in light of related organizational policies and contracted responsibilities. First, it is essential to understand who expatriates are, how they communicate, and their context. Second, it is important to advocate for university managers to understand what motivates expatriates to come to Saudi Arabia. Third, it is critical to psychologically assess the needs of expatriates and what drives them to continue to teach in Saudi Arabia. Specifically, managers need to be trained in how to assessing expatriates' needs (degree of autonomy, competence, and relatedness) and to identify their motivation to continue teaching in Saudi Arabia. There are also potential implications for how expatriates are oriented, trained, and evaluated. This study is a step toward bridging the gap in the literature about expatriates' experiences in the education sector of Saudi Arabia. Based on the findings from my study, a team of researchers can systematically explore motivation that supports the professional development of female educators, reform related organizational policies related to women, and support the Saudi Vision 2030 goals to empower women.

Purpose of the Study

The purpose of this study is to increase understanding of why female expatriates chose to teach in Saud Arabia and to understand their motivation to stay in Saudi Arabia. There is a gap of information about female expatriates' experiences in Saudi Arabia. To address this gap, I examined the lived experiences of women who have chosen to make the journey to Saudi Arabia and have taught for more than 1 year in Saudi Arabian higher

education institutions. Consequently, my goal was to better understand what motivates female expatriate educators to teach and live in Saudi Arabia by initiating a conversation using the research questions presented in the next section.

Research Questions

Research Question 1 (RQ1): How do expatriate female faculty members describe their experiences teaching in Saudi Arabian universities?

Research Question 2 (RQ2): How do expatriate female faculty members describe their motivation to continue as educators in Saudi Arabia?

Conceptual Framework

For this study, I focused on the lived experiences and motivation of female expatriates in light of self-determination theory. Researchers who use self-determination theory usually focus on human motivations and predispositions that individuals use to improve themselves and their general wellbeing (Deci & Ryan, 2006). Ryan and Deci (2008) differentiated differentiated between internally regulated motivation and extrinsically regulated motivation, as well as controlled motivation from reward and punishment. In addition to building upon intrinsic and extrinsic motivation, Deci and Ryan (2008) proposed a self-determination continuum. Deci and Ryan argued there are different levels of extrinsic motivation and particular values across actions which influence how motivation is regulated. As illustrated in Figure 1, there are two extremes of determination (nonself and self), two extremes of motivation (amotivation and intrinsic motivation), and two extremes of regulatory styles (nonregulation and intrinsic regulation). Also, self-determination theory identifies sources of motivation (impersonal

to internal) and a variety of values (e.g., incompetence to inherent satisfaction). Overall, the basic understanding of intrinsic and extrinsic motivation has expanded (Ryan & Deci, 2000b) and the traditional definitions of motivation do not apply in complicated work settings (Gagné & Deci 2005). Chapter 2 will include how self-determination theory has been reaffirmed and used in international studies, higher education studies, and in several studies about women's lived experiences. More importantly, in Chapter 2, I review the literature available about expatriates and women and reinforce the approach for this dissertation study.

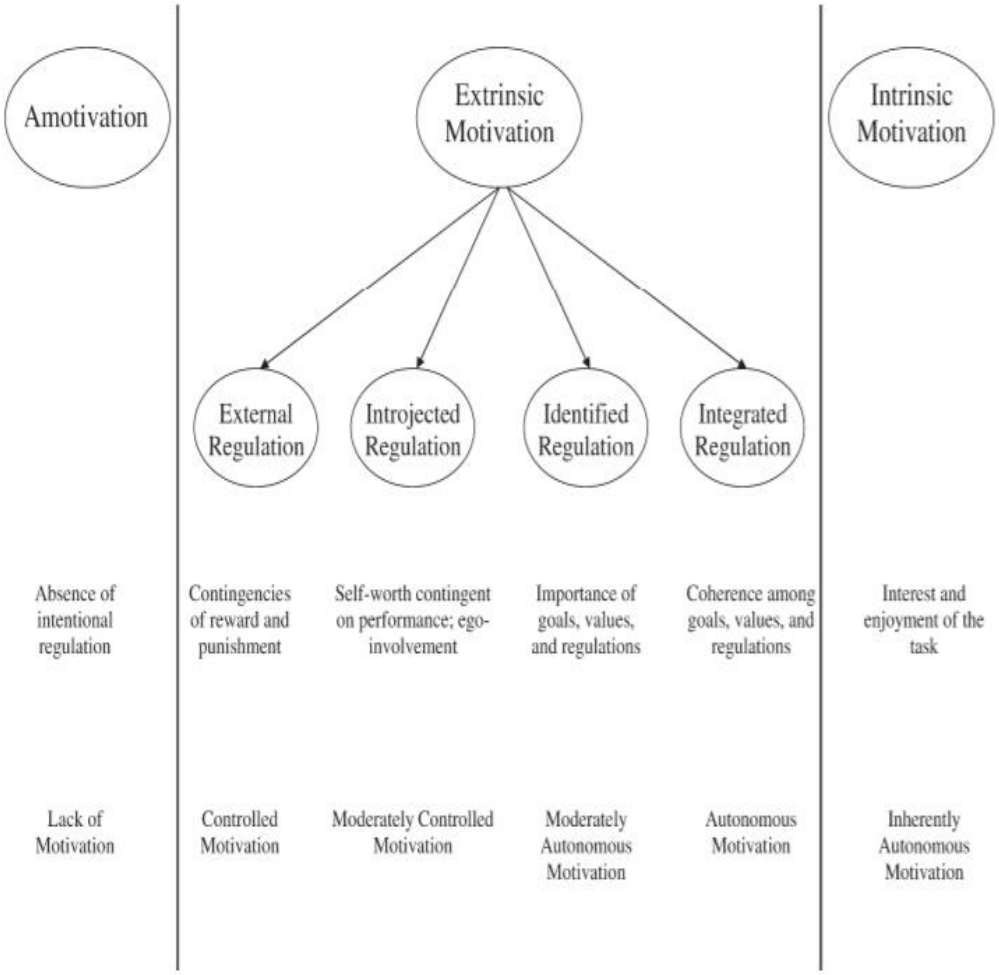


Figure 1. Self-determination continuum. From "Self-Determination Theory and Work Motivation," by M. Gagné & E. L. Deci, 2005, *Journal of Organizational Behavior, 26*(4) p. 331.

As described above, Ryan and Deci (2000a; 2000b; 2008) asserted that people must have autonomous support, feel competent to engage in the activity, and feel a level of connectedness to experience autonomous motivation. International studies about the lives of female experiences and motivation to teach using the self-determination continuum are limited. During this study, I explored the lives of female educators in

Saudi Arabia, and findings may help to improve the quality of expatriates' lives and advance the field of psychology.

Overall, the basic understanding of intrinsic and extrinsic motivation has evolved. Although scholars have published research on self-determination theory (SDT) widely over 10 years, the self-determination continuum is rarely mentioned in psychology textbooks or studies about women in higher education. Previous researchers have rarely discussed the general contextual pressures of higher education (e.g., quality teaching, significant research output, advanced assessment strategies, use of technology, etc.) within psychological frameworks (Siddique, Aslam, Khan, and Fatimah, 2011). Therefore, I explored the lives of female expatriates and used SDT and the self-determination continuum to help identify the elements of motivation (i.e., amotivation, extrinsic motivation, intrinsic motivation) most prevalent across participants in this study.

A few research studies (Bouwma-Gearhart, 2012; Lechuga, 2012; Siddique, Aslam, Khan, & Fatimah, 2011) have used SDT as a framework to explore faculty members' motivations. For example, Lechuga and Lechuga (2012) used the SDT to identify methods to sustain faculty motivation for scholarly work in Saudi Arabia. In addition to the few studies about faculty motivation in Saudi Arabia, I utilized SDT as a framework to explore the unique experiences, and types of motivation, of female expatriate educators during in-person interviews.

Nature of the Study

This study had a qualitative focus and featured a phenomenological design to study how female faculty members describe their experiences and motivation to teach in

Saudi Arabia, which was the primary focus of this dissertation. For this study, I used Moustakas' (1994) data analysis procedures. According to Moustakas (1994), "the issue of idealism versus realism is resolved through phenomenological methods in which the meanings and essences of phenomena are derived, not presupposed or assumed" (p. 46). The phenomenological method is the most appropriate method to explore human experiences (Creswell, 2007, Moustakas 1994). As required with this approach, the textural and structural descriptions provided the overall essence of their experiences. Given I have taught in a higher education institution for more than 15 years in Saudi Arabia, it was essential for me to take a step back from my experiences to avoid bias. The phenomenological approach requires researchers to engage in the *epoche* (i.e., set aside or bracket their personal experiences), to gain a new perspective (Moustakas 1994; Creswell, 2007). Furthermore, the interviews featured questions meant to yield thick descriptions of other women who have experienced the phenomenon of teaching and had lived in Saudi Arabia for more than 1 year.

For this study, I used purposive sampling to select participants for interviews. According to Daniel (2012), "Purposive sampling is a nonprobability sampling procedure in which elements are selected from the target population by their fit with the purposes of the study and specific inclusion and exclusion criteria" (p. 7). Due to cultural restrictions in Saudi Arabia, all participants were required to be female expatriates (i.e., come from another country) who taught in a Saudi university (public or private) and were employed for at least 1 year. The participants for this study were recruited to participate in this study in-person, by phone, and by email. I interviewed participants at an office in

Riyadh, Saudi Arabia. With this study, I attempted to understand the experiences of female expatriate educators and their motivations to achieve their goals in Saudi Arabia.

For example, Gibbs (2010) took a Heideggerian phenomenology approach to contextualize the higher education work environment (e.g., the academic community, professional expectations, and distinction from typical labor). The lived experiences of female expatriate academic professionals who usually work in segregated situations might be different from women who work in co-ed work settings. Wilson (2014) found the Heideggerian phenomenology approach to be also suitable for understanding the lived experiences of nursing students at different stages of their academic career. However, it is essential to identify if there are unique experiences among professionals in the same field who might be working in different countries. Differences between academic professionals' ability to obtain tenure, achieve citizenship, and be promoted vary from one educational system to another. An expatriate academic professional might consider the context, the laws, and the unique opportunities that may or may not exist in their home countries. These issues are further addressed when I discuss phenomenological studies in Chapter 2 and 3.

Overall, Moustakas's (1994) phenomenological approach was used in this study, which employs a transcendental phenomenological reduction to capture the essence of the participants' experiences based on their self-reports. To address the gap in literature identified, individual interviews with women in Saudi Arabia who are expatriates and employed as teachers in higher education institutions were conducted to increase

understanding of their motivation to continue teaching and their strategies for coping with cultural differences.

Definition of Terms

The following is a list of terms and fundamental concepts, used in this proposal, that might have more than one meaning:

Autonomy: a person's estimation that they are the masters of their destiny and that they have at least some control over their lives; most importantly, people need to feel in control of their behavior (Deci & Ryan, 2008).

Basic Psychological Needs Theory (BPNT): elaborates the concept of evolved psychological needs and their relations to mental health and well-being. "BPNT argues that psychological well-being and optimal functioning is predicated on autonomy, competence, and relatedness. Therefore, contexts that support versus thwart these needs should invariantly impact wellness. The theory argues that all three needs are essential and that if any is thwarted there will be distinct functional costs. Because basic needs are universal aspects of functioning, BPNT looks at cross-developmental and cross-cultural settings for validation and refinements" (Self-Determination Theory, 2018, sixth paragraph).

Competence: another need concerns our achievements, knowledge, and skills; people have a need to build their competence and develop mastery over tasks that are important to them. (Deci & Ryan, 2008).

Expatriate (or Expat): According to the Business Dictionary website (2019), an expatriate is "A person who has citizenship in at least one country, but who is living in

another country. Most expatriates only stay in the foreign country for a certain period, and plan to return to their home country eventually, although there are some who never return to their country of citizenship" (first paragraph). Researchers in nonbusiness fields usually use the term expatriate.

Migrant: According to the International Organization for Migration (2018a), there is no universally accepted definition and the context of migration must be considered. In this World Migration Report,

> a long-term migrant was defined as a person who moves to a country other than that of his or her usual residence for a period of at least a year (12 months), so that the country of destination effectively becomes his or her new country of usual residence). Short-term migrants are defined as persons who move to a country other than that of their usual residence for a period of at least 3 months but less than a year5 – except for those travelling for the purposes indicated above, which exclude a change in the country of residence. (Pg. 299, 2018a).

Motivation: Motivation can be broadly defined as the forces acting on or within a person that cause the arousal, direction, and persistence of goal-directed, voluntary effort. (Encyclopedia.com, 2018). Additional types of motivation are described in Chapter 2.

Relatedness (also called Connection): people need to have a sense of belonging and connectedness with others; each of us needs other people to some degree (Deci & Ryan, 2008).

Self-Determination Theory (SDT): On the self-determination theory website, Deci and Ryan define SDT as a “broad framework for the study of human motivation and

personality. SDT articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources of motivation, and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and in individual differences. " (Self-Determination Theory, 2018, second paragraph).

Self-Initiated Expatriates: expatriates who were not assigned by a third-party or company to work in another country (Cerdin & Selmer, 2014). Although expatriate is commonly used, business-related studies also use the term self-initiated expatriate. Cerdin and Selmer (2014) defined as an expatriate who (a) self-initiated international relocation, (b) has regular employment (intentions), (c) has intentions of a temporary stay, and (d) has skilled/professional qualifications.

Assumptions

During this study, I assumed the participants responded honestly. To address this assumption, each participant received an email with a summary of her interview to verify the accuracy of the transcript. I also assumed that the participants had experienced the related psychological phenomenon of motivation and the participants were appropriate for the sample. Finally, I assumed participants were not interested in employment at the research site and only interested in sharing their experiences for this study.

Scope and Delimitations

The scope of this study included female expatriate women in Saudi Arabia. This study was limited to the female educators who live and work in Riyadh and who speak English. English speaking expatriates tend to work at private universities. Additionally,

all participants must also have taught in a university (public or private) and been employed for at least 1 year in Saudi Arabia. I recruited and interviewed 10 participants who teach, or taught, in a higher education institution. I sought to understand the participants' general lived experiences and motivations as the phenomena. However, this study did not include more in-depth investigations about their roles as an educator (e.g., research, technology, etc.), male expatriate educators, nor Saudi educators.

Limitations

Several limitations to this study are related to my language barrier. This study did not include non-English speaking expatriates. The experiences of Arabic speaking expatriates, who work primarily at Saudi Arabian public universities, is also a gap in the literature but was not addressed in this study. Given my position at a university, the study excluded educators from one of the 18 universities in Riyadh, Saudi Arabia. Due to my position, expatriate status, and the nature of this dissertation project, it was not possible to seek formal collaborations with any specific institutions.

Yang and Oczkowski (2016) highlighted the importance of examining expatriate issues with comparison samples (i.e., expatriates from both countries cited in the research study). A limitation of the current study is that it did not include a diverse group of expats (e.g., western vs. eastern expatriates). This study also did not include Saudi expatriates who are living abroad. Future research should focus on the expatriates of one institution, share the findings for that institution, include translators, and provide relevant consultation or self-determination skills workshops to improve faculty motivation and student motivation.

Although valuable information was collecting using this approach, one major limitation of this qualitative study is the limited generalizability due to the small sample size. Future mixed methods studies should also feature interviews with women and men from different backgrounds (i.e., expatriates and locals) and larger sample sizes.

Significance

Based on the literature reviewed throughout this proposal, it is essential for higher education institutions to assess educators' support needs to improve their performance (Dubreuil, Forest, & Courcy, 2014) and maintain their general wellbeing (Churchill, Gillespie & Herbold, 2014). Furthermore, managers should understand work motivation as it relates to employees' basic motives per SDT (Huta & Ryan, 2010). According to Jackson and Manderscheid (2015), understanding essential problems expatriates confront will improve the hiring system and related policies. The data of this study was analyzed to understand expatriate female faculty motivations to teach and remain in Saudi Arabia. In the short-term, this understanding will help managers in educational institutions, as well as multinational companies, identify solutions to potential challenges for female expatriate educators in Saudi Arabia. In the long-term, the results may support future research about the work motivation of women in Saudi Arabia and contribute to the strategic objectives of the National Transformation Plan 2020 (Saudi Council of Ministers, 2016c).

The Saudi Vision 2030 espouses to empower citizens, improve the quality of education, and the quality of life for its citizens (Saudi Council Ministers, 2018). Given

the SDT minitheories (Self-Determination, 2018), there are opportunities to use established measures to assess and improve the quality of interactions between students and educators across educational levels and domains. For example, Hancox and Quested (2017) examined the extent to which dance teachers could create an empowering or disempowering social environment. Hancox and Quested (2017) used basic psychological needs theory and found teachers who were responsive to students' basic needs (autonomy, competence, and relatedness) created empowering environments. Their study advanced how a social psychological mechanism worked within an educational context to ultimately optimize students' outcomes. In essence, the SDT mini-theory helped explain how a teachers' performance inside and outside of class can positively affect the quality of student's higher education.

Social Change

Saudi Arabia has an interim plan, the National Transformation Plan 2020, to increase the percentage of women employed, the percentage of teachers participating in professional development, and the percentage of teachers who successfully pass national teacher exams (Saudi Arabia Council of Ministers, 2016). "Education accounts for the largest share of the 2018 state budget allocation. The King of Saudi Arabia has approved a total of USD 51 billion (SAR 192 billion) for general education, higher education and training sector" (Ministry of Economy and Planning, 2018, p. 53). From examining collaborations with human resource development experts on expatriate management research to testing the effectiveness of SDT strategies in classrooms, there are numerous opportunities for interdisciplinary research about motivation and for contributions to

education reform in Saudi Arabia. Specifically, understanding the experiences of female expatriates in the higher education system has the potential to influence recrutiment policies and professional development programs, and improve the quality of educators' experiences. Furthermore, I will have opportunities to empower female educators by offering workshops about motivation, assessing female educators (expatriates and nationals) well-being, advancing research on the educators' experiences within the context of higher education accreditation and social change policies in Saudi Arabia.

Summary

In Chapter 1, I included the background, purpose, significance, research questions, and the conceptual framework for this study. In general, this research represents an initial step to bridge a gap between psychological studies and studies in other fields to explore the lived experiences of female expatriate educators who contribute to the higher education institutions in Saudi Arabia. Contemporary research on work motivation, qualitative and quantitative, revealed significant indicators related to educators, women, and expatriates around the world. Given SDT is the framework for this study, the literature review in Chapter 2 will feature findings from the SDT website and the latest research about expatriates in the Middle East.

Chapter 2: Literature Review

Introduction

The purpose of this study is to explore the experiences of female expatriate teachers in Saudi Arabia, and why they have chosen to stay in Saudi Arabia long term. There is a lack of information about female expatriate faculty's unique experiences and their motivation to continue teaching in Saudi Arabia. Therefore, this literature review focused on female expatriate motivation to teach in Saudi Arabia.

The literature search strategy contained steps used to identify the information in this study, the evolution of motivation theory, and key areas. In this chapter, I will review self-determination and motivation studies related to expatriates in a variety of context (e.g., engaging with students, exploring new cultures, and navigating policies). I will also conclude with a section on women and work motivation.

Literature Search Strategy

During the literature review, a combination of specific keywords (e.g., *faculty, higher education, expatriates, motivation,* and *Saudi Arabia*) yielded articles that were most relevant to this study. The most frequently used databases included EBSCO Databases, Science Direct, PsycINFO, Education Search Complete, Sage Research Methods, and Walden Dissertation Databases. The following is a list of the peer-reviewed journals used for this literature review: (a) Psychology journals: Journal of Education And Practice, Applied Psychology: Health and Well-Being, Motivation and Emotion, Psychological Inquiry, Journal of Counseling Psychology, Journal of Phenomenological Psychology; (b) Education journals: Educational Psychology Review, Journal of Studies

in International Education, Higher Education Studies, Journal of Education And Practice; (c) Business journals: Human Resource Development International, The International Journal of Human Resource Management, Journal of Nursing Management. As a result, there were four main factors featured in the literature review: (a) motivation theories, (b) migration trends, (c) internationalization, and (d) phenomenological research studies (on work motivation, educators, and women). In addition to specific journals, there were essential terms and Boolean search phrases that emerged as more relevant to this study.

Key Search Terms

According to 538 academic articles published in seven academic journals during 2015-2016, immigrant, migration, and migrant were key issues (International Organization for Migration Report, 2018b). However, the term "expatriate" was not used once by academic experts in the United Nations to describe any policies about immigrants; which will ultimately affect expatriates. Notably, studies about “migrants” tended to be about refugees and a nonhigher education context. Trembath (2016) attempted to address this linguistic challenge in the literature by operationally defining an ‘expatriate academic’ and the diversity within this label.

The best method to get articles about Saudi Arabia was to use Subject Term (SU) as *Saudi Arabia* (e.g., the result on July 18th was 2,789) and then to filter as needed. The following is a sample of words used to search for articles related to this study:

- *Motivation, Faculty, Saudi Arabia, Phenomenology, Expatriates*
- *Motivation, Women, Expatriates, Saudi Arabia*

- *Self-Determination Theory, Motivation, Phenomenology Analysis, Expatriates*
- *Human Resource Development, Expatriates*

In addition to motivation studies about women teaching in the Saudi Arabian higher education system, I specifically targeted articles that used the SDT framework and were qualitative. In considering my research methods, I targeted articles that were about the phenomena and consisted of researchers that used phenomenological investigations in the Middle East. With both strategies, the results were limited. For example, articles about female expatriate educators' (faculty/lectures/instructors) motivation in Saudi Arabia were challenging to find. Therefore, I considered international studies about women in education or educational context as well as human resource related articles.

The broadest searches yielded on average approximately 3000 results. The filtered searches, down to Saudi Arabia yielded on average about 200 results. The most refined searches yielded less than 20 results. Consequently, several of the searches with different terms overlapped and were redundant. Furthermore, the participants in various studies I reviewed included a mixture of expatriates and Saudis. Primary sources were from peer-reviewed papers in academic journals. Secondary sources were references from bibliographic dates for the definition of terms and government documents/websites. In general, the search affirmed the gap in the literature regarding lived experiences of female expatriate (and Saudi) faculty members in Saudi Arabia.

