Determinants of self esteem and resultant job satisfaction of self-initiated expatriate primary and secondary teachers of Indian origin: An empirical study from the gulf region

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Abstract

The main purpose of this study is to identify those factors that could potentially enhance the self-esteem of Self-Initiated Expatriate (SIE) educators in Primary and Secondary education in the Sultanate of Oman and the influence of self-esteem on their job satisfaction. In a culturally different environment where people migrate generally to improve their financial conditions, this study also aims at identifying the influence of rewards, and recognition on the impact of self-esteem on job satisfaction. Data about the perceptions of Organizational Support, Support to Students, Teaching Philosophy, Self-esteem, Rewards and recognition, and Job Satisfaction of 535 self-initiated expatriate teachers of Primary and Secondary education in the Sultanate of Oman has been analysed by correlation and regression analyses. The results showed that variables like Organizational Support, Support to Students, and Teaching Philosophy were highly significant in predicting the Self-Esteem of teachers. It was also found that the relationship between self-esteem and Job Satisfaction was not moderated by Rewards and recognition. The implications of this study are of greater relevance to the School Management Committees and the School Administrations on the need to adopt appropriate strategies to enhance the self-esteem of educators.

1. Introduction

Indian migration to the Gulf region has been reported to have commenced in the early 70s with the boom in the oil sector. As far as Indian migrants across the world are concerned, the Gulf region is comprised of the second-largest expatriate Indian community in any single region in the world (Kohli, 2014). 9 million out of over 30 million Indian migrants across the world are stationed in the GCC countries which are generally known as the Gulf region (ILO, 2018). With the increase in the earning capacity of Indian workers and managers, it became affordable for them to bring their families, and most chose early education for their children in the Gulf. This phenomenon led to the establishment of educational institutions with Indian curricula to meet the educational needs of the Indian diaspora. This in turn resulted in the migration of Indian academics who are more familiar with the Indian system of education because most such schools are managed by Indian professionals (Chanda & Gupta, 2018). The maximum influx of these Self-Initiated Expatriate (SIE) academics is in Primary and Secondary education because of the basic educational needs. With the expansion of schools, the number of expatriate teachers also started increasing.

International assignments are always challenging and at the same time provide opportunities for developing career expectations and intentions (Suutari & Brewster, 2003). A considerable number of studies have been carried out to understand SIEs who are academicians concerning their challenges, their motivation, and their adjustments to expatriation (Froese, 2012; Selmer & Lauring, 2009, 2010). SIEs, having taken up such assignments purely on self-motivation, would be more concerned about their working environment and

would be looking for those factors that help them to achieve job satisfaction (Crowley-Henry, 2007; Jokinen, Brewster, & Suutari, 2008). Emmelhainz (2017) identified that the working conditions for these academic expatriates are more or less optimal. Since one of the goals of the education system is to prepare young people with skills, knowledge, and abilities to pursue lives in an ever-changing world (Sampson, Hooley, & Marriot, 2011) it is equally important to ensure that the teachers are at their best with adequate motive and appropriate mental health to take on this challenge.

One of the reasons for the low job satisfaction among Self-Initiated-Expatriates (SIE) is the supervision of host-country nationals (Froese & Peltokorpi, 2013). Cao, Hirschi, and Deller (2012) observed that career attitude is yet another factor that influences the career success of SIE. Chen and Shaffer (2017) identified that the perceived organizational support through autonomy resulted in better organizational commitment on the part of SIEs. Another factor that results in the job satisfaction of SIEs is their career fit into the specific job they are entrusted with (Cerdin & Le Pargneux, 2014). However, educational institutions are not generally well known for attracting and retaining efficient teachers (Davis, 2007). Organizations could ensure the commitment on the part of employees through a conducive working environment (Pitaloka & Sofia, 2014) and this aspect is all the more relevant in the field of education. In this context, it is worthwhile to note that a general teaching autonomy among teachers could result in increased empowerment which is highly correlated with their job satisfaction (Pearson & Moomaw, 2005). Similarly, social support to teachers would also go a long way in ensuring lesser burnout at the workplace (Hakanen, Bakker, & Schaufeli, 2006). It was also identified that adequate work engagement will have a positive impact on the adjustments of expatriates (Lazarova, Westman, & Shaffer, 2010). Mehmood, Qasim, and Azam (2013) identified that while organizations measure employees' performance through various assessments; educators are generally assessed through the effectiveness of their teaching performance in educational institutions (Shahzadi, Javed, Pirzada, Nasreen, & Khanam, 2014).