Key Observations

Out of 170 references, over 70% were peer-reviewed articles from the past 5 years. I summarized the sources used for this dissertation to ensure an adequate amount of peer-reviewed journals were included and to restrict the use of other sources throughout the development of this dissertation. Several significant SDT research studies were from more than 5 years ago, and were still frequently cited at the time of my research so they were reviewed (e.g., studies co-authored by Deci and Ryan). The literature cited justified the conceptual framework, exposed gaps in research on expatriates in psychology and related fields, and organized the rationale for the design of this research proposal.

Researchers varied in describing the professional rank of educators, the type of expatriate, and the gender of participants in studies. As a result, this study includes literature about educators with various ranks and degrees (e.g., faculty, lecturers, and instructors). In the Middle East, researchers refer to any migrant (i.e., one who travelled by air, travelled by water, employed, unemployed) as expatriates, not migrants. On the contrary, an International Organization for Migration report (2018b) does not use the term "expatriate" at all. As a result, the statistics regarding expatriates and migrants across research articles varied. Furthermore, a few informative studies in Saudi Arabia did not explicitly mention the gender of the participants or included few women (Abdul-Cader, personal communication, 2017). Due to the limited number of peer-review articles found on the key concepts and terms used in this dissertation, I used secondary sources to support the information presented in this study and provide context.

Key Resources

Classical motivation theories continue to be explored and updated by emerging scholars in psychology. For example, Beard (2015) interviewed Mihály Csikszentmihalyi about theoretical and practical applications of flow models to address contemporary issues in education. Mihály Csikszentmihalyi identified the flow that ideally drives employee motivation and improves their performance on any tasks (Seemann & Seeman, 2015). "The nine elements of flow include challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on the task at hand, sense of control, loss of self-consciousness, a transformation of time, and an autotelic experience" (Beard, 2015, p. 1). Researchers have explored if the type of motivation experienced in dissimilar work settings is the same experience for academic professionals (Gibbs 2010). Deci and Ryan's SDT is a framework that allows researchers to conduct motivational research, within any context and a pool of sub-theories (Self-Determination Theory, 2018). Consequently, recent studies have utilized SDT to explore psychological phenomena and are featured on a website dedicated to the SDT (SDT Theory, 2017). The following is an excerpt from the SDT website:

The SDT website (Self-Determination Theory, 2018) features articles published by international researchers from at least 10 countries. The categories on the SDT website categorize the types of research distributed into basic, applied and other. There were specific categories (e.g., basic psychological needs, intrinsic motivation, self-determination across cultures, education) comprised of peer-reviewed articles that were relevant to this study (e.g., motivation, education, and women). Given the precedence of

leading SDT researchers, this review considered expatriates' experiences in educational and professional contexts around the world.

Organization of Literature Review

Given the results for SDT-based publications on EBSCO research databases (e.g., Proquest, Academic Complete, Education Complete), I found the SDT website was the best source of psychology-based articles related to this study. Research articles from nonpsychological fields tended to lack information and to oversimplify motivation as intrinsic and extrinsic. The following literature review features international, regional, and local (Saudi Arabia) research to provide an evidence-based context of faculty motivation in higher education across several issues.

During the literature review for this study, several key variables emerged and were used to guide the methods of this study. Consequently, general motivation, work motivation, the interaction between expatriate and student motivation, culture adjustment issues, organizational policies, and relevant SDT articles are the subheadings of this proposal. Moreover, the following literature review begins with a summary of how motivation theories evolved during the past century, then summarizes recent motivational research, and concludes with a focus on available research on expatriates.

Literature Review

Evolution of Motivation Theories

For over 70 years, psychologists developed motivational theories to understand people from different perspectives. In the early 1940s, Hull explained the drive-reduction theory in the "Principles of Behavior" and "Essentials of Behavior" to explain human

motives (Eynsenck, 1954). After Hull's death, Behaviorists such as Maatsch (1954) compared Hull's drive-reduction theory to Skinner's reinforcement theory. Skinner (1963) argued Pavlov's classical condition was insufficient and operant behavior was the most scientific approach to explain human behavior.

Abraham Maslow's hierarchy of needs was introduced in the 1970s (Myers, 2015). Although one of the most widely known theories of motivation, Maslowians struggled with ways to measure motivation objectively and complete experimentations (Myers, 2015). Psychologists such as Herzberg (1964) thoroughly critiqued the approach before presenting the two-factor approach to understand work motivation. Herzberg classified Maslow's needs into two categories (Caffrey, 2015) and questioned why employees stay in their jobs (Khin & Ngee, 2016).

Behaviorists' and humanists' roots of the different motivation theories are appropriate to use in particular contexts. McClelland's need theory, Vroom's expectancy theory, and Alderfer's ERG theory all contributed to the current understanding of motivation and came from different perspectives (Encyclopedia of Positive Psychology, 2018). For example, Chen and Zhao (2013) utilized Vroom's expectancy theory to evaluate faculty motivations of a business faculty member. Chen and Zhao found women had higher intrinsic motivation than their male counterparts.

In another study, Khin and Ngee (2016), examined faculty motivation and satisfaction in Malaysia using Maslow and Herzberg's Two Factor Theory. Khin and Ngee found factors such as personal achievement, interpersonal relations, and responsibility to be related to dissatisfaction. Arguably, their research findings are

consistent with research that uses the SDT, which espouses the importance of autonomy (responsibility), competence (personal achievement), and relatedness (interpersonal relations). Although different motivational theories are useful for particular studies, Deci and Ryan's (2000; 2018) SDT is a "one-stop" theory for motivation research. This is because the SDT exceeds traditional dichotomous explanations of motivation and synthesizes elements of classical theories into multiple subtheories to account for different types of motivation observed across dissimilar contexts (Self-Determination Theory, 2018b).

Self-Determination and Work Motivation

Previous researchers analyzed the relationship between motivation and goals using the SDT (Deci & Ryan, 2000; Gagné, & Deci, 2005; Lee, Reeve, Xue, & Xiong, 2012; Ntoumanis, Healy, Sedikides, Smith, & Duda, 2014; Sheldon, 2014). For example, Lee, Reeve, Xue, and Xiong (2012) found a neural relationship between how the brain reacts when one is working on a goal that is intrinsically motivated vs. extrinsically motivated. In the Middle East, researchers explored the relationship between faculty/lecturers' motivation to achieve specific professional goals (Alotaibi & Tayeb, 2016; Al Suwaidi & Schoepp, 2015; Menon & Narayanan, 2015; Suhaemi & Aedi, 2015) using motivational theories. Professional goals to publish research, participate in professional development, and engage in community service may vary based on rank, supportive incentives, and quality of supervision. Across the previous studies, recommendations were made to improve the quality of management to enhance employees' work motivation.

Recently, SDT researchers examined different types of work motivation using quantitative methods (Brien et al., 2012; Gagné et al., 2015; Howard, Gagné, Morin, & Van den Broeck, 2016; Gillet, Fouquereau, Lafrenière, & Huyghebaert, 2016). For example, Howard, Gagné, Morin, and Van den Broeck (2016) internationally validated a Multidimensional Work Motivation Scale. Work motivation studies, outside of the domain of psychology, about educators, focused on educator's abilities to use technology to do research (Ajegbomogun & Popoola, 2013; Emmelhainz, 2017) and teach online courses (Uukkivi, 2016). Most publications about educator's motivation in Saudi Arabia explored their use of technology with students (Alghanmi, 2014; Almahasheer, 2016; Alzamil, 2014; AlTurki, 2016; AlMutlaq, Dimitriadi & McCrindle, 2017; Hamad, 2017) and professional development experiences (AlMutlaq, Dimitriadi & McCrindle, 2017). For example, Hammad (2017) found a relationship between a student's motivation and their English language instructor's feedback using Blackboard at a Saudi Arabian University.

Psychological Impact of Student Motivation on Faculty Motivation

Psychological studies that analyzed the relationship between students' and educators' motivation, using SDT as a framework, were rare but consistent (Behzadnia, Adachi, Deci, & Mohammadzadeh, 2018; Moroz, Horlick, Mandalaywala, & Stern, 2018; Radel, Sarrazin, Legrain, & Wild, 2010). For example, Behzadnia, Adachi, Deci, and Mohammadzadeh (2018) used the SDT principles to reinforce the relationship between students' motivation and teacher's autonomous support. Chan et al.'s (2015) cross-cultural research also found students' motivation to be positively correlated with

teachers' autonomous supportive behaviors. Moroz, Horlick, Mandalaywala, and Stern (2018) found SDT to be the best framework to understand how to improve faculty feedback to residents and simultaneously improve the residents' motivation to improve patient care.

Research suggests students' motivation also influences an educators' motivation (Radel, Sarrazin, Legrain, & Wild, 2010). It is not sufficient to study educators' or student motivation in isolation. Student motivation was one of the most common topics discussed in the context of higher education (e.g., Etienne, 2012; Gardiner, 2012; Waqar, Zuraina, Muhammad Aslam, & Imtiaz Hassan, 2017). Most research seems to focus on faculty training that teaches faculty how to motivate students. Franklin (2016) asserted that the relationship between student motivation and faculty motivation should be simultaneously studied. In a study that finds low student motivation, there is a possibility one might also find low faculty motivation. Franklin (2016) found the enthusiasm of the teacher might affect the performance of the students. The challenges students have with being motivated, how their motivations influence their performance, and how teachers give students feedback are all interrelated. Researchers underestimate the need to assess educators' motivation before participating in professional development to motivate their students (Franklin, 2016).

Hennessey (2015) asserted the need for educators to be culturally competent before teaching advertising courses by living among the Saudis. However, Hennessey was not convinced by SDT and recommended a new model to assess creative environments and interactions among students and educators in Saudi Arabia. Hennessey

(2015) asserted "intrinsic motivation is a phenomenological state" which includes the interaction with educators (p 196). For example, Hennessey (2015) emphasized the importance of contextualizing and taking an ecological approach to understanding how culture influences the motivation of students in different countries. In some eastern universities, faculty are encouraged to perceive their students as their own children whereas in other cultures doing so might be considered inappropriate.

Across international studies, nonindigenous qualitative researchers, scholars, and teachers must consider how social-cultural contexts affect how participants narrate their experiences (Denzin & Lincoln, 2008) or tell others about their journeys in research studies.

Expatriate and Eastern Cultures

Researchers have examined how motivation varies as expatriates traverse different cultures (Cai & Hall, 2016; Chen et al., 2015; Günay, 2016; Kaplan & Madjar, 2017; Roth, G., Kanat-Maymon, Assor, & Kaplan, 2006). In the Middle East, Meed's (2016) study highlighted how an educator might be qualified and motivated to teach their subject, but they should also be ready to adjust culturally. Using SDT as a framework for their study, Cai and Hall (2016) found it was important for faculty to have on-going professional development to perform well at international branches of a Chinese University.

SDT motivation researchers in education have continued to focus on teachers' ability to provide students with a need-supportive learning environment (Haakma, Janssen, & Minnaert, 2017), use of new teaching strategies (Stupnisky, BrckaLorenz,

Yuhas, & Guay, 2018; Van Twembeke, & Goeman 2018) and students' well-being and satisfaction (Basson, & Rothmann, 2018) across cultures. James and Shammas (2018) recently explored the relationship between female students and educators using the SDT to contextualize and conceptualize optimal learning interactions, particularly between expatriate faculty and Emiratis.

Several researchers explored motivation issues students had with studying English in Indonesia (Abrar, Mukminin, Habibi, Asyrafi, Makmur & Marzulina, 2018), in Japan (Baniasad-Azad, & Ketabi, 2013), in Oman (Wyatt, 2013), and in Saudi Arabia (Alghamdi, 2017; Borg, & Alshumaimeri, 2019; Hamad, 2013; Shahinaz & Dalal, 2013). Recently, Hew, Syed, and Kadir (2017) conducted a nation-wide study in Malaysia to analyze virtual learning behavior in light of the SDT and other related theories. Across these studies, researchers highlighted the unique culture and work environment issues that might have influenced students' and educators' motives to perform (e.g., need for additional professional training for educators, more resources). For example, Hamad (2013) interviewed female instructors who complained about challenges in motivating students due to the learning environment. The resources to support teachers inside and outside the class might influence their commitment to and ability to adapt in Saudi Arabia. In another Saudi Arabian study, researchers found faculty were willing to provide an autonomous learner environment but were not confident in their abilities given multiple factors (Borg & Alshumaimeri, 2019). Furthermore, expatriate faculty members' ability to adjust to eastern cultures might affect their motivation and job satisfaction, as well as their interpretation of how organizational policies are implemented.

Expatriates and Organizational Policies

Miller, Hess, Bybee, and Goodkind's (2018) research on the consequences of family separation for refugees found separation to be similar to torture. Although a female expatriate might have chosen to come to Saudi Arabia, there are some who brought their children and some who did not. There are also some who sent their children back to the native country due to emerging financial policies.

Austin, Chapman, Farah, Wilson, and Ridge (2014) studied expatriates' work experiences in light of UAE policies. Although Austin et al. did not ask why faculty members decided to come to the UAE, their findings revealed resources needed to motivate their expatriates to stay in the UAE. Austin et al.'s study featured 29 participants and demonstrated the need for employers to clarify work expectations before expatriates arrive to work (e.g., teaching loads, research targets, and other required services). The researchers also found participants were concerned about their equity, academic freedom, and their professional growth (Austin et al., 2014). Similarly, Stalker and Mavin (2011) also studied the experiences of expatriates in the UAE. Stalker and Mavin interviewed 12 participants about their professional development and work experiences in the UAE. The participants expressed concerns about segregated workplaces, dress codes, and relational aggression in workplaces. In both UAE SDT studies, participants from this study expressed their need for control, autonomy, and relatedness to increase their motivation to continue working in the UAE. Notably, this find was consistent with other international studies about expatriates living in various countries.

In Saudi Arabia, two recent phenomenological studies explored faculty motivation. AlMutlaq, Dimitriatdi, and McCrindle's (2017) study included 12 participants and focused on their motivation to participate in continuing education. Although the faculty in this study were motivated to maintain the technological skills, that motivation was augmented by their challenges to manage their work loads, struggle to achieve target work goals, limited opportunities to practice the required technology, and lack of clarity about career promotion. Abdul-Cader and Anthony's (2014) study included 25 participants and explored their motivation to contribute to the improvement of an academic program. Abdul-Cader and Anthony found participants were motivated to contribute, but also expressed concerned about their monetary incentives, level of involvement in decision making, and need for support. Both Saudi Arabian studies were male-dominated, featured faculty who were motivated to work in higher education, and support the need for a study focused on women's work motivation.

Women's Work Motivation

In light of SDT, motivation researchers analyzed work motivation and the psychological health (Fernet, 2013), the physical health (Williams, Halvari, Niemic, Sorebo, Olafsen, & Westbye, 2014), the well-being (Milyavskaya, Philippe, & Koestner, 2013), and the financial goals (Thibault et al., 2016; Park, Ward, & Naragon-Gainey, 2017) of employees. SDT scholars have conducted studies about women's motivation to become mothers (Brenning, Soenens, & Vansteenkiste, 2015); managing depression when becoming mothers (Gauthier, Guay, Senécal, & Pierce, 2010), tutoring their children (Grolnick, 2015), and parenting goals (Mageau, Bureau, Ranger, Allen, &

Soenens, 2016). Recently, Fernández-Ballesteros, Díez-Nicolás, Caprara, Barbaranelli, and Bandura (2002) found a correlation between women's perception of their self-efficacy and their collective efficacy ability to affect social change in Spain. Hence, SDT related research has the potential to comprehensively lead to better employment policies, educational support benefits, and health benefits for women.

Internationally, researchers in Malta (Frank, Rose Marie, & George, 2013), Greece (Gaki, Kontodimopoulos, & Niakas, 2013), New Zealand (Ricketts & Pringle, 2014), and Ireland (Tobin, 2012) studied women's work motivation and gender-related issues. Nurses in a New Zealand study perceived gender discrimination in promotion opportunities and requested anti-harassment protocols (Ricketts & Pringle, 2014). Most researchers that examine women involved women working in the same country, and all researchers recommended additional support services to increase women's self-efficacy and well-being. Beyond how well a teacher can do their specific jobs, it is important for managers to know how to support female teachers in managing personal issues and life transitions.

In Saudi Arabia, women usually work in segregated contexts (Alsubaie & Jones, 2017). Expatriates live in the communities that mix with Saudis while others live on compounds and rarely interact with Saudis (Jackson & Mandersheid, 2015). An expatriate academic professional must consider the context, the laws, and the unique opportunities (e.g., tenure) that may or may not exist in their home countries (e.g., family visas). There are also some who send their children back to their native country due to financial reasons.

Relevant Phenomenological Research on Motivation

Previous research on motivation cited several of the major motivational theories, used more than one approach to guide research, and interviewed less than 20 participants (e.g., Abdul-Cader, 2014; Brisibe, 2016; Brooks, 2014; Etienne, 2012; Gardiner, 2012; McGee, 2012; Wildman, 2015). Similar to previous international studies cited in this proposal, a few used SDT as a framework to assess student motivation in the United States of America (Etienne, 2012; Gardiner, 2012). Moreover, there was only one study (in English) which focused on faculty motivation in Saudi Arabia (Abdul-Cader & Anthony, 2014). Across domains (e.g., business, psychology, education), researchers used the phenomenological approach to examine women's lived experiences in studies at Walden University (Brisibe, 2016; Brooks, 2014; McGee, 2012).

Across selected motivation studies (Abdul-Cader & Anthony, 2014; Brisibe, 2016; Brooks, 2014; Etienne, 2012; Gardiner, 2012; McGee, 2012; Wildman, 2015), researchers utilized at least one major motivational theorist to guide their studies and in-depth interview procedures. Most studies about nurses' motivation were in educational contexts, and female participants were relevant to this proposal. Notably, I choose the sample size of the current based on the best practices of previous research studies. Table 1 is a summary of the location, phenomenon studied, themes, and the number of participants used in phenomenological studies.

Table 1:

Summary of Phenomenological Research Findings

Author(s) &(Year)	Country	Phenomenon	Themes	Sample
McGee (2012)	United States of America	Internal motivation for healthy living	Health values, personal belief systems, ability to self-regulate, self-awareness, and future-orientation toward life	15
Brisibe (2016)	Canada	Self-initiated migration journey and career advancement experiences of migrant women	Strategies used to challenge inequalities- engagement; maintenance, transformation, and entrepreneurship; migration motivations - gave family, personal growth, safety and finance;	20
Tobin (2012)	Ireland	The perceptions of nurses as they journey with the patient who is receiving a cancer diagnosis;	Connectedness was also characterized as a professional task. The connectedness was very evident in the activities of the nurse; it was seen very much as functionary; nurses related to the patient, encompassing a wide range of strategies that reflect respect for the patient, responsibility, and reciprocity, augmenting the view of caring relationship to encompass the notion of professional companionship.	20
Merighi, de Jesus, Domingos, de Oliveira, Baptista, (2011)	Brazil	Focused on understanding the experience of nurses trying to balance their roles as women (e.g., their job, their gender, motherhood, and other activities)	Difficulty in performing multiple activities; women give priority to being a mother so that they have less time to take care of themselves; professional and personal worlds need an interface, which allows for co-existence between the different roles women play in society.	12

Across phenomenological studies about women, most researchers used less than 20 participants and used women who were employed in the related context. Notably, Brisibe's research was particularly on migrant women who moved to Canada (non-Canadians) and on understanding their career aspirations as an ethnic minority. Although Brisibe referred to them as migrants and her phenomenon was acculturation, the participants were highly qualified professionals, working in different countries, self-initiated expatriates, and faced multiple challenges (Brisibe, 2016). In quantitative studies, researchers found that participants in Abu Dhabi (AlSuwaidi & Schoepp, 2015), New Zealand (Rickets & Pringle, 2015), and Malta (Frank, Rose Marie, & George, 2013) also expressed concerns about potential barriers, promotion, professional development and need for support. Across professions and status, women consistently expressed the need for autonomous support, competency, and relatedness. Consequently, best practices from the well-known phenomenologists (e.g., Moustakas) guided the methodology of this study.

Bitbol and Petitmengin (2013) argued about the validity of introspective reports and recommended strategies to decrease research participants' biases. First, ask about a particular event in life that led to the targeted experience. Second, guide the participant to imagine the space and time of that event as well as observe body language. Third, close the discussion about that particular experience, and fourth, confirm the interpretation of the experience. Throughout the process, engage in the phenomenological reduction by encouraging participants to provide details about experiences and describe how those experiences occurred. Furthermore, after each

detailed experience researchers should check the accuracy of the summary. Although Bitbol and Petimengin's (2013) recommendations were for neurophenomenological studies, the steps to solicit participants' descriptions of their lived experiences and emerging criteria to validate first-person observations were relevant to this study.

For the past 10 years, methodologists have cited Moustakas's (1994) steps for conducting phenomenological studies and related analysis (Creswell, 2007; Giorgi, 2015; Giorgi, Giorgi, & Morley; Nowell, Norris, White, & Moules 2017). Phenomenological investigations utilize the entire transcripts from all participants in a study. Previous researchers used phenomenological analysis to analyze students' experiences with technology (Amel, 2014), student engagement (Asghar, 2016), and choosing their major (Douglas, Douglas, McClelland, & Davies, 2015) in Saudi Arabia. Researchers have explored educators' experiences with professional transitions (Tran, Burns, & Ollerhead, 2017; Wood, Farmer, & Goodall, 2016). For example, Tran et al. (2017) studied ELT lecturers' motivation to do research and their emotional coping strategies in Malaysia. The researchers for all of these studies conducted in-depth interviews and identified key themes/factors related to their target phenomena using thematic analysis. Furthermore, a few studies used triangulation and member-checking to validate their findings.

Summary and Conclusions

Deci and Ryan's (2008) self-determination theory considers a person's life goals (e.g., parenting, work) as well as their relative psychological health and well-being across domains. An employee's productivity and motivation correlated with having supervisors with autonomous leadership styles (Slemp, Kern, Patrick, & Ryan, 2018). In conclusion,

this literature review considered several theories of motivation, previous studies utilizing the SDT, motivation-based studies which adopted phenomenological approaches (hermeneutical and transcendental), and studies conducted about expatriate educators in Saudi Arabia. Unfortunately, the gender of participants is not always transparent in these studies. Although most of the non-Saudi studies had wider-scopes than required for this study, the goal of this literature review was to connect how SDT has been used to advance motivational research internationally to related studies in the Middle Eastern educational context. There is an apparent gap of information about the lived experiences of female expatriates in the Middle East from an advanced psychological perspective. Future research should replicate research which featured predominately male participants.