However, little has been done to identify what exactly drives those SIE educators to perform better who happen to render their services in a culturally different environment. Owing to the complexity and time-consuming nature of the teaching profession coupled with the challenges of expatriation, these educators are often so engrossed in their profession that they hardly have any time to focus on those factors that drive their professional growth. Therefore, it is deemed to be of research interest in this study to identify some of the factors that could potentially impact the self-esteem of SIE academics. Since past research has proved that high self-esteem would in turn result in high job satisfaction, the researchers felt the need to link the self-esteem of SIE academics to that of their job satisfaction. Therefore, the main objective of this study is to identify those factors that could potentially enhance the self-esteem of educators in the Primary and Secondary education field that could in turn result in better job satisfaction. This study also aims at identifying the influence of rewards & recognition on the impact of self-esteem on job satisfaction. The outcome of this study is expected to be of greater relevance to the school management team to chalk out different strategies to attract and retain talented teachers in an organized manner.

2. Literature Review

Job satisfaction can be defined as a positive or pleasant emotional state that arises from the self-appreciation of one's own job experience (Demirtas, 2010). Petty, Brewer, and Brown (2005) identified factors such as recognition, responsibility, and advancement that would lead to better job satisfaction. Employees who perceived a match between their values and goals with that of the organization were more satisfied with their job (Bright, 2008). Zeb and Jamal (2016) identified that factors such as recognition, work content, and promotions were the most preferred ones that resulted in teachers' motivation and job satisfaction. Liu and Ramsey (2008) observed that poor working conditions such as heavy workload, inadequate time for preparation, etc., influence the job satisfaction of teachers. Teachers who are dissatisfied with their work are more likely to dissatisfy with their students' needs also (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008). Therefore, job satisfaction has been considered one of the main research variables in this study.

Another variable that is of greater importance in this study is self-esteem. It can be defined as the self-worthiness perception of an individual about himself/herself (Myers, 2007). Various factors could potentially influence self-esteem. A teacher who has impeccable teaching philosophy is more likely to contribute to the cognitive, affective, and social skills of students (Millett & Tapper, 2012; Trickey & Topping, 2006). There have also been studies that found a consistent positive relationship between the emotional supports provided by teachers to students and the latter's improved motivation and engagement (Cooper, 2014; Wang & Eccles, 2016). Hamre and Pianta (2010) observed that cooperative teacher-student interactions promote the cognitive and social development of students. Improved relationships among teachers and students could also enhance the self-esteem of teachers. The relationship between perceived organizational support and self-esteem is positive in the organizational context. In a recent study, Masoom (2021) found that increased organizational support resulted in the enhanced organizational-based self-esteem of teachers. Baran, Shanock, and Miller (2012) found that one of the outcomes of perceived organizational support is the improved self-esteem of employees. Therefore, perceived organization support is considered as one of the predictors of self-esteem in this study.

It is also of research interest in this study to identify whether perceived reward & recognition by the teachers would mediate the relationship between their self-esteem and job satisfaction. Güngör (2011) identified that the reward system influenced employee satisfaction and performance effectiveness. Riasat, Aslam, and Nisar (2016) observed that both monetary and non-monetary reward systems influenced the job satisfaction level of employees. With the above research variables identified, the appropriate theoretical framework and detailed review of literature leading to the formulation of hypotheses are enumerated in the succeeding paragraphs.

2.1. Theoretical Framework

The equity theory of Motivation by Adams (1963) was mooted on the belief that individuals in an organization often compare their state of affairs with that of other groups or individuals in the organization. If they find any unfair treatment to them vis-à-vis other groups due to lack of input from them, they will make necessary efforts to adjust their efforts to reach parity with the compared group. Thus, if the employees in an organization perceive equity, they would remain motivated to achieve organizational goals. Social conditions such as relationships with colleagues, school culture, leadership styles, etc., play an important role in predicting the job satisfaction of teachers (Johnson, Kraft, & Papay, 2012). Ho (2016) observed that the perceived social support would eventually result in the high self-esteem of the teaching fraternity. Lack of job resources will be detrimental to employees' contributions as this could adversely affect their self-esteem (Bakker, Demerouti, & Schaufeli, 2003). In the light of the above, it is presumed that when educational institutions take into account the needs of educators to motivate them, it is more likely to result in a working environment that would help to achieve organizational objectives effectively. At the same time, the Expectancy Theory developed by Vroom, people tend to attach greater importance to rewards such as salary increase, promotion, or recognition which will influence their actions and behavior (Lawler, 2003). These theories contribute to the perception that there could be a link between satisfaction and rewards when considering the motivation of employees.

2.2. Support-to-Students

Teachers play an important role in determining school quality (Hanushek & Rivkin, 2006). Aduwa (2004) observed that various components such as personal, facilities, learners, materials, etc., will have a greater influence on the learning process. Brooks, Brooks, and Goldstein (2012) identified that every effort of an educator is to ensure that their actions result in student engagement and active learning process irrespective of the nature of the environment. In that sense, every educator is expected to have high self-esteem when he/she feels that it was because of his/her efforts that the students become knowledgeable and skillful to tackle all future challenges, be it in academics or otherwise. The reputation of a teacher generally emanates not only from the knowledge one possesses but also from the support that the educator provides to the students. As such, the most distracting element that could potentially affect the performance of an educator is the students' disruptive behavior (McCormick & Barnett, 2011). This may even subsequently result in low self-esteem among committed educators. Therefore, supporting students in achieving their academic and personal goals could be deemed to be one of the determinants of high self-esteem among educators. Given the above, it is presumed in this study there would be a positive impact on the self-esteem of educators when they derive satisfaction from having provided support to their students. Therefore, the following hypothesis is postulated in this study.

H_{1a}: *Support provided to students will have a positive impact on the Self-Esteem of SIE educators.*

2.3. Organizational Support

Organizational support plays an important role in the lives of employees. The higher the support, the greater will be the affinity of employees towards the organization. Koster, De Grip, and Fouarge (2011) observed that effective support from the organization could result in better self-value perception by the employees which ultimately results in better performance. Similarly, employees are likely to experience low personal engagement when they perceive low worthiness due to a lack of organizational support (Rich, Lepine, & Crawford, 2010). In other words, perceived organizational support will lead to psychological fulfillment among employees that enable them to meet their social needs (Fuller, Hester, Barnett, & Relyea, 2006). Tzafrir and Dolan (2004) also observed that better organizational support would help in achieving better satisfaction among employees. In an educational environment, the amount of organizational support provided to the educator determined the teaching-learning exchange process in the institution (Zagenczyk, Scott, Gibney, Murrell, & Thatcher, 2010). Given these findings, the following hypothesis is formulated in this study.

H_{1b}: *Support provided by the organization will have a positive impact on the Self-Esteem of SIE educators.*

2.4. Teaching Philosophy

Every educator will have his / her teaching philosophy. It encompasses those beliefs about the learning process, the role of various individuals in the process, the area of discipline, etc. Pre-service teachers appeared to be more motivated and committed than practicing teaching (Klassen & Chiu, 2011). This is probably

because they are either building up their teaching philosophy as far as early career-stage teachers are concerned or they have a proven teaching philosophy as in the case of experienced teachers. Sawers, Wicks, Mvududu, Seeley, and Copeland (2016) observed that the learning strategies adopted by the teacher would get influenced by the teaching philosophy of the individual. Therefore, it is reasonable to assume that a positive teaching philosophy could potentially enhance the self-esteem of the educator.

H_{1c}: Teaching philosophy of educators will have a positive impact on the Self-Esteem of SIE educators.