Nowell, Norris, White, and Moules (2017) argued most qualitative researchers do not publish enough details for replication. Tobin and Begley (2004) highlighted the debate on how using triangulation across different epistemological domains renders qualitative less than quantitative. Hence, Tobin and Begley (2004) encouraged researchers to be more pluralistic and continue to clarify methods (e.g., triangulation state of mind, goodness, crystallization) to advance naturalist inquiry. Nowell, Norris, White, and Moules (2017) attempted to convert the well-known criteria of trustworthiness into phases along with the exact criteria, an exemplary study, and illustrative examples in NVivo.

My aim is to document my participants' lived experiences utilizing the best practices in conducting phenomenological studies as detailed in Chapter 3. In chapter 3, I

will describe the methods that will be used to select participants, procedures to conduct the interview sessions, and coding procedures to analyze the results of this study.

Chapter 3: Methodology

Introduction

The purpose of this study was to explore the experiences of female expatriate teachers in Saudi Arabia to better understand why they chose to stay and continue working in Saudi Arabia long-term. The nature of this study had a qualitative focus using a phenomenological design. This chapter contains the reasons for choosing a phenomenological approach and evidence-based procedures selected for this study (e.g., recruitment, participant selection, data analysis, and ethical procedures). Throughout this chapter, research studies (e.g., work motivation, female educations, expatriates) were used to strengthen and support each dimension of this phenomenological study.

Research Questions

This phenomenological study answered the following research questions:

RQ1: How do expatriate female faculty members describe their experiences teaching in Saudi Arabian universities?

RQ2: How do expatriate female faculty members describe their motivation to continue as faculty in Saudi Arabia?

The central phenomenon of this study was the lived experiences of women who have chosen to make the journey to Saudi Arabia and have taught for more than 1 year in Saudi Arabian higher education institutions.

Research Design and Rationale

The phenomenological research design is the most appropriate method to explore human experiences (Creswell, 2007; Moustakas 1994). I reviewed different schools of

phenomenological thought, as well as related studies, to support the design of the proposed study. For example, phenomenological researchers argue the most critical function of the psychologist is to understand the lived experience of human beings (Bibtol and Petimengin, 2013; Giorgi, 2015)

Based on the aim and previous research studies, this design was most suitable to capture female educators' lived experiences and motivation to teach in Saudi Arabia. Therefore, the nature of this study was qualitative and used Moustakas's (1994) phenomenological research methods to guide data analysis. Moustakas (1994) recommended several steps when implementing a phenomenological investigation, and those steps were used as the overarching the methods of this study. For example, Moustakas recommended the topic and questions be autobiographical. As explained in the section on the role of the researcher, I would qualify as a participant in this study. Moustakas emphasized the importance of a comprehensive literature review, as achieved in Chapter 2. Additionally, Moustakas recommended having informed consent, procedures to ensure confidentiality, interview protocol, and efforts to implement ethical research all of which were employed in this study. Furthermore, Chapter 4 includes descriptions (i.e., textural and structural) and the overall nature of expatriate lived experiences and motivations.

Role of the Researcher

In this study, I interviewed all participants, and allowed all participants enough time to respond to questions. I avoided harming participants and I did not have any personal or professional relationships with the participants in order to prevent conflicts of

interest. As guided by the phenomenological approach, I refrained from asserting any biases during all phases of this study (e.g., recruitment, interview, data analysis). Throughout the data analysis procedures, the phenomenological approach requires researchers to engage in *epoche,* or set aside their personal experiences to gain a new perspective (Creswell, 2007; Moustakas, 1994). Therefore, I set aside my experiences as an expatriate and strove to understand my participants' experiences as educators and women working in Saudi Arabia. For example, I am a Self-Initiated Expatriate and have worked in Saudi Arabia for over 15 years. Currently, I am the Aide to the President on Institutional Effectiveness and the Director of Evaluation and Accreditation for a small private university. During the past 15 years, I completed research studies about the quality assurance system in higher education (Darandari and Hoke, 2013), institutional effectiveness (Mitchell and Hoke, 2015), and culturally responsive evaluation (Hoke, 2015; Hoke and Mitchell, 2018). Most of my research, accreditations reviews, and counseling sessions required me to use the best of qualitative research methods and interviewing techniques. As a result, I am well-versed in Saudi Arabian culture as well as the experiences of expatriate faculty members from different backgrounds.

For this study, I acted as if I was a tourist in Saudi Arabia for the first time and requested participants to translate phrases commonly said in Arabic by expatriates. Given the culture among women in Saudi Arabia, I had to persistently probe participants about the details of experiences that are familiar to me and requested participants to express situations that might only be assumed to be commonly understood (e.g., a facial expression or hand gestures express related feelings about situations). If a participant

insisted that I was familiar with a particular experience or issue, I asked them to provide related details. Using phenomenological reduction, I avoided interpreting all complaints and compliments about their respective universities, residencies, and general policies related to expatriate management and documented the authentic voices of participants during the interviews. Throughout this journey, I bracketed my experience and used a reflexive journal to write down feelings, thoughts, perceptions to help with objectivity and reinforce the methods adopted for this study.

Methodology

Participant Selection

According to Saudi Arabia's Ministry of Education (2018), there are 77 higher education institutions in Saudi Arabia. Specifically, there are 25 public universities, ten private universities, and 42 colleges (Ministry of Education, 2018). Eighteen of those institutions are in the Riyadh Province, and several are ranked as top universities in Saudi Arabia (QS Top Universities, 2019b). The population for this study was female expatriate educators that worked and lived at higher education institutions in the Riyadh Province. Purposive sampling was used to select 10 participants for interviews from the educators that responded to the recruitment flyer.

Sampling Strategy and Size

According to Daniel (2012), "Purposive sampling is a nonprobability sampling procedure in which elements are selected from the target population by their fit with the purposes of the study and specific inclusion and exclusion criteria" (p. 7). In other words, I selected participants on the criteria described in the following section. Frey

(2018) explained qualitative studies do not require strict random sampling. The sample of participants should be relevant to the study. Waterfield (as cited by Frey, 2018) recommended for researchers to be conscious of potential shortcomings of this sampling approach and make the sample as representative as possible.

Van Rijnsoever's (2017) saturation guidelines for qualitative research and coding strategies were used for this study. As expected, that saturation was achieved with 10 participants. Saturation was the point where most participants answered all of the questions and there was sufficient data to analyze their responses (Van Rijnsoever, 2017). Previous research on motivation cited several of the major motivational theories, used more than one approach to guide research, and interviewed less than twenty participants (e.g., Abdul-Cader & Anthony, 2014; Brisibe, 2016; Brooks, 2014; Etienne, 2012; Gardiner, 2012; McGee, 2012; Wildman, 2015).

Sampling Criteria

All participants in this study were required to be female expatriates (i.e., non-Saudi) that were teaching in a Saudi university (public or private), employed for at least 1 year, and were fluent in English. Based on business literature, there are debates about how to define self-initiated expatriates (Cerdin & Selmer, 2014), and the related socio-economic issues of labeling goes beyond the scope of this study. Any type of expatriate (i.e., employed, migrant) that met the criteria were qualified to participate.

All participants were required to answer screening questions to confirm if they met the inclusion criteria (Appendix A). The participants for this study did not belong to a specific institution, religion, or country. Women from any country, from any age group,

and working (or worked at least 1 year) at any institution were welcomed to participate in the study. The ethnicity of the participants was not relevant, and only the nationalities will be reported.

I conducted this research study outside of my office, in a separate tutoring center, on campus. I did not interview colleagues or educators that might have been influenced by my position. I gave all participants, who completed the interview, a $13.00 USD (50SR) gift certificate from a bookstore. As approved by the IRB, I only gave two participants a taxi voucher of 50SR due to their homes' distance. Several participants contacted me that did not meet the criteria, and I thanked them for their interest in volunteering.

Data Collection

The interviews and data collection took place in a private tutoring office at a small private university. Because I am a woman and I interviewed participants one-on-one, all participants had to be female expatriates (i.e., come from another country). To recruit ten participants for this study, the flyer was posted on expatriate websites and social media groups to attract potential participants. I was required to sign-up for the website and receive communication for Expat.com and Expatriates.com. Recruitment continued until saturation was achieved.

Semistructured Interview Questions

Frey (2018) defined a semistructured interview as an interview that features questions listed on an interview guide without a preferred order, unpredictable open-ended responses, with various probes. For phenomenological studies, Gallagher and

Franceconi (2012), recommended for interview questions to vary in the following manner: (a) long-term experience and open question, (b) long-term experience and focused question, (c) short-term experience and open question; and (d) short-term experience and focused question. Based on SDT terms, I designed the questions (Appendix B), and a transcript for the session and I revised the questions several times to decrease any potential bias.

Interview Session Protocol

I collected the data using semistructured interviews, with recording devices and by taking detailed notes. The following is a list of the procedures that I followed during the interview:

- I asked each participant to read and complete the consent form.
- I asked all of the questions in the same order during the 60 minute-long interview.
- I used the interview script to interview all participants and asked probing questions as needed.

Interview Technology

I recorded all of the interviews with a portable digital voice Olympus Recorder (VN-731PC). To protect the participants, I will delete the recordings after the study is completed. Although none of the participants refused to be recorded, a few participants shared additional information after recorders were turned off. As a result, I requested participants' permission to also include offline comments, and the participants agreed.

Confidentiality and Consent

I ensured participants that the data collected was confidential and provided participants with information about the study and using ethical procedures required by the Institutional Review Board of Walden University. Before the interview, I reminded participants their identities were confidential and all recorded and written information was associated with a fictitious name. Originally, I planned for the participants to choose from a pool of fictitious names that they wanted to use for the interview. Instead, I had them come up with any name of their preference for the interview due to the potential cultural preference. I discouraged them from using any name related to them or a nickname known by some. I kept a hand-written record of the pseudonyms associated with their interviews (e.g., Maha, Kathy). I wrote the fictitious names, dates, and times on a piece of paper before each interview to take notes on nonverbal communication (e.g., laughs). However, there were no documents that link the actual name of the participant with the session kept. As required by the Institutional Review Board (Laureate International Universities, 2018), the only document with the participants' names is the consent form. I reviewed the consent form with each participant and proceeded with the interview. After the data was collected, I transcribed all of the interviews and analyzed the data.

Data Analysis Plan

Moustakas (1994) recommended analyzing interview data by reading and re-reading the interview transcripts to develop themes and patterns in the data. While analyzing interview data, I ascribed to Moustakas's (1994) data analysis methods.

Specifically, I used horizonalization, reduction, clustering themes, validation, and textural-structure descriptions for each participant. During horizonalization, I reviewed the participants' responses for experiences related to the phenomenon. For reduction, I checked if the experience appeared to help understand the phenomenon and whether language used was clear; if not, I excluded it. To cluster responses, I identified core experiences, and organized narrations into cohesive thematic topics by question and then by participant. To validate the responses, I verified if interpretations were correct, not influenced by my own experiences via NVivo autocoding. For the individual textural-structural descriptions, I extracted statements verbatim regarding individual experiences and identified structural elements (e.g., relationship to others); as well as themes across participants (e.g., motivation to stay in Saudi Arabia). Finally, I synthesized the collective experience of the target phenomenon. I kept an audit trail of the analytical decisions made during the thematic analysis phase. As previously mentioned, summaries were to each participant to check the accuracy of related interpretations.

Transcribing Interview Sessions

In "Transcribing Audio and Video Data," Paulus, Lester, and Dempster (2014) explained the importance of researchers reflecting over their data, selecting the best transcription approach (e.g., verbatim, Jeffersonian, gisting and visual), and utilizing available technology to transcribe audio and video data. These authors recommended researchers to pilot voice data recognition software (e.g., Dragon Naturally Speaking, Transana) and select the software which best suits their research. Recently, QSR International (2020b) also introduced a transcribing service for NVivo 12 plus users.

Given potential concerns with confidentiality, I transcribed all of the recordings verbatim by plugging the Olympus into my computer and typing them. I listened to each recording to make corrections and added relevant non-verbal communication from hand-written notes. Furthermore, I sent summaries to the participants and completed a brief follow-up to confirm each summary's accuracy.

Coding Software

Nowell et al. (2017) provided exemplary studies and an illustrative guide on how to complete thematic analysis using NVivo. NVivo (QSR International Pty Ltd, 2017) is data analysis software often used by qualitative researchers to analyze transcripts, complete thematic analysis, and cluster themes into word clouds. From identifying common nodes to illustrating common themes with word clouds, NVivo 12 plus was the most appropriate software to complete the data analysis for this dissertation project. Given the required thematic data analysis procedures, I reserved NVivo autocoding theme node function to validate the themes found throughout this study (See Appendix E).

Nowell, Norris, White, and Moules (2017) argued most qualitative researchers do not publish enough details for their research to be replicated. Tobin and Begley (2004) highlighted the debate on how using triangulation across different epistemological domains renders qualitative less than quantitative. Hence, Tobin and Begley (2004) encouraged researchers to be more pluralistic and continue to clarify methods (e.g., triangulation state of mind, goodness, and crystallization) to advance naturalist inquiry. Nowell, Norris, White, and Moules (2017) attempted to convert the well-known criteria

of trustworthiness into phases along with the exact criteria, an exemplary study, and illustrative examples in NVivo. Consequently, I adapted their phases of thematic analysis, which were consistent with Moustakas, to detail the outcomes of this project in Chapter 4. To respond to Nowell's critique about the lack of details, I also included details about the process to validate themes in Appendix E. In addition to documenting steps for thematic analysis, Nowell et al. (2017) also emphasized the importance of ensuring qualitative methodological rigor through the systematic establishment of trustworthiness.

Trustworthiness

Research methodologists have historically agreed upon Lincoln and Guba's (1985) definition of trustworthiness and criteria for establishing trustworthiness when conducting qualitative research (Creswell, 2007; Moustakas, 1994; Nowell, Norris, White, & Moules, 2017; Tobin & Begley, 2004). In 1985, Lincoln and Guba (as cited in Creswell, 2007) dispelled the need for reliability in phenomenological studies and replaced traditional reliability criteria in quantitative research with alternatives for qualitative research.

Credibility

Qualitative researchers employ various strategies to ensure their research represents the stories of the participants (Cope, 2014; Stewart, Gapp, & Harwood, 2017). To ensure I understood and interpreted the data accurately, I engaged in member-checking, took notes, and used reflexive journals. I sent participants a summary of the

findings to check for accuracy. During the interviews, I also briefly paraphrased selected points after the participants shared significant experiences.

Transferability

Given the generalizability is the not goal of any pure phenomenological study (Tobin, 2012), I used thick descriptions and interpreted each lived experience one at a time in a higher education context. The transferability will depend on the researchers attempting to generalize and their context (Tobin, 2012). The thick descriptions will enable readers to determine if the results apply to female expatriates at their respective higher education institutions.

Dependability

An audit trail is used by qualitative researchers to increase the dependability of a qualitative study (Korstjens, I.& Moser, A. 2018). Throughout this study, I systematically documented decisions made to implement the proposed study.

Confirmability

Finlay's (2011) five lenses increased the confirmability of this study by reducing the possibility of research bias in the results of this study and sustaining my focus on the overall purpose. I employed reflexivity throughout the research project and adapted Finlay's (2011) five lenses of a reflexive interviewer (i.e., strategic, contextual, embodied, relational, and ethical reflexivity). During the interview, I used strategic reflexivity, and I was conscientious about the interview protocol. Before each interview, I placed a copy of the consent form and interview questions on the interview table. During the interpretation, I engaged in contextual discursive reflexivity and examined the

ecological implications of the interviewees' responses (e.g., social, cultural implications). During the data analysis, I employed embodied reflexivity and documented the quality of the interview (e.g., the general flow of question/answers), as well as relational reflexivity and to identify any other extraneous aspects of the interviewee that might influence coding. Throughout this study, I adopted ethical reflexivity and avoided bias as much as possible, in addition to bracketing and journaling the experiences that I recalled after the interviews. Finlay's five lenses increased the confirmability of this study by improving my ability to validate strategies used at different phases of this study systematically.

Ethical Considerations

This study does not include any planned deceptive methods. As certified (Appendix G), I upheld the values (respect for persons, beneficence, justice) espoused by the National Institute of Health for research with human subjects. As recommended by the National Institute of Health (2018), I removed identifiers (e.g., names of universities) from the data in exchange for coded data and the identifiers are kept in secure boxes separate from the rest of the dataset to maintain confidentiality. The final data set of this study consisted of ten transcripts. After analysis, I retained all of the recorded data as required by the Institutional Review Board at Walden University. Furthermore, I implemented this project after I received Institutional Review Board approval. I will keep the data in a safe box for 5 years, and then process the data through a shredder at the end of a 5-year period.

Summary

Overall, this chapter explained the methods that were used to recruit participants, collect data, analyze data, and maintain confidentiality. Consistent with previous phenomenological studies, I recruited a sample of participants from the target population. I ascribed to the data collection process as outlined by Moustakas (1994). I analyzed data with the latest qualitative data analysis coding software (NVivo). Finally, I addressed issues of trustworthiness (i.e., creditability, transferability, dependability, and confirmability), complied with IRB ethical procedures, and reported any unexpected ethical concerns that emerged during the implementation phase. Throughout the proposal process, I made evidence-based decisions to guide this dissertation project by using peer-reviewed journals, the latest methodological developments, and relevant articles by SDT scholars.

Chapter 4: Results

Introduction

The purpose of this phenomenological study was to explore the lived experiences of female expatriates who chose to teach and stay in Saudi Arabia. This chapter includes a description of the setting, demographics of the participants, data collection, and data analysis. This chapter concludes with thematic analysis of the results by question, by participant, and the summary. This study investigated the following research questions:

RQ1: How do expatriate female faculty members describe their experiences teaching in Saudi Arabian universities?

RQ2: How do expatriate female faculty members describe their motivation to continue as faculty in Saudi Arabia?

Setting

This study was conducted at a university in the Kingdom of Saudi Arabia (KSA). As a private university in Riyadh's capital, the research site has less than 10K students enrolled. Given I work at the partner site and have a position of influence, no members of the partner site were included in this study, and my private office was not used for the study. To decrease the possibility of any influence on the participants, I obtained approval from the site and conducted all of the interviews in a small private room at the site.

Purposive sampling features inclusion and exclusion criteria (Daniel, 2012). For this study, I used purposive sampling to recruit participants that had worked in higher education for at least 1 year (inclusion criteria) and were not members of my university

(exclusion criteria). If any educators had taught less than 1 year, it might be related to issues out of the scope of this study (e.g., significant performance issues irrespective of the country or institution). If any educators from my university were included, the participants might have unconsciously provided biased answers due to my current position working directly with higher management (i.e., Aide to President on Quality Assurance).

In retrospect, my very first dissertation plan was to include educators from my university. However, my efforts to be a scholar-practitioner while studying at Walden University significantly contributed to my performance and recognition throughout the years. As a result of striving to integrate what I learned from my program at Walden University into my work, I was promoted a few times. Before drafting the methods section, I consulted IRB officers, and I learned that my position could bias the response of members at my university, and it was best to exclude them from this study.

I posted flyers on social media groups (e.g., Expat.com, Expatriates.com, WhatsApp Groups). When participants expressed interest, I called them and asked the screening questions (see Appendix A) by phone. Although the flyer shared on social media and various WhatsApp groups excluded faculty from the partner site, 10 faculty requested to participate in the study. I thanked them for the interest and promised to include them in a future study. In addition to 10 faculty members from the partner site, four other potential participants were screened but did not participate in the study for different reasons. Overall, 25 participants were interested in the study. However, 10 participants were excluded since they belonged to the partner site, four participants were

excluded because they did fulfil the inclusion criteria, and one participant did not show up for her appointment.

Excluded and No-Show Participants

One of my participants did not show-up for their appointment, and I excluded four members from participating in the study based on the screening questions and Walden University Research Ethical Guidelines Checklist (2020). I excluded two of the women because they were my friends though they were not members of the partner site. I excluded the third participant because she was not fluent in English, she could not answer the screening questions in English, and she explained to me in Arabic that she was seeking to work as a cleaner at the partner site. I excluded the fourth participant after I learned that she was pregnant. Although the Research Ethical Guidelines Checklist (2020) allows for vulnerable adult populations to be included in this type of study, I did not include the pregnant woman in my research to avoid any potential risk she might have experienced on the way to the study. Finally, one participant agreed to participate in the interview but repeatedly complained about the university's distance. Given her rich employment history, and that another participant expressed the need for transportation support, I submitted a request to the IRB to modify the incentive and cover the taxi fees. Though she canceled her appointment twice and eventually stopped responding to my calls, I stopped attempting to make an appointment with this participant and considered her as a no-show. Nevertheless, two other participants benefitted from the IRB modification.

IRB Modification

All of the participants were given a bookstore gift certificate after their interviews. However, two participants who lived more than a half-an-hour away emphasized the cost of their taxis during the screening phone call. Therefore, I requested a modification of the incentives from IRB to give them 50SR bookstore certificates and reimburse their taxi travel of 50 SR to participate in this study. The IRB approved the modification of this study on January 27, 2020. Consequently, the data collection took a month longer than planned. Otherwise, there were no unusual circumstances encountered during the data collection.

Qualified Participants

Saturation is when all of the research questions have been answered, and there is a sufficient amount of data to be analyzed (Van Rijnsoever, 2017). After I completed eight interviews, I found the last two participants' responses were very similar, and my research questions were answered. Beyond their unique situation coming to Saudi Arabia, there weren't any significant changes in the themes observed across research questions, and responses were represented in the data (e.g., spiritual motivations, unforgettable teaching moments with students). The participants shared experiences are highlighted in the results section of this chapter.

All of the participants arrived at the study location without incident, trauma, or anything that might have significantly influenced the data collected. Nine of the participants came immediately after work, and one was unemployed. Two interviews started on time, and eight meetings began late due to various reasons (e.g., difficulty

finding the university entrance, challenges with finding a parking space). The two participants that arrived on time had visited the partner site for other events not related to this study and were familiar with how to enter the university.

Demographics

All of the participants in this study were female expatriates that worked for higher education institutions (including institutes) at least 1 year in Saudi Arabia. Based on information shared during the interview, five of the participants were from North America, and five of the participants were from European countries. Table 2 includes the participants' demographic information and the alias they chose to use for the interview sessions.

Table 2

Participant Demographics

Participant	Alias Chosen by Participant	Country of Origin	Number of Years in the KSA	Number of higher educations worked at in KSA
1	Aisha	North America	12 yrs.	2
2	Tessa	North America	3 yrs. and 6 mos.	1
3	Rebecca	British	10 yrs.	4
4	Violet	British	4 yrs.	4
5	Renee	North America	4 yrs.	2
6	Queen	North America	7 yrs.	1
7	Haifa	North America	4 yrs.	2
8	Amatullah	British	4 yrs.	2
9	Maryam	North America	1 yr. and 1 mo.	2
10	Ana	European	8 yrs.	2

All of the participants were expatriate English teachers from six different higher education institutions in Saudi Arabia. Half of the participants that participated in the

study had changed their institutions at least once. Given the details of their employment history was not a question in this study, participants varied on reporting the periods of unemployment as they transferred from one institution to another. Nevertheless, the number of institutions participants worked at did not influence the length of their interviews. Also, the screening questions accounted for participants who might be unemployed and transferring to another institution.

Transcribing Details

At the beginning of each interview, I reviewed the consent form and asked participants permission to record the meeting. All of the participants permitted me to record the interviews. I recorded all of the interviews with an Olympus recorder. Originally, I planned on giving each participant an alias for the study. Instead of providing participants a name they might not like, I decided to allow them to pick a name that they wanted to be called during the interview. I requested it to be a name that was not a nickname or that might be identifiable. In general, I found pseudonyms to be an excellent ice-breaker and appeared to make participants feel more comfortable.

All of the interviews were completed in the same location, with the same Olympus recorder, and with the same interview questions. Two of the participants knew each other and decided to come to the site together but were interviewed separately (immediately one after the other). One participant brought her toddler to the interview because she could not find a babysitter. With these three cases, these were the shortest interviews.

Although participants did not know the interview questions in advance, they knew from the flyer the interview was about their experiences. As a result, a few participants tended to share details about their experiences or motivations before the questions were asked. Hence, I summarized a few points they shared and kept moving through the interview to avoid exceeding the 1-hour as scheduled. I also noted the sequence of the questions as a limitation of this study in Chapter 5.

Data Collection

Initially, I planned to collect data between December 2019 and January 2020. The IRB first approved this study on November 13, 2019 (IRB Approval Number 11-13-19-0110714). The partner site approved the study to begin on December 1st, which was a week before final exams. Traditionally, most expats tend to visit their families during any break of the year. The beginning of the second academic term in Saudi Arabia was January 8th (Ministry of Education, 2020). Although I interviewed seven of the participants in December, most were not available to debrief 1 week later due to their travels. As a result, the debriefing for three of the participants occurred more than 3 weeks later. Consequently, I had to remind them about the different points of the interview to clarify any ambiguous responses.

Interviews

On average, each interview took 24 minutes to complete (excluding an outlier), post-interview discussions were about 10 minutes, and the debriefing phone interviews were 15 minutes. As a result, I spent about 45 minutes with each participant. The shortest meeting was 16 minutes and 28 seconds and the longest was 120 minutes. The

post interview discussions usually included participants asking me more about Walden University. The debriefing phone interviews included clarifying any words that were said but were not audible on the recording and rephrasing of information that revealed their identity.

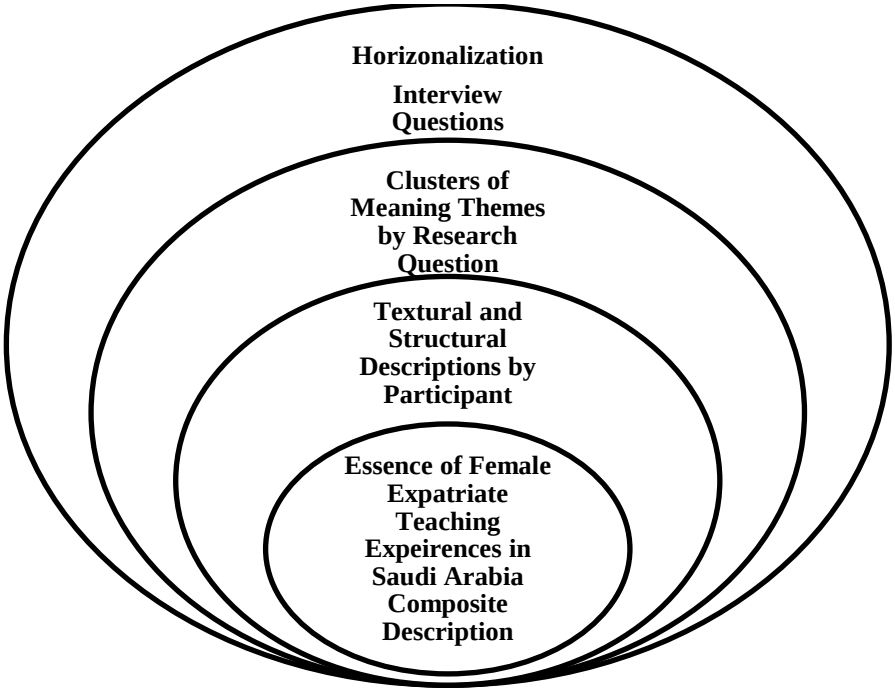
The SDT helps to understand a person's life goals and well-being across domains and motivation elements (Deci & Ryan, 2008). The debriefing was used to affirm interpretations about the experiences and motivation in light of SDT. Using the SDT, I questioned the extent to which they felt autonomous, felt supported, and motivated (personal and professional) to teach at different institutions. The results of the debriefing and following data analysis were used to formulate the themes that were used to group questions from this study.

Thematic Data Analysis Process

When using the phenomenological method, Moustakas (1994) advised researchers to analyze data by thoroughly reviewing interview transcripts to develop themes and patterns in the data through horizonalization. During this step, I gave equal weight to all statements, systematically excluded repetitive statements, and then reduced my review across significant statements from all participants by the questions (See Eddles-Hirsch, 2015). After that, I inductively selected a representative significant statement chosen from the transcribed interviews to develop clusters of meaning for each theme. After developing textural and structural descriptions of what most participants experienced by theme, I developed textural and structure descriptions by participant. Then, I summarized the underlying essence of teaching experiences in Saudi Arabia into a composite

description. Figure 2 represents the inductive thematic data analysis process implemented for this study.

Figure 2: Thematic Data Analysis Process



Once familiar with the data, I wrote a codebook with 50 codes based on the 14 interview questions. On average, each interview question had four codes. Below is a summary of each theme and how it was developed based on the participants' synthesized responses. I present a sample of the significant statements used to create these themes that are later presented in detail under the Results section.

Thematic Data Analysis by Interview and Research Questions

Job Autonomy & Routines

Participants described the number of years worked and their typical workdays. When answering the first interview question, participants had three responses: (a) length only, (b) length with a break in employment, (c) length with a break in employment, and some information about their work history while calculating the total number of years out loud. When answering the second interview question about living experiences, participants had five responses: (a) described lifestyle (b) described workplace, (c) brief employment history. When answering the third interview question about their typical workday and responsibilities, had five responses: (a) typical day, (b) typical week, (c) work times, (d) commuting times, and (e) schedule of courses. Across the first three interview questions, participants expressed the importance of their ability to work in different institutions, keep a good routine, and cope with their work hours.

Supportive Work Environment & Supervisors

Participants described the work environments and sources of support. When answering the fourth interview question about support, participants had three responses: (a) supported, (b) somewhat supported, (c) not supported. The types of assistance included support from their institutions, coworkers, students, families, and friends. In terms of institutional support, participants shared their experiences with professional development training, accessing teaching supplies, being covered (i.e., substituted) by other teachers, and interactions with supervisors. Participants emphasized how supported

they felt at their workplace, the extent to which they felt supported by their supervisors, or how they helped others as supervisors.

Work Competence & Performance

Participants described how they felt about their work performance and illustrated their work competence by explaining various teaching strategies.

When answering the fifth question or a related question, participants had three answers: (a) excellent performance, (b) good performance, and (c) fair performance.

When answering the sixth question about changes in their teaching strategies, participants had three answers (a) teaching strategies stayed the same, (b) teaching strategies were different, (c) teaching strategies were somewhat different. Participants shared episodes of being evaluated on specific teaching strategies and their competence in using specific strategies to teach English as a foreign language. They shared how they managed to maintain their performance even if the teaching content was more scripted, self-censored, or censored by their institutions.

Before transitioning from the set of questions about their teaching experiences, I asked for additional details about their teaching experiences. Participants tended to elaborate on the first seven questions by sharing more information about how their time management skills, class management skills, lessoning planning skills, assessment strategies, and conflict-resolution skills (especially if hired by a third-party) affected their work performance.

Cultural Adjustment and Spiritual Motivations

Participants described their motivations to come to Saudi Arabia and their first impressions. When answering the ninth question, participants had three types of answers: (a) professional reasons, (b) personal reasons, (c) professional and personal reasons. Irrespective of the reasons described, participants shared their experiences with culture shock and the process of adjusting to the work culture. Participants also shared their spiritual or family goals and motivation to accomplish their professional development goals simultaneously.

When answering the 10th question about what motivates them to stay in Saudi Arabia, participants tended to elaborate on their motivations (professional or spiritual), success in adjusting to the culture in Saudi Arabia, and ironic challenges readjusting to the culture in their home countries. Participants reported their ability to adapt to Saudi Culture at times interfered with their ability to repatriate to their home counties and hence increase their motivation to return to Saudi Arabia.

Connectedness & Social Life

Participants described the relationships maintained while living in Saudi Arabia. While answering the 11th question about relationships, participants described three types of connections: (a) coworkers, (b) friends, (c) family. Participants shared the typical social activities and communication strategies to maintain relationships in Saudi Arabia and with family abroad. Over time, participants' level of social activities varied as they changed institutions, changed in marital status, or changed in feeling connected to their community.

While answering the 12th question about any thoughts on leaving Saudi Arabia, participants had three answers: (a) never thought about leaving, (b) thought about leaving once, or (c) thought about leaving more than once. Participants' thoughts about leaving tended to be related to a negative work experience, which was usually augmented by positive experiences with students, support from a family member or coworker, or their original motivation to come to Saudi Arabia (e.g., spiritual or professional).

Unforgettable Teaching Moments & Women Empowerment

Participants described memorable teaching moments that reinforced their motivation to stay in Saudi Arabia and related to the Saudi Vision 2030 women empowerment policies. When answering the 13th question, participants by describing unforgettable moments with: (a) students, (b) faculty, and (c) events. Participants shared unforgettable teaching moments, interactions with other faculty, or other activities. Participants tended to emphasize opportunities to empower women by educating them about language and their cultures.

When answering the 14th question and final, participants reiterated their motivations with a socio-economic or political interest in contributing to empowering women in Saudi Arabia. Participants also shared how they feel about living in Saudi Arabia and their future plans.

Summary of Clustered Meanings and Themes

Through horizonalization (i.e., qualitative weight and sum) across interview questions, the research questions were answered early during the data analysis phase. In retrospect, the thematic data analysis completed for the interview questions

simultaneously achieved the analysis for the research questions. Therefore, I classified themes by research questions in Table 3.

Table 3:

Themes by Research Question

Research Question #1	Research Question #2
Job Autonomy & Routines	Culture Adjustment & Motivations
Supportive Work Environment & Supervisors	Connectedness & Social Life
Work Competence & Performance	Unforgettable Teaching Moments & Women Empowerment

Throughout the thematic data analysis, I constantly revised themes in this chapter to phenomenologically bracket my experiences and capture the most representative statements from the data collected. Themes found across questions were further analyzed by reviewing data from each participant in this study to understand how each one experienced the phenomena of teaching in Saudi Arabia.

Thematic Data Analysis by Participant

Textural-Structural Analysis

Moustakas (1994) recommended textural, structural, textural-structural descriptions be completed for each participant in phenomenological study. For each participant, I highlighted what they experienced (textural) and how they experienced (structural) and developed a brief textural-structural description of the essence of their

experiences. This study's interview questions had a mix of items that solicited participants to describe their experiences while working in Saudi Arabia (RQ1) Arabia and how they continued to stay in Saudi Arabia (RQ2). The interviews resulted in participants sharing what they experienced and how they navigated those situations. For example, under the first research question, participants were asked to describe a typical workweek. While explaining the workweek, a few told how they coped with substituting for other sick or on vacation teachers. As part of the second research question, participants described a moment when they thought about leaving Saudi Arabia. While answering that question, participants explained what happened (textural) and how they overcame that specific situation (structural). The textural-structural included the events and strategies they used that were recurring in their interviews which revealed the common themes across participants.

Most of the participants frequently shared their experiences by describing their working hours and teaching environment. Those who were supervisors tended to focus on other areas, such as teacher training and specific teaching areas.

Textural-Structural Descriptions

Beyond the summarized areas in this chapter, each participant shared their unique experiences, which reflected their identity, qualifications, and universities. The following includes a brief textural, structural, and textural-structural description of each participant's response that was unique from other participants.

The summaries below include what motivated them to come to Saudi Arabia (textural), the richest and most detailed part of their interviews, which featured how they

navigated life (structural), and shared experiences between participants that emerged as themes in this study (textural-structural). These summaries also represent essential experiences and motivations as told by each participant and themes derived from the data analysis by reviewing transcriptions repeatedly.

Aisha

Aisha's was motivated to come to Saudi Arabia to escape inner-city violence and protect her family. Her first work experience was at a university located in a small desert town. Aisha spent most of her years in Saudi Arabia working in this small desert town and frequently said this phrase during the interview. After an order for the university to increase the number of Saudis, Aisha relocated to a university in Riyadh. In both universities, she was a supervisor, and she explained her role in detail. She teaches English and research skills at a public university as a direct hire. Aisha reported losing a position due to Saudization at a higher education institution. Similar to Ana, Aisha reported a going away party from her students.

Tessa

Tessa was motivated to come to teach in Saudi to work in a diverse institution, learn about different cultures, and travel. She shared details about the social life of expatriates on compounds at the diplomatic headquarters. Throughout the interview, Tessa frequently mentioned her experiences at compound parties. She teaches English at a public university through a third-party recruitment agency. Similar to Rebecca, she was hired by a third-party company to work at her institution.

Rebecca

Rebecca was motivated to teach in Saudi Arabia because she has worked in other Middle Eastern countries and found Saudi Arabia to be her favorite. She teaches English at a public university through a third-party recruitment agency. She shared her teaching strategies in detail (e.g., seating arrangements). During the interview, Rebecca frequently emphasized the importance of teaching in her life. Similar to Aisha, she has taught in different cities of Saudi Arabia and likes teaching motivated students.

Violet

Violet was motivated to teach in Saudi Arabia to contribute to teaching Muslims. She is a supervisor and shared her role in training teachers in detail. Throughout the interview, Violet spoke more about her teachers than her teaching. She teaches English and research skills through a third-party recruitment agency. Similar to Aisha, she is a supervisor.

Queen

Queen was motivated to come to Saudi Arabia to live in an Islamic environment. She has taught various classes for men and women at a private university. During the interview, Queen frequently mentioned the word classes to describe her experiences. She teaches English, research skills, and other courses as a direct hire. Similar to Amatuallah, Queen expressed how the working hours can be heavy at times.

Renee

Renee was motivated to come to teach in Saudi Arabia to increase her experiences. She teaches English at a public university as a direct hire. Specifically, she

is a writing language coordinator and shared her responsibilities in detail. Given her specialty, Renee frequently stated the term writing during her interview. Similar to Violet, she took a break to get married and returned to Saudi Arabia to Saudi Arabia.

Haifa

Haifa was motivated to come to Saudi Arabia because of her husband. She emphasized the need for more support, communication, and transparency at her workplace. She teaches English at a public university through a third-party recruitment agency. She also highlighted her challenges in bonding with students in detail. During the interview, Haifa often mentioned the term teaching while comparing her experiences in North America and Saudi Arabia. Similar to Renee, Haifa has experience teaching students at a university in her home country.

Amatuallah

Amatulllah was motivated to come to Saudi Arabia to learn about Islam and Arabic. She teaches English at a public university through a third-party recruitment agency. Given Amatullah reported heavy work hours, she often mentioned work hours across questions. Similar to Haifa, she detailed how students who complained about her. Specifically, students complained about her British Accent.

Maryam

Maryam was motivated to work in a Muslim work Environment. She shared her transition from teaching children to adults. Throughout the interview, Maryam often talked about teaching in terms of her passion and emerging experiences as a new teacher. She teaches at a public college through a third-party recruitment agency. She also shared

details about challenges with assessment schedules in detail. Similar to Queen, she faced difficulties finding work and was discriminated against in her home country.

Ana

Ana was motivated to work in Saudi Arabia because of the friendly Saudis she met in the UK. She worked at different universities and found teaching to be challenging at times. At the time of the interview, she was unemployed. She shared how her responsibilities included lesson planning and working as a part-time tourist for expatriate groups in detail. Given a few challenges she faced with students, her success in lesson planning was a key topic mentioned during the interview. Similar to Tessa, Ana was very social.

Composite Description of Teaching in Saudi Arabia & Shared Experiences

Overall, all participants shared one or more experiences with other participants (See Figure 3). Shared experiences included being promoted as supervisors or coordinators, personal challenges with discrimination in their home countries, working for third-party companies and coping with work demands.

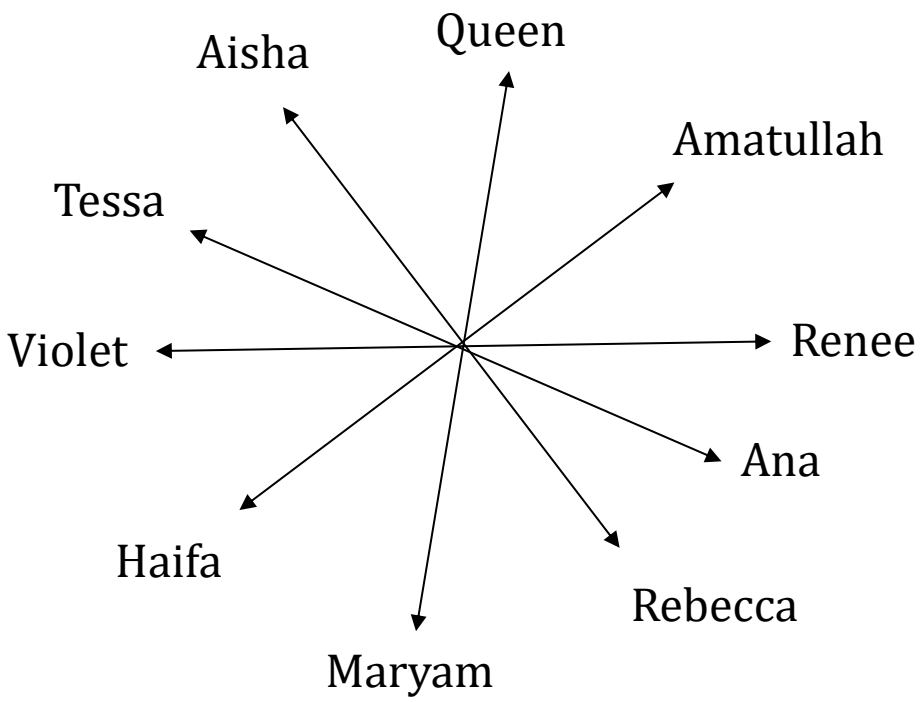


Figure 3. Summary of experiences shared across participants.

Notably, a few participants came from different countries, worked at different universities, and had similar motivations for coming to Saudi Arabia. The shared experiences contributed to the thematic theme analysis, horizontally across participants.

In essence, most participants were professionally motivated by their job autonomy, ability to demonstrate their work competence, opportunities to work in supportive environments, and with supportive supervisors. From exploring a new culture to following their spiritual goals, participants were motivated to stay in Saudi Arabia for different reasons. Irrespective of participants' challenges adjusting to a new culture, their unforgettable teaching moments to empower young women through education, staying

connected with family abroad, and socializing with co-workers motivated them to stay in Saudi Arabia.

Discrepancies & Triangulation

Initially, there were two discrepant cases: Tessa's and Ana's interview. Tessa's interview was the longest and most detailed interview, which featured a significant amount of information about the social lives of expatriates in Riyadh, Saudi Arabia. Ana's interview was the briefest interview, which featured information about why the participant did not want to leave Saudi Arabia. Although both participants answered all questions, their experiences were unique from the other participants such that they included elements beyond the scope of this study. For second and most extended interviews (more than 1 hour), I had to exclude items that were not part of this study. For the last and briefest meeting, I had to spend more time debriefing to clarify questions that were answered briefly (i.e., more than 15 minutes debriefing).

To verify if these two interviews were truly discrepant, I autocoded the transcripts of each interview separately. As a result, I compared the NVivo autocoded theme nodes (by questions and by participants) to identify any lack of consistency. Although brief, Ana's interview was consistent with and hence re-classified Ana's case as regular due to the present NVivo autocoded theme nodes found across participants (e.g., lesson plans, work performance). However, Tessa's interview yielded unique theme nodes per the NVivo autocoding (e.g., pacing guide, sponsor, visa). Although some of the NVivo autocoded themes for Tessa's file were unique, most of Tessa's responses related to those of other participants. For example, Tessa frequently mentioned how important compound

parties were to her when she first came to Saudi Arabia. Whereas, other participants emphasized the importance of socializing with their friends and co-workers. Both perspectives reinforced the importance of their social life and support.

The method used to verify Tessa as an outlier is an example of how I triangulated NVivo autocoding theme nodes, manually developed themes, and notes from my audit trail (See Figure 4). To ensure the essence of all participants were included in this study, I integrated the unique aspects of Tessa's experience throughout the remaining parts of this chapter, as well as the recommendations in Chapter 5.