2.5. Self-Esteem and Job Satisfaction

Self-esteem denotes the beliefs of an individual about the value of one's personality. In other words, it is the worthiness of an individual that one places on oneself. Tahir, Inam, and Raana (2015) observed that self-esteem plays an important role in the educational context. Research studies have identified that self-esteem helps to create a positive working environment and better job satisfaction (Fernet, Senécal, Guay, Marsh, & Dowson, 2008; Skaalvik & Skaalvik, 2010; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). Zarei, Arab, Froushani, Rashidian, and Ghazi (2012) found that though high self-esteem alone is not resulting in better job performance, better performance could partially be attributed to high self-esteem. Betoret (2006) asserted that teachers with high self-esteem and self-efficacy are more likely to attain job satisfaction as they face less stress and burnout. It was also reported that there could be other factors that would be affecting the performance of teachers. Given the above discussions, it is reasonable to assume that not only there could be a positive relationship between Self-Esteem & Job Satisfaction but also this relationship could be further mediated by rewards & recognition that educators receive from the organization. The following hypotheses are also thus formulated in this study.

H_2: Self-Esteem will have a positive impact on the Job Satisfaction of SIE educators.

2.6. Reward & Recognition and Job Satisfaction

Bayraktar, Araci, Karacay, and Calisir (2017), observed that organizations should provide priority to employees' motivation including rewards as it influences the relationship between employee involvement and job satisfaction. Employees' high self-esteem will lead to better work outcomes when it is complemented with better rewards (Ali, Rehman, Ali, Yousaf, & Zia, 2010; Manas & Graham, 2003). Such an appropriate reward system in the organization will lead to better performance. Murphy (2015), identified that there is a positive relationship between a transparent reward system and the performance of employees in the mining sector. Similarly, recognizing employees for their efforts will keep the employees motivated and passionate about their work. Such recognition will enhance the morale of employees resulting in the better overall productivity of the firm (Hart, 2011). Tessema, Ready, and Embaye (2013), while analysing the impact of job satisfaction related to employee recognition, pay & advantages, identified that both monetary and non-monetary rewards such as recognition positively resulted in better job satisfaction. Jehanzeb, Rasheed, and Rasheed (2012), observed that rewards have a positive significance on motivation and job satisfaction of employees. Similar findings were observed by many other studies (Abdullah, Ahsan, & Alam, 2009; Chew, 2005; Furnham, Eracleous, & Chamorro-Premuzic, 2009) that job satisfaction could also be influenced by monetary and non-monetary compensation.

One basic assumption in the literature on global careers is that individuals strive to maximize their career benefits out of work experience for a better prospective vocational life in the future (Suutari & Mäkelä, 2007). Zachariah, Mathew, and Rajan (2002), opined that the migration of Indians to the gulf region was mainly to improve the economic status of the households that may improve their consumption standards, quality of housing property, and income. Similarly, financial incentives have been observed to be one of the primary reasons for expatriation among self-initiated expatriate academics (Selmer & Lauring, 2011). Ndungu (2017) identified that rewards and recognition were also instrumental in ensuring better performance of employees in higher education institutions. Self-initiated-Expatriate academics have been found to engage in international mobility for a wide variety of reasons including career development, financial incentives, adventure, life change/escape from a negative situation, and family (Richardson & Mallon, 2005). The above studies have reiterated the fact that rewards & recognitions do play an important role in better job satisfaction of educators and are also vital for enhancing their morale. As such, it is deemed appropriate to have the following hypothesis tested in this study.

H_3: The relationship between Self Esteem & Job Satisfaction of SIE educators will be moderated by Reward & Recognition.

Thus, we have Organizational Support, Support for Students, Teaching Philosophy, Self-Esteem, Rewards & Recognition, and Job Satisfaction as research variables in this study. Through this study, we would carry out respective analyses to find out the influence of variables such as Organizational Support, Support to Students, and Teaching Philosophy on the dependent variable, Self Esteem. Secondly, we would test if any relationship between Self-Esteem and Job Satisfaction does exist, followed by the role of Rewards & Recognition in moderating the relationship between Self-Esteem and Job Satisfaction.