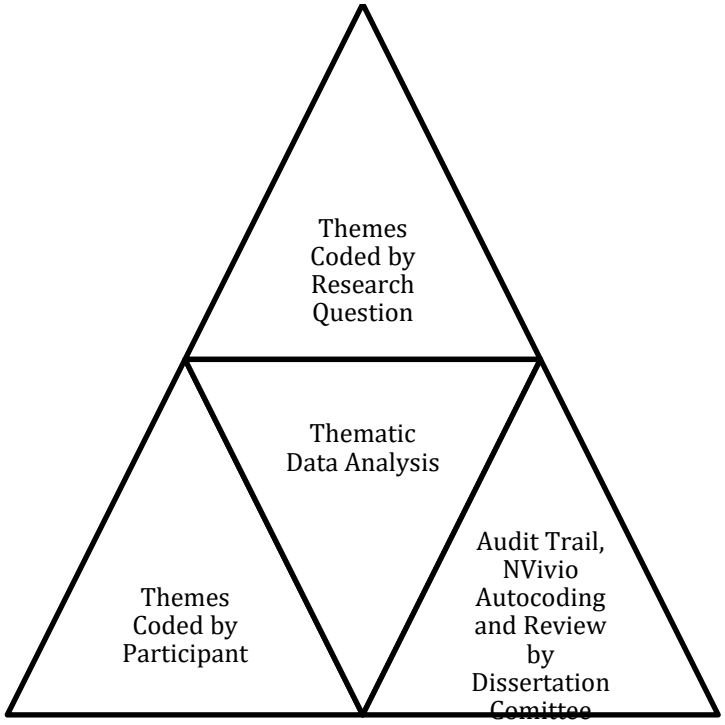


Figure 4. Sources of triangulation for thematic data analysis

Overall, the themes for this study were developed horizontally across interview questions, participants individual responses, and then systematically reduced describe to the essence of expats' motivation to teach and live in Saudi Arabia. After the data was analyzed, NVivo autocoding theme nodes served as one of the indicators of trustworthiness, a source for triangulation.

Evidence of Trustworthiness

As planned in Chapter 3, several procedures were implemented to ensure trustworthiness. For example, to affirm the accuracy of my interpretations, I reviewed the summaries with participants over the phone and then sent them the final summary by email. In addition to confirming the summarized interpretations, I also reviewed any details that needed to be masked in the transcript as not to identify their universities or identities and preserve their authentic stories.

Credibility

The credibility of a study reflects the extent to which the research findings are truthful and accurately reflect the perspectives of the participants (Korstjens & Moser, 2018). I established an interview environment whereby all participants appeared to feel comfortable sharing their experiences in Saudi Arabia. However, at least five of the participants shared additional details about their experiences once the interviews were completed, and the recorder was turned off. Rebecca stated, "The real interview begins when the recorder is turned off." On those occasions, I requested permission to continue taking notes or related points during the debriefing session.

After the interviews, participants also tended to highlight challenges at the institutions with their visas, emphasize support faculty need while teaching, and reflect on the spiritual benefits of being in Saudi Arabia. Irrespective of any common perspectives and lived experiences that I shared with the participants, I did not let my personal experiences bias my questions and interpretations. I triangulated my journal notes, debriefing notes, and the transcripts of the interviews to ensure the information included the original views of my participants.

Transferability

The transferability or generalizability is the not goal of any pure phenomenological study (Tobin, 2012). Instead, the quality and the substance of the interviews was the most crucial element of this study. Consequently, I used thick descriptions and interpreted each lived experience one at a time in a higher education context. Given the purposive sample of ten participants, the use of the results of this study is limited. The transferability will depend on the researchers attempting to generalize and their context (Tobin, 2012). To benefit from this study, a higher education institution should replicate this study within their respective institutions.

Dependability

Dependability is the extent to which the research findings are consistent over time (Korstjens & Moser, 2018). Korstjens and Moser (2018) recommended that researchers maintain an audit trail to represent the research process transparently. Therefore, I kept an audit trail to document and triangulate the decisions I made to implement the proposed study. All of methods proposed were consistently applied except for three minor changes

in this study. The first minor changed involved the process of naming participants. Participants created their names instead of me giving them an alias. The second minor change was related to the participants' incentives. As approved by IRB, I gave two participants gift certificates and taxi fare instead of only the gift certificate. The third minor change was driven by my committee's feedback about the use of NVivo during my oral presentation. Specifically, NVivo was used to validate themes derived manually, not create themes. Overall, the minor changes reported for this study reflect the dependability of the findings and efforts to document indicators of trustworthiness.

Confirmability

To increase the confirmability of this study, I used Finlay's (2011) five lenses of a reflexive interviewer to reduce the possibility of research bias in the results of this study and sustain my focus on the overall purpose. Below is a summary of how Finlay's five lenses were implemented.

- Strategic Reflexivity: The extent to which the interviewer is conscientious about following the interview protocol (Finlay, 2011). For example, I asked the questions consistently across the interviews. If any questions were not answered satisfactorily, I asked a probing question. If the answers were inadequate, I asked again during the debriefing.
- Contextual Reflexivity: The extent to which the interviewer considers the cultural implications of the participants' responses (Finlay, 2011). For instance, participants expressed terms that those reading the study might not understand such as technical jargon used by English teachers, employment

procedures (e.g., iqama) used in Saudi Arabia, and common Arabic phrases (e.g., in sha Allah or God Willing). Although I initially asked probing questions regarding specific pedagogical approaches, I decided to mask those answer due to the fact they might reveal the teacher's identity or a specific university. For Arabic terms or expatriate slang, I made sure to follow-up with probing questions or requested them to affirm the connotative and denotative meaning during debriefing sessions. For example, expats would refer to conversations whereby the phrase "In Sha Allah" (God Willing) was used. Although used in general to refer to anything that will come in the future, it might also be used as empty promise and potential reason to be cautious about any related agreement. In my results, I translated the terms and discussed any related implications in Chapter 5.

- Embodied Reflexivity: The extent to which the interview flow is documented (Finlay, 2011). During the interview, I kept field notes which featured points in which the participants would laugh, cry, or frown. Also, at times participants answered questions before they were asked which highlighted the relevance of planned questions. For example, shorter interviews tended to have longer debriefing sessions due to brief answers. In general, most of the participants appeared to be in a good mood, a bit winded after work and used facial expressions to reflect their emotions (e.g., amazement, concern, suspicion, happiness, disappointment, relief). At times, participants sought my confirmation regarding a challenge they faced at work. I attempted to be as

neutral as possible, make them feel comfortable to express themselves openly, note phrases when combined with specific facial expressed. For example, when expressing a significant issue that might warrant self-censorship, participants tended to use the word “situation”, and a slight smirk when criticizing their supervisors.

- Relational Reflexivity: The extent to which the interview documents any extraneous information about the interviewee that influence the coding (Finlay, 2011). Most of the participants expressed appreciation for the interview and wanted to share their stories and some of them answered questions out of sequence. After the interview, participants tended to give recommendations for higher management institutions to improve and these were coded under support. Half of the participants were also eager to learn about my doctoral experience at Walden University, and tended to ask me questions after the interview. Therefore, immediately after the debriefing, I shared information with the participants and coded under their professional motivations (i.e., life-long learning goals). Finally, employment history noted throughout the interviews was consequently important and summarized in the demographics section of this study.
- Ethical Reflexivity: The extent to which the interviewer avoids bias. During the interview, I strove to be neutral to the comments made by participants regarding their experiences. However, I was also very amicable to encourage them to speak in detail and share their authentic stories – positive or negative.

> Half of the participants tended to share relevant points after the interviews about their experiences, often enthusiastically positive. As an American, I strove to make sure the sessions with North American interviewees were the same as those with British participants.

Although my demeanor stayed the same, participants may have tended to a few additional thoughts with the recorder off to pass the time as we walked to the gate of the campus. For example, participants asked questions about the target audience of this study. When I noted HR managers, a few participants instantly shared a list of actions to address quality assurance issues mentioned during their interviews. After that, I summarized the relevant recommendations in Chapter 5, irrespective of my personal experiences with such issues.

Researchers should bracket or set aside their experiences during a phenomenological study (Moustakas, 1994). Bracketing decreases the researcher's prejudices regarding the phenomenon in a study (Fernandez, 2020; Sorsa, Kiikkala, Astedt-Kurki, 2015) and the ability to have a new understanding (Creswell, 2007; Moustakas, 1994). Throughout the study, I bracketed and journaled and set aside my relevant experiences to decrease the likelihood of bias and better understand the essence of the phenomenon under study (i.e., teaching and living in Saudi Arabia as an expat). Accordingly, with this approach, I attempted not to let my previous experiences (i.e., 20 years working in Saudi Arabia) blind me from understanding others' unique experiences. Hence, I asked follow-up questions during the interview, even if I assumed that I understood what the participants meant. I also double-checked if the participants

intended the meaning of specific Arabic phrases, well-known in Saudi Arabia. I also did not assume that I understood what they did as English teachers, though I also taught English for 2 years in Saudi Arabia. As a result, each participant described additional details about their work experiences across relevant interview questions, and the saturation of the data was achieved.

Most of the participants stayed on topic and answered each question. If participants deviated from the main questions, I re-centered them with a follow-up question. If participants naturally responded to a question and then went onto answer another question, I followed their lead. If participants mentioned the names of their institutions or details that might be particular to their institutions (name of a textbook), I didn't interrupt them. I just excluded the revealing information from the transcripts. After that, I would highlight that it was one of my questions, and during the transcribing, I reorganized the responses accordingly.

Results

The following section is a presentation of the data that was collected for this study. This study featured two research questions to explore the teaching experiences and motivations of all participants in Saudi Arabia. Participants answered l4 questions as well as probing questions during the interview sessions. These results contain the significant statements that were extracted to represent the experiences of 10 women in this study. The responses to interview questions are organized based on the themes that emerged from clustered meanings from each question. As espoused by the phenomenological approach (Creswell, 2007), I suspended my interpretations of their

experiences while summarizing their descriptions (See Ch 5 for evidence-based interpretations).

Research Question 1: Experiences Teaching in Saudi Arabian Universities

The first research question aimed to discover how female expatriate faculty members describe their experiences teaching in Saudi Arabia. From the day-to-day schedule to their teaching strategies, the participants shared their experiences. Eight interview questions specifically targeted the first research question. The eight items are subdivided into the three themes previously mention in Table 3.

Job Autonomy & Routines

All participants worked for more than 1 year at a higher education institution in Saudi Arabia. Most participants worked at more than one institution. On average, most participants worked at least 6 hours a day teaching, planning lessons, and completing administrative work. Although some felt the hours were long, they enjoyed teaching.

Interview Question 1: How long have you lived in Saudi Arabia? Collectively, the 10 women interviewed represented 63 years of work experience in Saudi Arabian higher education institutions. Five of the participants worked in Saudi Arabia for more than 5 years, and 5 of the participants worked for less than 5 years. Out of the 10 participants, Aisha had the longest amount of experience with 12 years whereas Maryam had the least amount of experience with 2 years. Although unemployed, Ana worked at more than one university for 8 years and was motivated to continue working in Saudi

Arabia. The average amount of time spent working in Saudi Arabia was 6 years (see Table 4).

Table 4

Number of Years Participants Worked in Saudi Arabia

Participant	Alias Chosen by Participant	Number of Years (+months) in the KSA
1	Aisha	12
2	Tessa	3 (+6 mos.)
3	Rebecca	10
4	Violet	9
5	Renee	4
6	Queen	7
7	Haifa	4
8	Amatullah	4
9	Maryam	1 (+1 mos.)
10	Ana	8

Note: *N*=10. Participants, on average, worked in Saudi Arabia for 6 years and 3 mos. or (*M*=75 months, *SD*= 41.5).

While reporting the amount of time spent in Saudi Arabia, a few answered immediately with the amount of time. In contrast, others had to calculate and mentioned the breaks during their stay. Violet stated, “So, I first came to SA in 2008. I worked at a university for 4 years, then took a gap between 2007-2012. I left and then came back in 2014. About 9 years". A few did not mention their breaks because they went back to their home countries for personal reasons to return to Saudi Arabia.

During the interview, some of the participants shared the reasons why they had breaks in their time in Saudi Arabia, although it was not a question included in the interview. Excluding those who only went home for summer vacations, three participants took their first jobs in Saudi Arabia while they were single and went back to their home

countries to get married. Although some of the participants did not explain the reasons for their breaks, it can be assumed some took breaks to change jobs from one university to another. For example, three of the participants worked for only one university with breaks where they left Saudi Arabia and rejoined with another recruitment company. For instance, Rebecca explained,

> In the background, we have the agency that recruited (us). We are getting ideas throughout. That adds to your confusion. You have the agency on the one hand and then the university. We were told that we would have an iqama. That is not a problem for me. For other teachers, that is a problem. When you are getting mixed instructions, in addition to a 13 hours day, this is not like back home.

A few participants lived in more than the city of Saudi Arabia. Six of the participants only reported their experiences in Riyadh. However, four of the participants shared their work experiences from other cities in Saudi Arabia. Before coming to Riyadh, Maryam worked in Madinah, Aisha worked in Hail, Ana worked in Dhahran, and Rebecca worked in Qateef. four of the participants shared their work experiences from in other cities in Saudi Arabia. Before coming to Riyadh, Maryam worked in Madinah, Aisha worked in Hail, Ana worked in Dhahran, and Rebecca worked in Qateef.

Interview Question 2: Please describe your experiences living in Saudi Arabia. When participants asked for clarification about this question, I left it open to share professional and personal information. As a result, most participants shared their professional perspectives and their own impression of living in Saudi Arabia. For example, Renee stated,

> Living? I have been pleasantly surprised. Initially, when [I] came from the US. When I first came to teach, I wanted to teach in Jeddah and Madinah. Those were my two priorities; top choices. My first perception or conception to Riyadh was very negative (laughing). Especially, I came here alone. I wouldn't be able to go out. I would be very limited as a woman. It was ultra conservative. I thought it wasn't as safe as Jeddah. But When I came to Riyadh. I was able to take Uber (laughing). It wasn't strange for a woman to be out. I was able to go out. My perception changed after living here. Overall, I have appreciated the culture here, and I appreciated the freedom that I thought that I wouldn't have here. It didn't change my lifestyle being from the US.

A few participants shared personal and professional experiences. Those who worked in other cities also worked for more than one university and tended to compare relevant experiences during the interview: Rebecca stated, “Truthfully, I am not wild about Riyadh. I heard the University D was a top University. I will most likely move back to the Eastern Province because I love being near the water. In the UK. I live next to the water”.

Regarding professional experiences, a few participants shared their experiences adjusting to the workplace ethics, and culture. Haifa stated, “The first year was very challenging. It was hard. It was a different culture. Their system, everything was different. Coming here, even the education system was different.” Rebecca also shared her professional impression. Rebecca said,

> In general, I can say that people are very kind and very helpful here. In some institutions, it can be a little disorganized at times. That is not to say that people do not go out of their way to do their best to help you in any way they can if you are resilient, adaptable, and flexible. It is a good experience to be here as an expatriate female.

On personal experiences, participants shared their appreciation for the religious environment and their impressions. For instance, Violet reflected, "Living in KSA has been a great blessing because of the religion aspect. I have come from a country to be a Muslim. I enjoy the freedom to dress according to my religion. Without worrying if the food is halal [permissible for Muslims]." Although most participants were brief with their answers to this question, most shared details about their experiences by answering the rest of the questions.

Interview Question 3: Can you please describe a typical work week?

Participants tended to describe their typical workday, the total number of courses. Some participants shared the total number of hours they worked (7-9 hours). In a few instances, the participants went on to describe detailed experiences versus quantifying their workday. For example, participants shared their routine with their children, and some of their responsibilities, and others the level of student motivation in adult learners. For instance, Violet shared,

> From Sunday to Thursday, I used to work from 8-3:15. But, the first 4 hours was for preparing for classes and what you are going to teach. Then the other four

> hours [in the] afternoon is for teaching. You would teach and then have 2 hours break and then teach 2 hours more.

Participants shared their commuting experiences on a bus and with taxi services. In general, most participants begin their workday at seven in the morning, taught classes, with a few breaks, and then return home in the late afternoon. A few participants highlighted how they had to cover (i.e., substitute) classes for other colleagues. For instance, Ana affirmed,

> At University A was very hectic in the beginning. We worked for many hours. The workload was very heavy. I realized there was a lack of teachers. We had to cover a lot of hours than our usual ones. Other than teaching and preparing lessons, we used to have many meetings and quite a few activities to attend. It was quite hectic, very hectic.

Rebecca also explained,

> "It was a pretty tough semester because teachers had various classes to teach and having some cover to do in addition…I was not given much cover of different classes. Cover is when teachers have a reason to be out of the university; they are sick; for example, we will take their classes."

Support & Work Environment

All participants expressed they worked for at least one institution where they felt supported and described their work environments. Participants cited sources of support included professional development and access to teaching resources. In describing work,

most of the participants referred to their relationships with their supervisors, other teachers, or family members.

Interview Question Number 4: What are the major responsibilities you have at your university? All participants shared their teaching responsibilities at their respective universities. Coincidently, all of the participants were English teachers. From planning lessons to being an administrator, participants detailed their assigned duties related to the support they received at their workplaces. For example, Queen stated,

> You have admin work; you have to take attendance regularly. You have to do that in three different places – that is manual, on the computer program that we have, and also on the universities' system. Lesson planning, meeting with students, being available for that, and being available for the placement test, assisting management or upper management with whatever they need—assisting new faculty members if they need it. That is pretty much it.

Renee also shared,

> At my current university, I am an English lecturer. So, sometimes I was teaching writing courses, reading courses, oral skills, and grammar courses too. Our program, the first three semesters the students have to go through the English program before they enter the health science medical-related fields. So, the first 2 semesters are, in particular, are very competitive years. It is very intense for the students, teachers, professors, and instructors too. The student is under pressure, and it is a lot of pressure on the students (laughing) and the teachers as well. I am a writing coordinator. I organize and manage the first-semester writing course.

> Right now, that is my primary role; as teaching. The large amount of time is managing that course.

Most participants described how they are required to do lesson plans, engage with students, and serve as substitutes when necessary and complete administrative work.

Interview Question Number 5: How would you describe the support that you receive to do your job? Participants described their support they receive from their supervisors, sponsors, friends, and family members. Participants who mentioned their supervisors tended to evaluate the level of support as good, fair, or inadequate. Haifa said,

> I don't feel that I get enough support. There is a support team. But the support team is more about if there are complaints. If there are complaints, they would usually observe your class…. It would be better if they had someone from the outside that could come that is more knowledgeable and give a session on different teaching strategies and teaching skills.

Participants that expressed a lack of support also tended to mention challenges with learning resources. Amatullah stated,

> In my first place, there was no support. It was chaos. You had to figure out everything for yourself. There was no proper printing. Every day, you were just going into a circle. However, in the second place, there was support. You can say you need this and this. The place I am working now currently is like an institute. There is a printer and allocated for staff... [In the university], the academic coordinator has 25 teachers to manage. She doesn't have the resources as well.

> Even if you send it from another computer, the company that we worked for, we had a laptop we could send to people who had computers if we needed extra information to give them resources.

Participants with family members and friends in the country expressed the importance of their support to weather any challenges faced at work. Aisha shared,

> I had friends that had been here for many years, and they reminded me of my reason for being here. I had many days where I cried, and I went through my emotional issues with being here. I was missing my family and my children, who I left back in America, my grandchildren that I left in America, and things like this. My purpose for coming here was number one for Islam; to be in an Islamic environment. When I came here, I wanted to save my children, particularly my sons, from the things that could happen to them in Urban America. That reason just as big as my reason to be in a Muslim country.

During the interview, participants that were administrators tended to express the most support and explained how they provided support for their faculty members as well as their level of autonomy to support other faculty. Violet explained,

> The support. We are trying to put things in place. The units are trying to help teachers. We have different coordinators to help teachers in different ways. Our program has been running for about 7 years. We had a lot of support because we had a small department. We had executive meetings.

A few participants asked for clarification on before sharing the type of support they received. The participants who worked at more than one institution or in different

branches compared to the support they received regarding the same issues. For instance, Maryam said,

> The school is a lot bit [small amount] older. It is like an older government school, a bit run, not much technology. When you show up in the beginning of the year, internet connection, printer, anything a teacher needs, there is an issue with it. Sometimes, I was told just to teach without a book, without a computer, without a projector, without the internet (Smiling). The company would say it is the school's responsibility. The School would say it was the company's responsibility. There was a blame game in that. As a teacher, you just make do, and everything worked out. The longer that I am here, things are getting better, especially being in the capital city. We don't have the same issues. With our college, there are colleges around the country. The colleges in small cities have issues with that.

Overall, changes in support experienced at different work sites was an emerging theme. As participants changed from one institution to another, their level of support also changed. Some moved from institutions with better support to those with the worst support. Some participants only worked at one university but under different supervisors and experienced varying levels of support. This extent to which such changes are further discussed in Chapter 5.

Work Competence & Performance

Most participants expressed satisfaction with their ability to do their jobs and their work performance. Most participants also highlighted the importance of institution-

specific practices and their awareness of how to use specific teaching strategies. Some participants also shared their experiences with evaluations.

Interview Question Number 6: Can you please describe how you feel about your work performance? Participants described their work performance by referring to their supervisors' evaluation, self-evaluations, and teaching strategies. For example, Tessa explained,

> As far as using film clips, I am slowly using them. I included them in my observation. There is a program in the UK called "Faulty Towers," and it is very funny, hilarious. I used a clip in my lesson plan (laughing) it was just about 1 minute and a half, it was on point. I got an outstanding, the observer loved it, and my students loved it, and now I am feeling better; it is accepted. I am not going to hesitate. I am going to slowing continue to use them. If I have a question, if something is accepted, then I will just go ask the PD unit (professional development), or I can go to the curriculum.

Amatullah proudly stated,

> It was good. When I was observed. I got 4 or 4.5 out of 5. I was a very strict teacher, and the students didn't like it. The other teachers let students go out early. I felt responsible, and I am your teacher. The student would say the other teachers let them out. By the end, they understood why we had to do it.

Participants that shared their personal assessments tended to express fair evaluations. Haifa said, "I feel very positive about (laugh). I believe that I am a good teacher. I believe my management and colleagues see what I bring to the university, my

students as well. Overall, I feel my performance has been very good." Participants that were relatively new to teaching reflected on what they might change to improve their performance. For instance, Amatullah said,

> I think I have become much more comfortable with my teaching responsibilities. Of course, I have been teaching long; this is my third full year. There is a learning curve. There are some things that I look back and laugh at. The longer I teach, the easier that it gets. I think my experiences here will definitely benefit me in my future endeavors. I think it puts you through a lot of loops, obstacles, and hardships. It will benefit me in my professional career. Definitely, in my patience and doing things under duress. If you are able to maintain your professional demeanor, and still be do your job, and do the tasks required for you. That has been the silver lining.

Participants who did not express the value of their performance (e.g., good, bad) tended to express their teaching strategies that would reflect a good performance or describe what was expected from their supervisors. Aisha explained, "I do what I have to do. There are not a lot of demands put on me for anything. The program in the evening there are a lot more demands because it is a western university because they want information."

Interview Question Number 7: How have you or your teaching strategies changed since you moved to Saudi Arabia? Participants expressed changes in their teaching strategies based on their related work experience. Participants whose first teaching experience was in Saudi Arabia shared how their teaching strategies changed

from one institution to another or changed due to increasing their qualifications. For example, Aisha stated,

> I started working in an Islamic School. This is where I learned how to teach. I had a mentor that taught me how to teach. She taught me everything that I knew about education. Then, I took my CELTA, and while I was here, I got my master's degree in curriculum, design, and assessment. CELTA is a Cambridge English Language to Adults (laughing trying to recall the abbreviation). When you take this certification, you learn how to teach language to adults. During the CELTA, you learn how to work with students working in groups, to have less teacher-student classes, and more student-centered classes. As time goes on, you get into project learning different types of learning strategies…When I came here, I was a novice teacher. Now, I do more PD (professional development). I am more of a professional teacher now.

Participants who taught in their home countries tended to express the need to censor their lectures as required by the universities or out of their own need to be mindful of the cultural differences. Participants also expressed the need to share their perspective to increase the students' awareness about western culture. Tessa explained,

> It is quite robotic teaching at my university. They give you the book, pacing guide, and you have to stay on pace on point with the pacing guide. When you are given a formal lesson plan observation twice a year, you have to be on point with the pacing guide. So, you don't have to think about anything, okay. That said, if that is what I had to do, there was no room for creativity; examples of

> excerpts. The way I was used to teaching at universities in my country. I taught in many universities in the US. I didn't like it at first; then, I got used to it. I couldn't use a film or movie…. Now, we can talk about driving, abayas, and movies. However, we cannot talk about religion, men's and women's relationships, or politics that is still haram (forbidden). These other things are still nice and open.

Violet highlighted,

> I have had to consider the culture. When I teach, I think about what I can use to motivate them and inspire them. When I came here, I found students that were unaware that there are other people that have similar beliefs to them that live in the west. I try to tap into their interest, that was very important to me. I tried to inspire them. There were a lot of girls that were not exposed. I try to share some lessons that would inspire them. For me, that was very key.

Participants also highlight specific teaching strategies they use in their class to help their students understand, such as project-based learning or specific language development strategies. Aisha described her teaching strategies during the interview. Aisha said,

> Yes, Project-Based Learning. You get into the students doing things that have an outcome. But, when you work with the universities in the prep year, there is not always enough time. You need to get through the book. You need to finish the chapters before the end of the semesters (you must finish X, Y, Z). This is where you have a conflict with what they want you to do, from being an interactive

> teacher with interactive lessons, and what you need to do for quality, to get this book done in this amount of time. Alhamdullilah (Praise be to God) You just go with the flow.

Some participants highlighted the changes in their interactions with students. Although only explicitly mentioned by three participants, similar sentiments were echoed by participants when answering other questions. In turn, their ability to motivate students would change them. If they motivated students, they felt motivated. If they were not able to motivate students, they lost their patience, or they would feel like giving up. For instance, Haifa shared,

> It has changed a lot. Here, I feel like here in Saudi; it is more about building relationships and connecting with the students. I feel like this is more of an oral culture. The students want to know about your life; they want to form relationships. However, back in the US, I would teach, but that was the end of it. The students did care about forming relationships with you (laugh). Here they expect more from you…. It is about keeping your job. Building your rapport with the students was so important. Even in the US, it is important. However, here the students, they want you to share about your life. They want that relationship with you.

Specifically, the need to build relationships with students and the need to work harder to motivate students and do more class management. For example, Renee explained,

> My first-year experience, I found the students were not very motivated. That was common in that university; first (and) second semester students. Then, I found that was a common trend in other universities. It was kind of a shock that they didn't appreciate their free education that some had. Some were devoted. In general, it is very lax. A lot [of students] wouldn't have books, pens, or come to class late. So, for me, I put my all-in teaching; I expect to be reciprocated by students. Not seeing that was a challenge for me coming from the states.

On the other hand, a more experienced participant who taught at a different institution, found the students to be motivated. For example, Rebecca said,

> I had a good rapport with my students. There was always one or two, and you wonder why they are there. Overall, they are very keen; they all want to get jobs and be lawyers. I don't know about that. Good for them for being motivated.

Interview Question Number 8: Is there anything else you would like to share with me regarding your experiences teaching in Saudi Arabia? Most of the participants responded to this question by sharing changes in their teaching strategies in interacting with students. A few participants highlighted the need to motivate students more in Saudi Arabia than in their home countries. Amatullah described how her students' motivation also affected her motivation to teach. Amatullah asserted,

> You can try to motivate the student and be the best teacher. If it is not reciprocated, the students are not really understanding what you are trying to do to get the student to work with them. You feel like giving up. Maybe because I am Muslim, I felt it was a duty. I have to give the students what they deserve. I have

> to be a teacher that would benefit them because I took them under my trust, and I am teaching them. I felt that responsibility on me. However, in the UK, they work more. The workload is more. The teachers quit because they can't maintain the pressure. So, it is quite different.

During Ana's response, she speculated on the reasons related to motivation. From differences in ages to scholarship support, Ana shared challenges motivating students at different universities. Ana reflected,

> I found it difficult what made it bearable, the community, and the friendships between the staff. I would maybe do it again, but if I was able to teach older students. I wouldn't go back to teaching students that are closer to 18 or 20. If they were older, I would be happy to teach... First and second university B, the students were a bit [small amount] older, but they were keen they were getting a grant. In university A, the students were getting paid, so the motivation was very low. In University A were better than B; I am not sure if they were getting paid.

Other participants highlighted the unique characteristics of their institutions, such as the curriculum structure for specific majors and nation-wide assessment schedules. For example, Maryam described the assessment schedule challenges at her college. Maryam said,

> In my particular circumstance, my lesson plan is (laughing), usually just a suggestion for the week. It is hard to follow lesson plans; something always comes up, something changes, or comes up. Our test is supposed to be on Thursday, so that is in your lesson plan. Then, nope it got changed to Sunday, so

> there is a new planner. All of the colleges, all of the assessments are at the same time. So, if you are working for this company, something you can expect, if it is in the calendar, it is not necessarily fixed.

Queen was the only participant that taught at a university, which included coed education. Queen described how male and female students would react differently to faculty members of the opposite sex. Queen stated,

> Something that I have noticed in my context is we teach coed classes sometimes. Sometimes we will have to teach the males, and the male teachers will have to teach the females. I found the students of the opposite gender will respond better to that teacher. When I teach the male students, I am able to get them to do all of the tasks and all of the work they are supposed to do. Whereas, my colleagues will say, "Oh my gosh. I was never able to get my students to do that. How were you able to get the students to do that? Or to get such and such to their homework," so and so forth. Then, I will say some of my students have an attitude. My male colleagues will say they don't have and that they have never experience. My male colleagues will share that they are able to get them such and such to do this work.

Participants, at times, had differences in opinion about a unique experience in Saudi Arabia. For example, two participants expressed the need to bond with students in the university. Haifa expressed the need to bond more with students as a challenge. Whereas Violet described the need to increase the bond due to her spiritual relationship with students as an opportunity. Violet said,

> I really saw it as an opportunity to give back to the girls that would empower them. In class, this might be the only opportunity that they will meet the "other." People who are no-Saudi for the West. I want to show them that their custom, beliefs and try to teach them there is a different world that they will come to know that world. Yes, I am your instructor, but consider me as your friend, your big sister, and to share with them the common bond that they have.

In terms of class management, two participants expressed challenges with students. Ana expressed a problem with managing students and controlling her emotions. Whereas, Maryam expressed how she connected her experience with teaching elementary students with teaching adults and used it as a vehicle to improve her teaching strategies. Maryam connected her experiences teaching adults and children. Maryam stated,

> In my home country, I taught younger children. In the United Arab Emirates, I taught younger kids. The things I would laugh at. When I first started teaching here, I had to teach adults. My certificate was teaching adults; my experience was teaching children. Therefore, I would always be confused in how do I bridge this gap. I know what I should be doing with these adults, but I don't know how to approach my teaching style. Because my teaching style was geared toward children, I found it doesn't matter what the age of the learner, they still need the same compassion, the same attention, the same discipline; it is very similar. I would laugh at it. I would be expecting certain things from adults. Then, realizing that I should have done what I would do that I did with the kids.

Participants also highlighted the need to pass students in specific institutions and follow synchronized lesson plans. In terms of following lesson plans, one participant highlighted how the structure made it easy for a new faculty member to do their job. On the contrary, another participant expressed following the lesson plan did not always go as planned, especially assessment schedules. Overall, the was a need for teachers to be flexible and adapt a general sentiment among those who shared their experiences with completing lesson plans. Other responses varied from details about why they changed from one institution to another, and details about the social life of expats in KSA.

Research Question 2: Motivation to Stay in Saudi Arabia

The second research question aimed to understand why female expatriate faculty members came to Saudi Arabia and their motivation to continue to stay in Saudi Arabia. Participants described the challenges they faced in their home country and their interests in exploring a new culture. Six interview questions specifically targeted the second research question. The following six items were also subdivided into the three themes.

Cultural Adjustment and Spiritual Motivations

Most participants shared their perceptions of Saudi Arabia before they came and their pleasant surprises about the culture. Participants that affirmed they were Muslim tended to highlight their spiritual goals related to the Islamic faith. Those who did not declare to be Muslim also expressed appreciation for the peaceful and selective conservative elements about Saudi Arabia.

Interview Question Number 9. Why did you come to Saudi Arabia?

Participants shared personal and/or professional reasons for coming to Saudi Arabia. Participants driven by professional goals emphasized their desire to increase their teaching experiences and to earn better salaries. A few of the teachers were teaching in Islamic schools in their home countries, but the salaries were not adequate, and they faced discrimination in their home countries. For example, Queen shared her experience with religious discrimination in the United States of America. Queen described,

> There are a number of different reasons why I came here personally. I wanted to be in a Muslim country. My family are practicing Muslims. I thought it was a good environment to have my kids in and to be here with my family. In the states, I tried to gain employment at universities, but there was a problem with my niqab [face cover]. I wasn't able to find a job…I had friends who were working in the Kingdom. They said there are a lot of opportunities to work here and be respected. So that sealed the deal for me.

Participants who came to Saudi Arabia for professional reasons, also expressed their interest to explore the Saudi lifestyle, to travel, and to learn about another culture, and the weather. Two British participants expressed their preference for Saudi Arabia. Violet joyfully described, "The weather was always sunny, bright and warm. Sunny represented happiness to me. Whereas in the UK it was always raining and cold. I was happy in KSA." Rebecca shared on her experience returning to London for a break. Rebecca reflected,

> I was back in London in November; the pace was frenetic. I was back under the grey skies. I found it easy to work with my colleagues from all different backgrounds [in Saudi]. I like the weather. I do miss the sea. I enjoy the coast of Khobar.

In addition to weather preferences, participants also expressed their interest in learning more about Saudi Arabian culture. Two other participants expressed an interest in learning Arabic. Tessa stated, "I wanted to learn the diverse culture. It would have been nice to even study the language; even learn Arabic. I speak too much English, and it didn't happen." Amatullah described how learning Arabic was part of her purpose to come to Saudi Arabia. Amatullah stated,

> I thought I am going to Saudi; I have teaching experience, I have a certificate, and teach there because I will be exposed to the language that I want to study more to Arabic speaking country. Also, working with female-only because I am a practicing Muslim. That was appealing because I can only work with females. That is why I came.

Participants driven by personal reasons highlighted their desire for their children to be in a good environment and the opportunity as Muslim women, to practice comfortably in an Islamic environment. Explicitly, a few participants expressed their interest to work and dress as Muslim women. In addition to expressing their opportunity to be comfortable, they shared their experiences of workplace discrimination in their home countries due to their adherence to Islamic clothing. Maryam described her motivation to come to Saudi Arabia. Maryam stated,

> Okay, So I came to Saudi Arabia because I'm from a country that… Well, I was born and raised in a country where I experienced living in an environment where there were many different kinds of people. I felt more different than the next person. But I never felt very comfortable in society. Because I am a visibly Muslim woman. I was always longing for some sort of blending in, going about your day being a person without having to represent something, always. Do you know what I mean? Having to explain or overexplaining. Kind of apologize for your beliefs, especially in the workplace. I just wanted to be another person practicing my beliefs without feeling questioned, threatened or peer-pressured or professionally pressured to act differently, dress differently, I just wanted to be in a place to do my thing. Yeah.

Rarely did any of the participants mention the importance of finances directly. A few participants mentioned the importance of feeling comfortable, which included their financial well-being. For example, Renee explained,

> Financially it makes more sense. The city I am from, the state that I come from, the expenses were just getting higher and higher and higher. The salaries are the same or getting lower. Financially it has been better although it wasn't my main motivation. Although in Riyadh, it is getting more steeper in expenses. Everything is getting more expensive. For example, there are the dependence fees you have to pay for children, the gas is not that expensive, but it is more, and the 5% tax. I used to buy gold. However, there is now a 5% tax, and that is

> ridiculous. The cost of living has gotten more expensive but is less than the US. I still want to be here.

In a couple of instances, participants explained their financial situation as one of the secondary motivations to be in Saudi Arabia.

10. What motivates you to continue teaching in Saudi Arabia?

Most participants expressed at least two reasons for continuing to stay in Saudi Arabia. Some of the reasons that motivated them to come to Saudi Arabia were the same as their reason for staying in Saudi Arabia. As a result, some of the participants' responses were similar to interview question #9, but they elaborated upon their previous statements. For instance, Amatullah affirmed,

> It is not as bad as everyone else thinks about Saudi Arabia in the outside world. They said you can't travel. They feel like females can't do anything, and that is not the reality. At first, I came for Umra [shorter pilgrimage to Makkah]. The media were telling you and feeding you, that Saudi is a very strict country. That is not true. I saw a lot of women traveling by themselves.

For example, participants stated they continue to stay in Saudi Arabia because they were comfortable, interested in expanding their professional experiences, and felt like they have an opportunity to have a positive impact on their students. For example, Renee described her passion for teaching. Renee shared,

> As I mentioned, I was already teaching in the US. When I was younger, I wanted to be a lawyer (laughing), and then I wanted to go into medicine. Then teaching ended up coming naturally. My mother was a teacher. So, I guess it was

> ingrained; I don't know. I guess I was good at it, so I did it. I knew I wanted to come here, but I knew I wanted to teach. I continue to teach because I care about education. I have a lot to offer. Especially, because it is a gender-segregated society. I am working with women, so I feel like I can empower women to allow them to reach their goals. There are a lot of changes in Saudi Arabia, and where more women are becoming more educated and getting higher education degrees. I wanted to be part of that and make a difference for the next generation. That keeps me going.

Furthermore, the Muslim participants appreciated the unlimited number of opportunities to visit the holiest cities in Islam (Makkah and Madinah) and living in an Islamic environment. Amatullah described the amenities appreciated by Muslim participants. Amatullah said,

> Being in a Muslim environment, in the surrounding, and go anywhere and pray… Having halaal (Islamically permissible food) food everywhere…I don't know it is just that comfort. Mostly the Muslim environment, mostly.

Half of the participants expressed interest in staying in Saudi Arabia indefinitely (i.e., until they have to leave). For example, Queen affirmed,

> Over the years, I have developed relationships with my students and their families. No, I am not going anywhere (laughing). As long as we can stay, the government will keep us here, and expats can work here and teach here. I will stay.

In contrast, a few participants expressed a fixed amount of time they plan on staying in Saudi Arabia. From 10 years to 1 month, the length of time for participants varied based on why they planned to leave Saudi Arabia. Most of the participants that planned on going expressed the need to be with their families. Tessa concerningly expressed,

> I can't continue to stay here! I have kids...I will come back for a third year. However, I will need to leave, and I need to know that I will not be forced to stay (e.g., finals, invigilation).

In contrast, Aisha expressed her limited plan to stay. Aisha reflected,

> I am comfortable. The only thing that keeps me here today. Because of the way this country has changed. I have met people who have made it clear that they do not want us here. Before, my heart was tied to this country. Today that is not the case. I intend to take what I have learned, go home and give it to my own people… I will be here until I finish my doctorate. I am only a few courses in. I will be here for at least four years. After that I plan on leaving here.

Overall, most participants expressed interest in working in a country that affirms their Islamic culture, and a few participants expressed the need to explore other cultures. Irrespective of their backgrounds, both participants expressed a need to adjust to the work culture in Saudi Arabia.

Connectedness and Social Life

Most participants stayed connected to their families in their home countries and described have a social life in Saudi Arabia. Most participants socialized with family,

friends, and co-workers. In a few cases, some participants were newlyweds (married less than five years) and left Saudi Arabia to rejoin with their husbands.

Interview Question Number 11: In general, how would you describe your relationships outside of work? The participants of this study varied from those who tended to be very social and those who preferred to have a small group of friends. Over time, those who were very social tended to less social for a variety of reasons. Aisha described how her social life changed over time. Aisha stated,

> The city that I lived in is where I had my friends; it was my base. Saudi Arabia is so transient. Most of my friends that I came here with many of them are gone. Even my friends who were here in Riyadh are gone. Because of that, it is lonely here in Riyadh. I have a couple of friends that I socialize with. However, most of my social life is online.

From changing laws related to Saudization to a change of priorities, a few participants lacked the need to be surrounded by many people. However, the most socially active participants shared a range of extracurricular activities they engaged in regularly during their first years in Saudi Arabia (e.g., concerts, hang gliding, etc.). Tessa also shared how here socializing priorities changed over time. Tessa said,

> We go out to eat. I used to go out constantly to restaurants and eat. Now, I save my money and travel. When I first arrived to the Kingdom, I met a lovely Australian woman who had been here at least 5 or 6 years before me. I met a wonderful woman from Australia, and she knew all of the ropes; in and out; up and down; and the social circles. I didn't expect it, just making my money and

> counting it. People told me there was nothing to do in Riyadh. I thought I would just do my masters. She opened up the world of the expat in Riyadh. I lived it to the Hilt. She took me to Diplomatic Headquarters for events, British events, Australian events, Italian events. She took me to an event at the Italian embassy. Then, I met another expat that was part of a group. It was interesting about the group, what is interesting about the expat group in Riyadh, you will see them at all of the events.

Ana shared how she collaborated with a tour company to support expat activities where ever she worked. Ana stated,

> Amazing! I started organizing trips and events, and gatherings. I was out 2-3 days a week and weekends. I would organize trips and gatherings. I worked with a tour guide. I organized trips to the edge for the world, paragliding in Abha, and I used to take people Qatar or Bahrain on the weekends. For 6 to 7 years, I had a lot of fun.

A few participants also expressed their colleagues as their friends from work and their interactions explicitly with the expat community. Haifa said,

> There are a lot of expats here. There is a big community here. Everyone weekend, there is always a social environment. I think it is really good… It is mostly the people you work with. You would have a gathering at a friend's house with food. That is pretty much it (laughing).

A few participants described socializing over dinner with friends. For example, Queen shared, "I have a few friends outside of the workplace. I have very few friends.

There are some friends and more acquaintances. We go out for dinner, and that is pretty much it."

Interview Question Number 12. Can you please describe a moment when you thought about leaving Saudi Arabia? Participants expressed a variety of moments where they thought about leaving Saudi Arabia. The responses were unique and distinguished the participants from each other. From professional issues to personal issues, the following list highlights the reasons by participants:

- Not renewed at a university (Aisha)
- Problem with Supervisor (Violet)
- Annual Contracts & Lack of Stability (Haifa)
- Lack of promotion opportunities (Haifa)
- Major milestone in the life of a family member abroad (Tessa)
- Sick family member (Rebecca)
- Missing family (Amatullah)
- Start of the Saudi-Yemeni War and Incoming Missiles (Renee)
- Challenges with adjustment and work-related benefits (Queen)
- Lack of social activities (Maryam)

A few participants initially expressed never having any moments they thought about leaving Saudi Arabia. Amatullah affirmed,

> I didn't have a moment. No, not yet. No, I don't think so. Not really. I have thought about that. There was a time that I miss my nephews and nieces. I don't

> miss the weather in London, although it is cold here. I see my family and see them once a year. I don't feel like I want to leave and go back home.

Two participants expressed a brief moment where they thought they might need to leave temporarily. Ana reflected, “Everyone has their high and lows. So, I had lows too. I never thought about leaving Saudi Arabia, to be honest. Even in my lowest low, I didn't think about leaving Saudi.” Notably, Ana was waiting to go back to the UK, not by her choice.

Unforgettable Teaching Moments & Women Empowerment

Most participants described an unforgettable moment with their students that influenced their motivation to stay in Saudi Arabia. In most instances, it related to the students learning a new English language skill and appreciating their services.