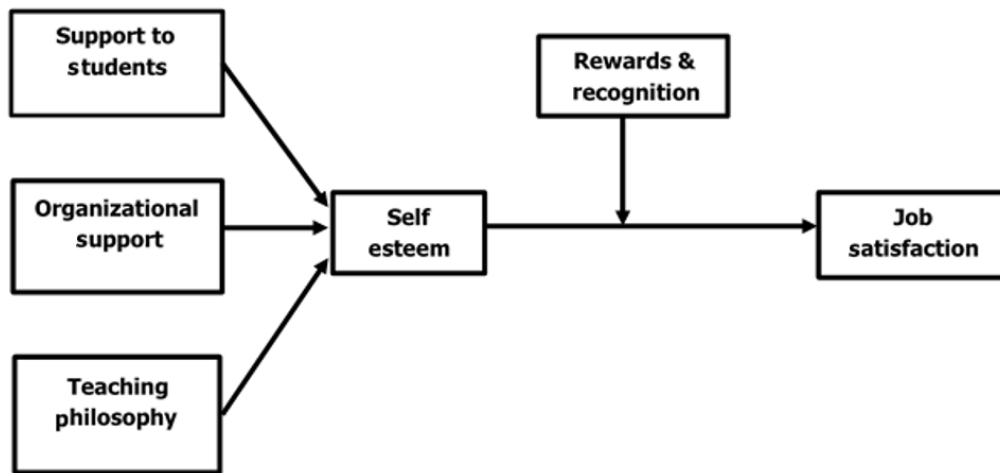The proposed research model is as given in Figure 1.

Figure 1. Research model.

3. Method

3.1. Participants and Procedures

The target participants for this study are the primary and secondary educators of Indian origin who are on self-initiated expatriation to impart education to the Indian diaspora in the Sultanate of Oman. Data were collected through a questionnaire emailed to them who voluntarily responded to the request for participation in the survey. They were also assured that their identity would never be divulged to ensure the confidentiality of their responses. Out of this population of about 1500 educators, 651 responded to the questionnaire designed to collect pertinent data in this study. However, a thorough check of the responses yielded 535 responses as valid ones in all aspects of the questionnaire (response rate of 35.6%). Of the total respondents, 413 (77%) are females whereas 122 (23%) are males. While the number of teachers from the rurally located schools is 272 (51%), their counterparts in the schools located in urban areas are 263 (49%) in number. A simple random sampling process was carried out to collect the data mainly because of the reason that the population was hailing from 18 schools spread across the entire country. The statistical tool SPSS has been used for analyzing and interpreting the data. Table 1 represents the demographic descriptive of the respondents in this study.

Table 1. Demographic descriptive.

Variables	N	Mean	Std. deviation
Location	535	0.482	0.500
Gender of the teacher	535	0.228	0.420

3.2. Measures

Participants in this study responded to a questionnaire consisting of 26 items under different sections such as Organizational Support, Reward and recognition, Job Satisfaction, Support to Students, Self Esteem, and Teaching Philosophy on a 5 point Likert scale with a rating of Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree and Strongly Agree. These questionnaires were developed specifically for this study, though inspired by many other studies regarding the specific wording to be used to represent each variable. These items were subjected to Factor Analysis and were identified to be measuring the factors that were intended to, as given in Appendix A. As explained by Tabachnick and Fidell (2007) any factor loading with at least .32 rotated factors loading shall be considered statistically meaningful when the sample size is more than 300. In this study, since the sample size is 535, all questions were considered relevant for this study. Cronbach's Alpha test has been performed to scale the above-mentioned items to check the reliability of these items in the current research. The Cronbach's Alpha score observed is .901 which is above the minimum threshold level and thereby established the reliability of this questionnaire in elucidating appropriate data.

4. Findings

4.1. Correlation

Correlation analysis among variables is as listed in Table 2.

Table 2. Correlation analysis.

Variables	Organizational support	Job satisfaction	Reward & recognition	Support to students	Self esteem	Teaching philosophy	Gender
Job satisfaction	0.382**						
Reward & recognition	0.382**	0.425**					
Support to students	0.322**	0.452**	0.340**				
Self esteem	0.298**	0.409**	0.215**	0.408**			
Teaching philosophy	0.240**	0.260**	0.197**	0.319**	0.360**		
Gender	0.084	0.079	0.074	0.083	0.087*	0.049	
Location	-0.285**	-0.311**	-0.276**	-0.240**	-0.095*	-0.178**	-0.079

Note: **. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

All research variables except demographic variables have been observed to be highly significant concerning other variables under this study ($p < .01$). Relationships between Organizational Support and Job Satisfaction; Organizational Support and Reward & Recognition; Job Satisfaction and Reward & Recognition; and Job Satisfaction and Support to students have been observed to be statistically significant with moderate strength of r ranging from .5 to .57. Relationships among other research variables have also been observed to be highly significant moderate-to-low strength with r ranging from .24 to .45. Demographic variable Gender has been observed to be not having any significant relationship with any other research variables. However, the location of the school (Rural/Urban) has been observed to be highly significant in its relationship with research variables with moderate strength.