Interview Question Number 13: Please describe an unforgettable experience which reflects what it is like to be an expatriate educator in Saudi Arabia? Given this interview featured educators, most of the participants described unforgettable moments with their students. Participants detailed changes in their students’ motivation and how students achieved a targeted skill. During the interview, participants expressed great satisfaction in empowering their students with research, presentation, writing, and speaking skills. For example, Maryam shared a story about her most meaningful teacher-student relationship. Maryam stated:

> There was a student who couldn’t communicate with me at all. She couldn’t communicate with me. By the end of the semester, she was one of my most

> proficient speakers; it just wasn't what I did…. What she took advantage of her learning objectives and goal setting. She would show me all of the goals she wrote down, and then she would complete her goals. She took up an extra class online, where she spoke to another English teacher. She put in so much extra effort that is rare for students in this country. She ended up speaking basically fluent, nothing close to a native speaker, but for her, she was close fluent. She was very understandable, very expressive; she would use the time that I had her…Whatever chance she got; she would come up to me to practice her speaking. Things like that tell me I have impacted someone, not just them learning English. She was a mother of 5 who was divorced. Her children were taken from her. She was very down, depressed, and sad. I would tell her to focus on your goals and something positive to take your worries away and focus on something that will help her deal with her anxiety. She really did listen to me.

Amatullah also shared,

> I used to teach advanced writing. They had to think about the topic they agree and not agree. At the beginning, she couldn't. They would write a very short essay. Then, when she learned, she would say, "Teacher, I want you to grade." A topic that we didn't do. I said, at least you are really into it. She said I don't get good marks and I am going to practice; pleas mark it for more. I didn't expect it because students don't usually do that. Students just do what you want them to do. Did you do it, or you had help. She said teacher I did it by myself. That made me happy. I taught someone how to write an argumentive essay.

The most common experiences involved students expressing their appreciation for lessons learned from a teacher in the form of messages, gifts, and going away parties. Ana reflected,

> The most unforgettable moment was the end of the year. They might appreciate you, but you don't feel it. At the end of the year, the students show you so much love. The students come to you with gifts, and they tell you that they will miss you. Those moments make you realize... you feel like you make a difference in their lives. Although you might not feel it during the year, you know it.

When describing the unforgettable moment, a few participants shared their work performance, as noted by students or their universities. Aisha said,

> When I was leaving the university A, there were students that I taught at the university 2007; they had gone to America studied, got their degrees, and now teaching at the university. There was a group of the students that came to me; they had gifts, I am going to get emotional, I love my students. (Aisha Starts to cry). They said I had done so much for them. This is the kind of thing that makes you want to be a teacher; because you affect their lives in a positive way. When I left America, I left my daughters. Allah took me away from my daughters, but he gave me hundreds of them; that is what made a difference. It wasn't just that one time. I had many students come back. I have had many of my students come back to me over the years. I have never changed my Instagram in all of the years that I have been there. They said, "You were the best teachers that I ever had in

> my entire life. I love you until this day". This is what makes you love the job and love the students.
>
> In the bad times, I draw from this to continue on. You know. Sorry for getting emotional (laughing).

For example, one participant had several unforgettable experiences, and she shared most of those experiences in a 2-hour interview. This participant shared several unforgettable moments in her classroom, socializing in Riyadh, and transition between the US and Saudi Arabia. As it relates to teaching, Tessa shared a few examples of how students were intrigued by her stories, fascinated by a video shown in class, and perpetually excited to learn about issues typically taboo to discuss in class. Tessa explained,

> Over the years, I have introduced a few topics that students might get back to Student Affairs, fingers crossing, I make a joke about it, or I will be on the next plane home. Sometimes, I start, and I say we will just check on this because I don't want anyone to be uncomfortable. Then, I check to see if all are okay with discussing a topic. I will just touch upon this topic, and I ask if everyone is okay with this topic. I will be on the next plane home. I get the face where the students' faces say, "Tell us, tell us, teacher tell us more!" The students are usually dying to hear more. We can't get too much into politics; girls, you know that.
>
> However, I am going to introduce you to my sons, so I am not on the next plane home.

Throughout the interview, Tessa highlighted her common "not on the next plane" was a euphemism for getting deported. Tessa usually would use this euphemism as a joke to get out of the awkward discussions with her students that might otherwise be considered too political, yield student complaints to the supervisor, and lead to her deportation.

Interview Question Number 14: Is there anything else you would like to share with me regarding your motivations to continue teaching in Saudi Arabia? Most of the participants expressed the importance of having a positive impact on students' lives. For example, Maryam stated,

> I think wherever you are in the world, you can have an impact, and you can make an impact. I am still trying to figure out what that would mean for me. Being a teacher, especially in Saudi Arabia, teaching women who I guess have kind of a sheltered idea of the world. They are not naïve but sheltered. Because of my own experiences, living in a city that was multicultural and meeting different kinds of people and having different experiences. If I can provide a perspective, if I can shed a light on anything that they are confused about, or positively impact their life in any way. I am happy to do so. Teaching is a nice outlet for that, it is really rewarding.

The following is a list of their reasons for being motivated to stay in Saudi Arabia:

- Relationships with Students and their families
- Opportunity to visit holy sites of Islam

- Being in a Muslim Country and with family
- Impact of Saudi Vision 2030 on the culture and quality of education for Saudi Women

Moreover, participants tended to reiterate their motivations expressed earlier during the interview or provide additional details on factors that influenced their motives to stay in Saudi Arabia.

Summary

This chapter highlighted the methods that were implemented in the study, critical data collected, and the experiences of ten female expatriate women. The first general themes were extracted from summarizing the text from the transcription. After that, specific phenomenological methods for data analysis were used to summarize qualitative data by participant further. From similar teaching responsibilities (English Teachers) to motivations to work in Saudi (Muslim Country), this chapter described the lifestyle, work practices, and motivation of participants to teach in Saudi Arabia. After the data was analyzed, NVivo was used to verify themes selected by questions and for each participant.

The thick descriptions of each participant, significant themes that emerged, and NVivo validated, contributed to understanding their lived experiences in Saudi Arabia. Chapter 5 will reiterate the purpose of this chapter, synthesize applied textural-structural composites, and interpretations about teaching in Saudi Arabia and expatriate motivation. It will also highlight the implications of the study, including social change and recommendations for future research.

Chapter 5: Conclusion

Introduction

The purpose of this study is to increase understanding of why female expatriates chose to teach in Saudi Arabia and their motivation to stay in Saudi Arabia. This phenomenological qualitative study featured 14 interview questions. The interview questions resulted in basic facts about their day-to-day experience teaching at a university in Saudi Arabia, to more in-depth questions about why they came to Saudi Arabia, and why they could continue to stay in Saudi Arabia. Most of the participants in this study were English teachers that experienced transitions in their careers. Participants highlighted changes in their career and personal lives that motivated them to teach and continue to teach in Saudi Arabia.

From seeking to achieve their spiritual goals to overcoming discrimination for practicing their religion to ordinary pleasures of being a teacher, the participants in this study came to Saudi Arabia for different reasons. During the interviews, they shared the highlights of their career and the challenges they faced by navigating through their respective universities. The higher education system in Saudi Arabia is less than 100 years old (Ministry of Education, 2020).

To organize the textural-structural composite findings, I used the SDT elements and related themes (Deci & Ryan, 2008) (i.e., autonomy, support, competence, relatedness).

Interpretation of the Findings

Self-Determination Theory Framework

According to Deci and Ryan (2008), people must have autonomous support, feel competent to engage in the activity, and feel connected to experience autonomous motivation. Ryan and Deci (2008) differentiated between autonomous motivation (primarily internal along with extrinsic sources) and controlled motivation (i.e., mainly externally regulated, rewarded, and punished). In addition to building upon intrinsic and extrinsic motivation, Deci and Ryan (2008) proposed there is a self-determination continuum spectrum. Deci and Ryan argued there are different levels of extrinsic motivation and particular values across actions which influence how motivation is regulated. There are two extremes of determination (nonself and self), two extremes of motivation (amotivation and intrinsic motivation), and two extremes of regulatory styles (nonregulation and intrinsic regulation). Also, SDT identifies sources of motivation (impersonal to internal) and a variety of values (e.g., incompetence to inherent satisfaction).

As previously defined in Chapter 1, the following terms should be considered while review the interpretations of the findings of this study included in this chapter: ***Autonomy:*** people need to feel that they are the masters of their destiny and that they have at least some control over their lives; most importantly, people need to feel in control of their behavior (Deci & Ryan, 2008).

Competence: another need concerns our achievements, knowledge, and skills; people have a need to build their competence and develop mastery over tasks that are important to them. (Deci & Ryan, 2008).

Relatedness (also called Connection): people need to have a sense of belonging and connectedness with others; each of us needs other people to some degree (Deci & Ryan, 2008).

Motivation. Motivation can be broadly defined as the forces acting on or within a person that cause the arousal, direction, and persistence of goal-directed, voluntary effort. (Encyclopedia.com, 2018). Additional types of motivation are described in Chapter 2.

During the debriefing of this study, I systematically confirmed if my interpretations of these essential elements of motivation were accurate with each participant. Based on the participants' interviews, I affirmed if the following aspects increased, decreased, or stayed the same during their employment in KSA: (a) support, (b) autonomy, (c) relationships with others, (d) professional and personal motivations. As participants moved from one job to another, each participant tended to pursue positions that would increase the status of at least three core elements of the SDT. To elaborate on findings, evidence-based interpretations are provided below along with samples of the participants' responses.

Research Question #1: Motivation to Teach in Saudi Arabia

Participants in this study were motivated to teach in Saudi Arabia because of their ability to make independent decisions about their careers, leverage support at work, and demonstrate their competence as English teachers. Some participants were motivated by

the opportunity to be promoted or work in management positions. Irrespective of their motivations, most participants were driven by the passion for teaching English. There is a possibility that the participants' responses in the study might be expressed by English who work in other countries with similar migration laws.

High Job Autonomy and Predictable Routines

Deci and Ryan (2008) found people need to be the authors of their life and behavior (i.e., autonomous). Most of the participants in this study had high job autonomy and predictable routines. Aspects of autonomous motivation tended to increase as they moved from one job to another job. In other words, they felt participants appeared to feel empowered to leave a university if not satisfied. Underlying most of the participants' level of independence, were their explicit decisions to change their workplaces, marital status, and social interactions while in Saudi Arabia. As evident in participants changing positions, compromised support was related to participants' decisions to switching universities. Although they might not have been motivated to work at that university, their ability to transfer to another university of their preferences might have reinforced their feelings of autonomy and motivation to work in Saudi Arabia. The participants' degree of independence varied in the following: (a) their choice to come to Saudi Arabia, (b) their ability to travel within Saudi Arabia, and (c) the amount of time available to focus on teaching students. In the life of an expatriate (male or female), these factors may vary from 1 year to another year. Notably, most expatriates tend to have annual contracts that are renewable but might be unpredictable.

Employees' financial goals may also affect their work motivation (Park, Ward, & Naragon-Gainey, 2017). However, financial motivations were rarely mentioned explicitly during the interviews. Although being appointed to a supervisory position is usually seen as a point of prestige in all universities, for example, Rebecca preferred only to teach and expected a higher salary from her employer to serve in administrative positions. Whereas, Violet and Aisha expressed great satisfaction with being administrators and supervising other female educators.

Similar to other studies conducted in Saudi Arabia (Alsubaie & Jones, 2017), most of the participants in this study work in segregated female-only contexts. Most participants worked in all women environments except for Queen. Queen worked in a predominatly female enviornment but at times also taught male students at a private university. Several participants, such as Queen, expressed the desire to stay in Saudi Arabia to raise their children in an Islamic Environment and appeared to be the lead decision-makers in their families staying in Saudi Arabia. In contrast, Ana consistently complained about being forced to leave Saudi Arabia to raise her son around family members in a non-Muslim country. In general, most of the other participants appeared to have more influence on the decisions made by their families living in Saudi Arabia and back in their home countries.

Most participants managed to transfer to universities where they were more motivated, supported, and had better relationships with other colleagues. However, on occasion a few participants expressed regret leaving a previous university. Although not embedded in any of the interview questions, this interpretation was affirmed by

participants during the debriefing. In retrospect, whatever challenges they faced at one university, they decided to move to another university, but not leave Saudi Arabia.

At different points in the interviews, all participants connected that motivation to teach in Saudi Arabia was positively influenced by their experiences with the students. Tessa and Haifa reported a decrease in most components of SDT, and both said they were not as motivated to continue to work in Saudi Arabia as they were when they first arrived. In both of these cases, they were both in better working situations earlier in their careers in KSA than at present. During the interviews, participants reflected on their transitions for the first time. After the interview, I reviewed my interpretation of their experiences (possible reasons for changes in motivation), and they confirmed which was significant. When an expat leaves their home country, it is a significant decision. To experience anything less than stellar support can be disappointing, life-changing, and perhaps decrease one's motivation. Given the high job autonomy and relatively predictable work routine, most of the participants were intrinsically motivated and different types of extrinsic motivation. Notably, job autonomy and student motivation played a role across themes in this study.

Supportive Work Environments & Supervisors' Leadership Styles

Similar to Hamad's (2013) findings, the participants in this study shared their challenges motivating students due to the learning environment. Most participants expressed different types of support from their workplace. Explicitly, participants expressed how they needed help at the universities in terms of supplies, working technology, and professional development (Haifa), and constructive feedback from

supervisors. Participants tended to complain about the inconsistent amount of supplies provided to do their jobs. Such participants connected their challenges with supplies to their difficulties in teaching effectively. For example, few participants found they had to adapt without assigned computers and used their creativity to teach their students. With time, these participants expressed their improved ability to adapt to the situation and use whatever was available to teach, mainly if supported by their supervisors. They received adequate professional development.

An employee's productivity and motivation correlated with having supervisors with autonomous leadership styles (Slemp, Kern, Patrick, & Ryan, 2018). Participants who were administrators expressed a mixed level of support in fulfilling their respective leadership roles to support their faculty. Whenever they couldn't support their faculty (e.g., get necessary supplies), they noticed a lack of motivation from their faculty. For example, Aisha, Violet reported a lack of support from supervisors, and those moments led to participants thinking about leaving Saudi Arabia. Given the number of institutions they worked for was not a question in this study, I only debriefed on this point if apparent from their interview responses. If participants reported they worked for more than one university, I verified the number of institutions they worked for and the changes in support experienced due to their experiences at different institutions as well as the timing.

During the interview sessions, there was an effort to use university A and university B. However, to ensure the details were accurate, there was a need to review related information during the debriefing. For example, Haifa worked for three different universities in Saudi Arabia and tended to only compare between the second and third

universities. Furthermore, half of the participants moved from jobs that lacked support for jobs that had better support. In such circumstances, the participants felt relieved and thankful. However, participants who found their current jobs or sponsors were less supportive, expressed appreciation for their students and colleagues, and appeared to rely on their professional motivation to teach, irrespective of the teaching environment. For example, Haifa confirmed during the debriefing that support at the second university was better than the first and current university. Overall, half the participants were intrinsically motivated as it related to support because they were supervisors. However, most of the participants were extrinsically motivated to leverage the support in their work environments and interact with their respective supervisors.

Competent English Teachers & Performance-Driven Promotion Opportunities

In terms of competence, professionals need recognition for their contributions, performance, and opportunities to develop (Deci & Ryan, 2008). As Dubreuil, Forest, and Courcy (2014) recommended, higher education institutions need to assess educators' support needs to improve their performance. The interview question about work performance evoked participants to answer in four different ways participants. When the participants appeared not to feel confident about their work performance, responses tended to be linked to challenges with learning resources or interactions with their previous supervisors. Given half of the participants did not provide share an explicit evaluation of their work performance, there is a possibility that they had never been evaluated, or the question was perceived as too personal. Although Rebecca worked at various institutions, she reported waiting for her evaluation of her performance at the

current institution. During the debriefing, she expressed frustration with getting ready for the evaluation and then it was cancelled at the last moment due to the lack of students in class near final exam weeks. She also reported a challenge with one of her supervisors and co-workers. As a result, she expressed that she might go back to a city on the east coast of Saudi Arabia due to her personal motivation to be close to the sea. Notably, the quality of faculty evaluations varies from one institution to another and the evaluation experience might influence participants to shift to another university. Overall, the answers featured additional details about support, the daily work schedule, and teaching strategies.

Radel, Sarrazin, Legrain, and Wild (2010) found a relationship between students' motivation and educators' motivation. Consistent with research, participants expressed the need for students to reciprocate their motivation to achieve. As previously mentioned, the need to motivate students – came up during most interviews. Participants who expressed any negative experiences with students also noted challenges with using prescribed teaching strategies. For example, Haifa shared how her institution emphasized the importance of building rapport with her students as a strategy. Unfamiliar with this strategy, she tended to face challenges and receive negative evaluations. Although not the focus of this study, participants experienced difficulties adapting to unsupportive environments might have motivated participants to leave and work at different institutions. On the other hand, participants that demonstrated their competence tended to extrinsically rewarded with promotion or job security. Furthermore, those most of the participants appeared to be intrinsically motivated to teach English.

Research Question #2: Motivation to Stay in Saudi Arabia

Participants had mixed emotions when I asked them about staying in Staying in Saudi Arabia for various reasons. In retrospect, the term "stay" has a permanent connotation for any expatriate. The labor and immigration laws in Saudi Arabia influence the extent to which expatriates will continue to learn about Saudi Arabia culture, achieve their spiritual goals, stay connected to their families, and experience unforgettable teaching moments.

Saudi Arabia has a limited immigration system is evolving, and most expatriates work on temporary foreign visas (i.e., iqamas). Most of the work visas are renewed once a year. Consequently, when I asked participants why they continue to stay, a few of the participants had a fixed number of years they planned on staying, such as participants Aisha, Tessa, and Rebecca. However, most expressed a hope to stay as long as they could. Notably, most of the participants had experienced a "break" in their employment in Saudi Arabia as previously discussed.

Minor Cultural Adjustments and Dominant Spiritual Motivations

Meed's (2016) emphasized the importance of educators being qualified and motivated to adjust culturally when teaching in the Middle East. Most participants expressed a challenge with changing to the culture in Saudi Arabia, regardless of their familiarity with Islamic countries. However, over time they adapted and got used to and comfortable with the Saudi Arabian life and work style. Maryam (North American) and Rebecca (British) expressed how when they went back to their home countries, they didn't feel they could cope with the pace of life anymore and had culture shock.

Most of the participants also expressed their motivation to stay in Saudi Arabia was the same as it related to their spiritual goals to live in an Islamic environment. Specifically, participants appreciated the freedom to visit Islam's holiest sites in Makkah, Madinah, at any time. Although Tessa and Rebecca did not profess to be Muslim, both expressed an appreciation for Saudi Culture and a peaceful lifestyle similar to those who identified themselves as Muslims. An attraction for the Saudi Arabia culture was a common motivation between the Muslims and non-Muslims to stay in Saudi Arabia. Most of the participants were intrinsically motivated to the culture and to achieve their dominating spiritual goals. Most participants also expressed their extrinsic motivation to be financially compensated for teaching English in Saudi Arabia.

Virtual Connectedness & Expat Social Life

Deci and Ryan (2008) emphasized the importance of people feeling connected to experience autonomous motivation. Consistent with Brisibe's (2016) phenomenological study on immigrant women, family was an important theme in this student and influence. Based on the interviews, a few of the participants preferred to maintain a close group of friends and socialize with their families (if present). Participants who were not with their families and friends, socialized online. Several participants regularly socialized with their colleagues at work and in their neighboring community. Based on the interviews, the most crucial relationship that motivated the teachers to stay was with their students, their colleagues, and other expatriates.

Jackson and Mandersheid (2015), found expatriates who live in the communities that mix with Saudis and others that live on compounds that rarely interact with Saudis.

Similarly, half of the participants in this study lived on compounds or university facilities with other expatriates. For example, Tessa frequently mentioned the importance of compounds in her first year adjusting to Saudi Arabian culture due fewer social restrictions. In retrospect, Tessa, Amatullah, and Ana were reported the most socially active participants in this study they all described their social lives as being good. During the debriefing, Tessa shared with me how she visited one of her Saudi friends on Eid for dinner. Hospitality is an important element of Saudi Arabian culture.

Consistent with previous phenomenological studies about female expatriates, the participants in this study had a mix of personal and professional motivations to live abroad. Tobin (2012) also found women's work motivation is related to female expatriates' ability to make effective gender-related decisions. In this study, most participants expressed the need to make good decisions that would affect their careers and their families. For example, Maryam, Renee, and Violet all changed their marital status while in the middle of their Saudi Arabian journeys. First, they all came to Saudi Arabia as single women, returned to their respective countries, got married, and returned to Saudi Arabia with their husbands. Although, they all expressed how they felt comfortable working in Saudi Arabia as a single female, their parents questioned their safety and well-being. Consequently, they worked for at least a year, felt the need to return to their countries to get married, and live a more comfortable life in Saudi Arabia. Most participants were intrinsically and extrinsically motivated to stay connected with their family, friends and co-workers.

Unforgettable Teaching Moments & Women Empowerment

Women who perceive themselves have a high self-efficacy may also observe a high collective efficacy of women to effect social change (Fernández-Ballesteros, Díez-Nicolás, Caprara, Barbaranelli, & Bandura, 2002). Across all participants, there was a general motivation to empower young women in Saudi Arabia. Furthermore, their motivation increased after the release of the Saudi Vision 2030. Most of the participants talked about Saudi Vision 2030 at the end of their interviews, unprompted by a specific question. For example, while discussing women empowerment, Violet referred to the Saudi Vision 2030 plan. Consequently, most participants were intrinsically and extrinsically motivated empower women through education.

Limitations

In this study, there were three main limitations: use of the term expatriates, nature of questions, and early saturation. If the following areas are addressed, the recruitment, interview protocol, and scope of the future studies will be improved.

Expatriates

The title and language used to recruit participants was expatriate (i.e., expats). After releasing my flyer, a few asked if "expatriate" included Arabs who were not from Saudi Arabia. Therefore, the flyer should be revised to use multiple terms to clarify if Arab nationals are eligible for a particular study. Given the limited sample, phone-interviews will most likely increase the size of future studies. Nevertheless, the interviewees answered all of the questions in a manner that saturated the sample and could contribute to future more extensive studies.

Order & Type of Questions

The questions in this study began with basic facts about their experiences and concluded with more profound questions about how they felt about their experiences. Although not told chronologically, their stories were unique but similar. Although not necessarily a limitation, the order of the questions could be improved. On a few occasions, participants tended to answer the questions, without prompt, related to the second research question. For example, Aisha and Tessa, unprompted, both explained why they came to Saudi Arabia before I asked the question. Also, a few participants tended to ask for clarification on the relationships with others. For example, one participant asked, at work, or outside of work? Hence the questions should be more apparent in future studies.

Saturation Confirmed

Upon receiving the last interviewee, I had transcribed all of the interviews. Consequently, I resisted predicting what the next participant was going to say and consciously used more probing questions. It was a test of my patience to hear the same issues again, and I wanted to discover something new. I felt the need to ask different questions and perhaps get more depth questions about anything overlooked in previous interviews. For example, to go beyond their typical work schedule and understand how they feel and their satisfaction with their works schedules. Also, to know more details about what they experienced while taking breaks in their home countries and what motivated the participant to come back. After not hearing any significant new themes, I concluded that I had achieved saturation of the data.

Recommendations

In general, all participants appreciated the opportunity to experience the interview, and both of the research questions were answered. In retrospect, some have not had a chance to tell their life stories about living in Saudi Arabia. Interviewing employees about their genuine work experiences, motivation, autonomy, and support they received might be valuable for employers to arrange at different points in time of an employee's career. Given that context changes, opportunities grow, and motivations may shift, maintaining a seasoned faculty member's overall motivation is critical.

Abdul-Cader and Anthony (2014) found it is essential to conduct future studies with an opportunity to triangulate critical questions. For example, participants shared how they feel about their work experience. Ideally, it would be excellent to have the institution's actual work performance and identify gaps in perception. It would also be essential to consider the level of risk regarding such a question. It might lead to participants reflecting on negative memories that could have had a traumatic effect on them.

Demographics & Social Networking Behaviors

Given the screening and research questions did not include any further questions regarding demographics, participants shared limited details on their educational level, income, marital status, or religious backgrounds. From religion to marital status, this study's quality would have been improved if additional questions were asked. Notably, Riyadh is full of restaurants and malls, and dining is a significant social activity. Future studies could expand the scope by asking participants about their participation in

professional activities, such as conferences and seminars, to learn more about participants' networking behaviors. Furthermore, it was evident there is a web of experiences across faculty from different countries and universities. Consequently, future qualitative studies should triangulate archival data from participants' social media websites.

Employment History & Future Migration Plans

Participants shared information if they were working for third-party recruitment companies or directly for the university. Based on the interview responses, sponsorship details could be vital information to include a research question in future studies. Future research should also include more questions about the participants' background in the screening and actual research questions. Although these limitations decreased the demographic information across participants in this study, some participants felt comfortable and volunteered information about their backgrounds. To understand how expatriates' motivational goals may change over time, researchers should design future longitudinal qualitative studies. Future phenomenological studies should also explore educators' motivation and lived experiences who only teach courses (i.e., not supervisors).

Impact of Student Motivation on Faculty Motivation

Future studies should also explore the extent to which educators believe highly motivated students are supportive, a source of their self-reported competence, and a source of connectivity. Whether a long-term educator teaches in their home country or abroad, they might successfully teach generations of students from the same family (i.e.,

related connectivity). On the other hand, educators who have students who are not motivated might also tend to have students who do not perform well, tend to complain about the educator, and, consequently, negatively affect the teacher's evaluation and motivation across all SDT elements. However, the direct connection between the impact of student motivation on faculty might be challenging to study and isolate via qualitative studies. Future quantitative studies should explore this interaction and related research areas.

Implications

Positive Social Change

The planned scholarly activities and future studies that will evolve from this study have the potential for positive social change. Specifically, social change will improve the quality of work experiences for female expatriates that work in higher education. On an individual level, the results provide insights on how female expats cope with living in a foreign country, some with and others without their families. Women considering working in Saudi Arabia will be able to reflect upon the stories of the ten women in this study and explore related information about the typical work/lifestyle in Saudi Arabia.

This study featured their lives as teachers, mothers, and friends of people living in Saudi Arabia. All were self-initiated expatriates that made the independent decision to come to Saudi Arabia alone or with their families. A few participants were promoted from teachers to managers. Some were motivated to increase their cultural awareness. All of the participants appreciated professional development throughout their own experiences. Although all faced challenges at some point in their journey, their passion

for educating female Saudi Students appeared to override any moment they might have lacked the support, autonomy, or connection with their loved ones. Whether working on the east or the west coasts, and whether they came from North America or Europe, the participants were motivated to continue teaching in Saudi Arabia.

Balancing Personal and Professional Motivations

Merighi, de Jesus, Domingos, de Oliveira, and Baptista (2011) found female expatriates in their study expressed the need to balance managing their professional and personal needs. In this study, participants also shared a mix of professional and personal experiences during the interview. For example, Tessa, Renee, and Queen expressed their motivations to stay in Saudi Arabia was influenced by the quality of support from their recruitment agency and site managers. Those who had administrative positions valued their independence, their respective supervisors' help, and contextualized support in terms of their leadership. For example, Queen and Aisha had workdays tended to be divided into two shifts. The day was at the university and afternoon-shifts at institutes for adult learners. Several universities have institutional community service efforts to train local companies in English and other skills. In retrospect, I attempted to categorize participants the personal and professional motivations. However, participants personal and professional experiences were intertwined and the social life of participants was also embedded with their professional environments.

Similar to AlMutlaq, Dimitriatdi, and McCrindle's (2017) study recommendation, I want to recommend future researchers should also focus on faculty members' motivation to participate in continuing education. For example, a few participants

expressed how they were motivated to be in the interview because they were in the early phase of their doctorate program or interested in pursuing advanced higher education degrees soon. Therefore, upon completing my dissertation, I look forward to coordinating a related workshop and motivating expatriate educators to achieve their continuing education and advanced higher education goals. Beyond the publication of this research, the findings of this study will most likely stimulate additional research, opportunities to advocate for positive social change in human resource management for expatriates, and discourse about the best practices in motivating expatriate and local educators in the Middle East.

Fluctuating Expatriate Motivation SDT Elements

The apparent motivation of female expatriates to continue to teach in Saudi Arabia appeared to be exceptionally internally regulated per SDT; the motivation of all participants appeared to be in constant fluctuation. However, the joy of teaching may create flash-bulb memories. During the debriefing, I requested all participants to confirm the text to which they felt supported, autonomous, and motivated to continue working in Saudi Arabia. Across most participants, there was an affirmation of what was previously interpreted from the interviews. However, there is a possibility that the very following month, their assessments could change based on a variety of factors. During the interview, a few participants appeared to be engaging in risk management as they contemplated relative job autonomy in terms of where they worked and their career plans.

As previously noted, at least half of the participants, most had to leave their first jobs in Saudi Arabia for various reasons (some stated, some not reported). The change in

job site led to an unpredictable level of support, connectivity, and competence. Although professional teachers, a new teacher in a unique institution, is at times like a new teacher. In essence, the teacher could use the Self-Determination Theory as a SWOT analysis for their next job adventure. Furthermore, the increased unpredictability of the work environment, the SDT may need to be assessed more annually and consider their students' motivation as well.

Research suggests the students' motivation also influences an educator's motivation (Radel, Sarrazin, Legrain, & Wild, 2010). From the management perspective, it is advantageous to ensure a positive organizational climate to provide high performing teachers who stay at an institution for an extended period. In addition to considering the interview questions for this study, employers should also regularly assess their students' motivation levels and the type of support they need to achieve their academic goals. Evaluating the potential impact of low student motivation can have on their performance, and teachers may warrant the need for SDT workshops for students. Previous research was consistent with the findings in this study. Therefore, I will also organize workshops for students to assess their level of motivation and continue to research how student motivation effects the quality of their education.

From a national perspective, education agencies seeking to increase the status of education in their respective countries, including Saudi Arabia, need to consider the extent to which the percent of international faculty and students can be increased and sustained. In light of Covid19, foreign universities are concerned about their student enrolment (cite Times Higher Education symposium). In addition to a drop in

international students, there might be a drop in international faculty members due to the constant flux of travel restrictions and quarantine requirements. On the other hand, higher education institutions might be able to leverage the online situation and advocate for ranking agencies to consider the circumstances and integrated relevant indicators into ranking criteria.

For example, the United Nations Sustainable Development Goal website features a Covid19 update for each Goal (including the higher education Goal #4). Notably, the Times Higher Education working ranking utilizes those indicators for the Impact Rankings of selected universities (Times Higher Education, 2020). Consequently, there is an opportunity to leverage ranking indicators to not only improve the quality of education but the professional experiences of international faculty (men and women).

Expatriate Faculty Quality Assurance Issues & Practical Solutions

While sharing their lived experiences, participants shared their challenges working in Saudi Arabia. On an organizational level, the sample of experiences may provide human resources managers insights on what motivates their faculty, especially those with similar backgrounds. From ensuring third-party recruitment agencies manage the housing and transportation to giving faculty options to serve administrative positions, managers need to provide continuous support, including support for their families. Department level managers should explore the areas of pedagogical autonomy preferred by faculty, to increase the likelihood of their positive work experiences in Saudi Arabia. Based on the quality assurance issues highlighted during the interviews, there are solutions that managers should consider while managing expatriate faculty at their

respective higher education institutions (e.g., faculty retention strategies, professional development, workload balance).

Notably, none of the participants communicated any safety issues while working in Saudi universities. Per my observation, most university facilities (including housing) tend to be guarded, there are usually check-points on various streets, and the relationship between officers is supportive and communal. For example, most Saudi Arabian malls and exhibitions are currently guarded with female and male police officers at the entrances with metal detectors. Perhaps, this is why most participants rarely mentioned an issue of safety and are motivated to seek their highest potential. In addition to presenting the quality assurance solutions to higher education human resource managers during a workshop, I will continue to research the relationship between faculty motivation within the self-determination theory framework.

Conclusion

The purpose of this study was to understand why female expatriates come to teach and continue to teach in Saudi Arabia. Faith, family, finance, and self-development opportunities were the main reasons participants in this study came to teach in Saudi Arabian Universities. The participant's support systems (family, supervisors), their autonomy (financially), place of employment (public or private), and connectivity (expat community, colleagues) contributed to the reasons why they would continue teaching in Saudi Arabia.

Essence of Teaching in Saudi Arabia & Self Determination Theory

The essence of teaching in Saudi Arabia will most likely consist of learning a new culture, adapting to a gender-segregated work environment, becoming fluent in embassy-related transactions, and teaching students' various levels of motivation. Per the SDT Continuum (See Figure 2), all of the participants in this study were intrinsically motivated to teach. However, they expressed different levels of extrinsic motivation per their goals, values, work status and work experiences. The ability of expatriates to learn about the working requirements at their universities and collectively bargain with human resource departments regarding their benefits might influence the outcomes of their work experience. Depending on the institution and labor laws, the following is a brief list of work-related experiences an expatriate educator may have while working in Saudi Arabian Higher Education Institution:

- Type of Employer. Higher education institutions hire directly using the iqama (sponsorship system) or third parties (e.g., recruitment agencies). The contractual agreements vary from employer to employer.
- Type of Institution. A higher education institution might be a public, private, or have an onsite language institute.
- Dress Code. Women wear an abaya (dress), hijab (head cover), niqabs (veils), or casual business attire.
- Student Levels. Teachers might teach preparatory year students (i.e., language institutes), undergraduate students, graduate students, or

professionals through community-based programs with different levels of motivation and from different majors.

- Courses and Responsibilities. English teachers may teach English or be requested to teach other courses such as communication, research, or professional skills. Teachers may be responsible for submitting lesson plans, invigilating/proctoring exams, completing attendance, and completing grades.
- Working Hours. Teachers working hours vary from 15-20 hours per week. Teachers with administrative responsibilities usually work fewer hours.
- Substitution System. Higher education institutions vary in how their substitution systems are implemented.
- Supervisors. Depending on the institution, teachers are supervised by faculty with various titles (e.g., course coordinators, course supervisors, directors, etc.) responsible for their evaluation.
- Professional Development. Depending on the institution, teachers are offered various types of professional development (e.g., teaching strategies, electronic resources).
- Teaching Strategies and Resources: Institutions usually have fixed textbooks for specific courses and may have a particular schedule for teachers to follow, especially English language courses. Teachers may have the opportunity to use their teaching strategies but must censor information that is not considered culturally appropriate.

- Promotion. Teachers might be assigned administrative responsibilities and promoted to various levels in a higher education institution.
- Monthly Salary. Depending on the institution, the salary and benefits may vary.
- Living Arrangements. Depending on the institution, teachers can choose to live in a compound, faculty housing, or in the community (e.g., hotel reserved for faculty members, apartments, or private condos).
- Transportation. Teachers may drive their cars, hire private drivers, use taxis, or use busses owned by the institution.
- Transfer to Another Site. Teachers might be requested to teach at different locations for one institution. Teachers who are not satisfied might decide to work at another institution but return to their home countries to transfer to another position.
- Co-workers. Female workers usually interact with female teachers. In some institutions, teachers may teach male students, to collaborate with male teachers and managers. At some institutions, there is a mix of Muslims and non-Muslim teachers and from diverse ethnic backgrounds.
- Vacations/Semester Break. Depending on the institution, teachers may visit their family members during summer breaks, semester breaks, and some cases throughout the year.

- Social Activities. Depending on the institution, social activities might be arranged for teachers to participate in. Embassies and various social networking groups might also host multiple events for expats.

In light of the list above, represents the collective experience of participants that were in this study. However, the essence of what it means to be an expatriate teacher in Saudi Arabia, and any other country, will most likely change due to the Covid19 pandemic.

Global Expatriate Educators

The term experience etymologically is from the late Middle English and was derived from an Old French from Latin experiential, from *expeiri* – try (Dictionary.com, 2020). The same root word is used in an experiment. This study featured women who wanted to experiment with living and teaching Saudi Arabia for various reasons. During their interviews, they shared how they felt when they worked, socialized, and transitions from one job to another in Saudi Arabia. Fundamentally, all of them shared a common passion with me of being teachers, making a difference in students' lives, and, more importantly, contributing to the empowerment of women beyond borders. Some of the most unforgettable, priceless moments are the times when teachers successfully inspire our students. Irrespective of where educators teach and what subjects they teach, they relish in the moments when they know they impact their students. Although a common platform, language education takes on a new platform when interacting with expats from different countries, especially western countries.

In retrospect, it was challenging to play a tourist during such moments and simultaneously not to ask questions that would have been out of the scope of this research study. Nevertheless, I systematically discovered the relationship between the findings and the literature consistently and revealed the lived experiences of ten expatriate women teaching at Saudi Arabian Universities. I continued to be intrigued to understand the resiliency of expat teachers who choose to work in Saudi Arabia through a war and a global pandemic.

Expatriate Educator Motivation & Covid19 Context

The global pandemic of the Covid19 was declared by the World Health Organization (WHO, 2020) 1 month after I stopped collecting data for this study. As of April 4, 2020, all educational institutions in Saudi Arabia were closed and online. It was confirmed that within 24 hours, all 10 participants were still in Saudi Arabia and would probably not be able to leave unless they took emergency flights back to their countries. Therefore, this current situation is now a permanent part of their experience in Saudi Arabia. Upon the initial shutdown, the Ministry of Higher Education required all education institutions to go online. The recent rise unemployment rate in the US (CNN, 2020) and the UK (BBC, 2020) is due to the Covid19 pandemic and may affect expatriate teachers. However, any changes in the employment of expatriate teachers, has not been key issue discussed in recent news or related symposiums in the region.

Based on regional and international discussions QS Quacquarelli Symonds Excellence Roundtables (2020), a significant transformation is taking place across education across all levels. Throughout the summer, various accreditation and ranking

agencies have engaged with higher education institutions to discuss the expected "new normal." Although the focus has primarily focused on students, it is unknown if the economic instability caused by Covid19 will negatively affect expatriates and local educators. Furthermore, the travel restrictions may influence expatriates to make decisions other than those expressed during this study.

Overall, I have a better understanding of what it means to be a teacher living and working in Saudi Arabia. I also discovered there is a demand for male and female expatriate faculty members to testify why they came to Saudi Arabia to teach and why they left their home countries. Future research should continue to explore expatriates' motivation to work for educational institutions around the world during the Covid19 pandemic.

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Appendix A: Screening Questions

The purpose of these screening questions is to confirm educators interested in participating in this study meet the inclusion criteria (i.e., appropriate demographics). These questions will be asked on a direct phone call when following-up participants interested.

Thank you for your interest in participating in this study about expatriate educators in Saudi Arabia. To confirm if your profile meets the criteria to participate in this study, please answer the following questions.

1. Are you an expatriate (i.e., non-Saudi)? (Yes/No)
2. Have you worked at a higher education institution for at least 1 year? (Open)
3. Will you be available for a confidential 1-hour interview and for about 15 minutes a week after the interview? (Yes/No)
4. If you answered yes, what time would be most convenient for the 1-hour interview? (Open)

Participant: (Answers Affirmatively and qualifies)

Researcher: If the participant answers questions affirmatively, extend the invitation and share the location (i.e., XXXXXX).

Participant: (Answers Negatively and disqualifies)

Researcher: Thank you for taking the time to call. Unfortunately, you are not qualified to participate in this study.

Appendix B: Interview Questions

Research Question	**Interview Questions**
RQ1: How do expatriate female faculty members describe their experiences teaching in Saudi Arabian Universities?	How long have you lived in Saudi Arabia? Please describe your experiences living in Saudi Arabia. Can you please describe a typical work week? What are the major responsibilities do you have at your university? How would you describe the support that you receive to do your job? Can you please describe how you feel about your work performance? How have you or your teaching strategies changed since you moved to Saudi Arabia? Is there anything else you would like to share with me regarding your experiences teaching in Saudi Arabia?

Research Question	Interview Questions
RQ2: How do expatriate female faculty members describe their motivation to continue as faculty in Saudi Arabia?	Why did you come to Saudi Arabia? What motivates you to continue teaching in Saudi Arabia? In general, how would you describe your relationships outside of work? Can you please describe a moment when you thought about leaving Saudi Arabia? Please describe an unforgettable experience which reflects what it is like to be an expatriate educator in Saudi Arabia? Is there anything else you would like to share with me regarding your motivations to continue teaching in Saudi Arabia?

Appendix C: NVivo Autocoding Validation Procedures

After establishing emerging themes, QSR International qualitative analysis software NVivo 12 Plus was used to validate themes. I used autocode theme nodes to affirm themes by interview questions, by participants, and by research questions. I also used NVivo to validate the representative statements selected, create hierarchal charts of each participant's interview, and to identify any extraneous information. Overall, all autocoded theme nodes were consistent with themes previously established and discussed in Chapter 4, Table 3. Nevertheless, I found the NVivo results to be linguistically insightful, a source to triangulate decisions regarding discrepant cases and to check for any terms frequently used by participants that might have been overlooked. Validation of Themes by Interview Questions

NVivo theme nodes are based on the frequency of words in references (QSR Pty Ltd, 2020). First, I uploaded all of the interview files in to NVivo. Then, I used NVivo autocode theme nodes by question to ensure participants' responses were included (i.e., not the interview questions). For this study, each reference was one participant. Initially, NVivo created over 100 theme nodes across the 10 participants, given at least ten responses to 14 questions. After formatting each transcript (Question = APA Level 0, Response = APA= Level 1), I requested NVivo to autocode theme nodes by structure (i.e., responses to each question). However, NVivo created some theme nodes based on one file and one reference. Therefore, I excluded those theme nodes. NVivo also included overlapping themes nodes (e.g., Muslim, Country). Out of 26 NVivo theme nodes, with at least three references, I identified 17 unique theme nodes. If the similar

quotes were used from the same participants, the terms were grouped (e.g., Course, Courses, Class, Classes). Excluding units of time participants used to describe their experiences (i.e., years, hours, time), I selected the 14 theme nodes above that referenced at least three participants (i.e., 30%) grouped by context and research question. As a result, NVivo theme nodes the first eight codes (1-8) were primarily related to the first research question of this study (i.e., motivation to work in Saudi Arabia). NVivo themes nodes 9-14 were associated with the second research question of this study (motivation to stay in Saudi Arabia). Overall, I selected 14 NVivo autocoded theme nodes to verify the six major themes developed for this study (manually) were consistently used by at least 30% participants to describe their experiences, answered both research questions. Beyond the textural data (i.e., what participants expressed), NVivo autocoding also affirmed the structure (i.e., how participants expressed) and described their individual experiences.

Validation of Themes by Research Questions

Given the linguistic focus of NVivo autocoding, I reflected on the language used by the participants to answer questions related to their teaching experiences. In retrospect, participants who reported that were supervisors tended to answer the question regarding the support in the first person ("We"). When asked about support to do their jobs, they included their role in providing support for teachers as supervisors. In retrospect, the supervising educators may tend to express more support due to being promoted, more access to supplies, and more autonomy in selecting their courses and schedules.

I also reflected on how NVivo autocoding theme nodes captured phrases used to describe their motivation to be in Saudi Arabia. Although participants were from different countries, they were all primarily motivated to work as English teachers in Saudi Arabia. As a result, participants described their experiences in a similar linguistic manner. For example, most participants used various units of time (e.g., years, hours, days) to describe their experiences living abroad. All participants also referred to the required Islamic dress code, technical jargon for the English language field, and transactions necessary for expatriates working in Saudi Arabia. Although some of these discussions were beyond the scope of this study, they were integrated under the relevant research questions as needed.

Validation of Themes by Participants

After analyzing each participant's interview and across participants, I used NVivo to validate emerging themes by each participant and by question. With Autocode by Case, NVivo Coded an Average of 6.6 themes per participant (excluding Tessa). Tessa was an exceptionally long interview. NVivo also used an average of three references for thematic coding.

Positive and Negative Sentiments

All participants had a very positive demeanor and irrespective of a few negative experiences and reported an overall positive experience working in Saudi Arabia. Given that my positivist perspective might be biased (i.e., very optimistic, glass is usually half-full), I decided to use NVivo autocoding to code positive and negative sentiments. All participants used the term positive and negative when describing Saudi Arabia. For

example, participants tended to expect a negative experience in Saudi Arabia but had positive experiences. Hence, in the text of their transcriptions, they used negative adjectives such as “bad”, “wrong”, and “problem”. By the end of their interviews, most of them affirmed they had an overall positive experience. Again, half of the participants reiterated their desire to stay in the country for as possible. Although the results of the Nvivo autocoding for positive and negative were not very reliable, the rating of neutral suggest the participants felt comfortable enough to express negative or positive sentiments during the interview.