As there were significant relationship observed among research variables, it was deemed appropriate to carry out regression analysis to identify the influence of each independent variable on the dependent variable as per the research model proposed in this study. A Linear Regression analysis was performed with research variables to gain further insight into these relationships.

4.2. Linear Regression Analysis

Firstly, we looked at the model wherein Organizational Support, Support-to-Students, and Teaching Philosophy as independent variables and Self Esteem of teachers as the dependent variable.

The model which showed high significance ($p < .001$) is given in Table 3.

Table 3. Regression analysis.

Dependent variable: Self esteem					
	Unstandardized coefficients		Standardized coefficients		
Model	B	Std. error	Beta	T	Sig.
(Constant)	2.190	0.154		14.220	0.000
Stud_Supp	0.249	0.033	0.287	7.563	0.000
Org_Supp	0.110	0.027	0.153	4.136	0.000
Teach_Phil	0.180	0.031	0.214	5.778	0.000

It has been observed from the regression analysis that all three independent variables i.e., Organizational Support, Support to Students, and Teaching Philosophy are highly significant in influencing Self Esteem of the teachers. All these relationships are positive in their direction denoting that the higher the Organizational Support, Support-to-Students, and Teaching Philosophy of the educators, the greater their Self-Esteem as these independent variables have a favorable influence on the dependent variable.

Secondly, we attempted to understand if there is a significant relationship between Self-Esteem and Job Satisfaction. It has been observed that there is a significant relationship between Self Esteem and Job Satisfaction as shown in Table 4.

Table 4. Regression analysis – relationship between self-esteem and job satisfaction.

	Unstandardized coefficients		Standardized coefficients		
Model	B	Std. error	Beta	T	Sig.
(Constant)	2.277	0.166		13.734	0.000
Self esteem	0.451	0.038	0.424	11.781	0.000

Dependent variable: Job satisfaction

Simple linear regression was used to test if the Self-Esteem of teachers significantly predicted their Job Satisfaction. The overall regression was statistically significant (R^2 = .53, $F(1, 533)$ = 116.439, $p < .000$). It was found that the Self-Esteem of the respondents in this study significantly predicted better Job Satisfaction (β = .424, $p < .000$). However, in the combined predictability of Job Satisfaction, both Self Esteem and Reward & Recognition are insignificant as shown in Table 5.

Table 5. Regression analysis – combined effect of self-esteem and reward & recognition on job satisfaction.

Dependent variable: Job satisfaction

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. error	Beta		
(Constant)	4.159	0.016		258.946	0.000
Self esteem	0.328	0.035	0.332	9.254	0.000
Rewa & Reco	0.263	0.022	0.424	11.752	0.000
Combined effect	0.036	0.041	0.031	.865	0.387

Regression analysis with moderation effect carried out in this study revealed that though the model was found to be significant in predicting the relationship between variable (R^2 = 0.49, $F(1, 533)$ = 97.371, $p < .000$), the moderation effect of Reward & Recognition appeared to be having insignificant in predicting the relationship between Self-Esteem and Job Satisfaction (β = 0.031, $p < 0.387$). Therefore, contrary to the assumption in this study that Self-Esteem coupled with adequate Reward & Recognition is not supported in this study.

5. Discussion
5.1. Conclusions
Generally, it is believed that the satisfaction of students would in turn influence the satisfaction of teachers. As such, it is reasonably assumed that teachers gain a considerable amount of satisfaction when students get benefited from their efforts. Such support to students would range a variety of activities including special sessions for academically slow learners, listening carefully and patiently to the concerns of students, helping them to resolve issues or keeping their surroundings neat and clean for a favorable learning environment, etc. Therefore, it was presumed in this study that supports provided to students would enhance the self-esteem of teachers. The statistical analysis carried out in this study revealed a positive relationship between Support to students and the Self-esteem of teachers and *H1a* which postulated that the Support-to-Students by the educators would enhance their Self-Esteem has been supported in this study. One of the probable reasons for this finding which are similar to the findings of earlier studies is that both the teachers and students are living the expatriate life wherein cooperation is likely to be stronger and the support provided to students would play an important role in the development of cognitive and social skills of students (Cooper, 2014; Millett & Tapper, 2012). This finding indicates that the educators under this study have been putting up their level best to ensure that students are adequately engaged (Wang & Eccles, 2016) through active learning despite being in a culturally different environment (Brooks et al., 2012).

It was also postulated in this study that the perceived Organizational Support will have a positive relationship with the Self-esteem of educators. The finding in respect of Organizational Support appears to be in line with the current literature wherein an employee who received support from the organization is likely to perform better in terms of achieving their personal goals which in turn would result in attaining organizational goals as observed by Masoom (2021) and Baran et al. (2012). The statistical analysis conducted in this study found that the *H1b* which stated that the Organizational Support would positively influence the Self-Esteem of the educators has been supported in this study. The fact that the perception of educators under this study about the positive Organizational support they are provided with is an indicator of the kind of support extended by the school administration to enhance the teaching and learning process (Koster et al., 2011; Zagenczyk et al., 2010) which in turn resulted in the higher self-value perception of the educators (Rich et al., 2010). The influence of Organizational Support in the case of respondents in this study on their self-esteem would be mainly because these self-initiated expatriates would be performing at their best when the organization provides them adequate support in a culturally different environment.

A positive teaching philosophy that places prime importance on the students' development and respect for their efforts would put teachers in a state of high self-esteem as these are intrinsically rewarding and recognize their attitude towards the development of their students. In a fast-changing world, students need to be equipped with the knowledge, skills and attitudes that would make them highly competitive, adaptable, flexible, innovative, multi-talented etc. Therefore, a teaching philosophy that emphasizes student-centric learning involving the development of critical thinking, collaboration, and problem-solving would help the students to prepare themselves for the future (Rotherham & Willingham, 2010). The analysis of data carried out in this study identified that the teaching philosophy of educators was influential in enhancing their self-esteem and thus supported hypothesis *H1c*. In other words, educators under this study have maintained a high level of teaching philosophy and have exhibited their commitment to the cause of developing the learners' knowledge, skill, and attitude (Brooks et al., 2012).

It was also tested in this study whether this Self-Esteem would further result in Job Satisfaction among teachers. The value that an educator would receive gets reflected through the achievement of positive work outcomes. One such positive outcome of any profession is Job Satisfaction. There have been few recent studies that identified a highly positive relationship between self-esteem and job satisfaction of teachers (Çevik, 2017; Mocheche, Bosire, & Raburu, 2017). The findings in this study are also in line with the current literature that the higher the Self-Esteem of the educators, the greater their Job Satisfaction. Therefore, hypothesis *H2* which postulated that Self-Esteem would have a positive influence on the Job Satisfaction of educators has been supported in this study.

We also assumed that other factors also might influence Job Satisfaction than merely Self-Esteem. One such factor that was considered related to expatriates in this study was the Reward & Recognition that a teacher would be expecting while working in an institution. Earlier research identified that factors such as salary, promotion, and relationships with colleagues have a significant effect on teachers' job satisfaction (Khaliq, 2021). Effective assessment of the performance, constructive feedback from authorities on their performance, recognition for their contribution towards the betterment of the school and recognition for their extraordinary performance are some of the factors that potentially enhance job satisfaction of teaching fraternity. In this study, therefore, we assessed whether Reward & Recognition would be moderating the relationship between Self-Esteem and Job Satisfaction. However, contrary to our assumptions, the findings of this analysis established that there was no moderation effect by Rewards & Recognition on the relationship between Self-Esteem and Job Satisfaction. Therefore, hypothesis *H3* which assumed that the relationship between Self-Esteem and Job Satisfaction would be moderated by Reward & Recognition is not supported in this study. This result is probably because the respondents in this study are monetarily sound as compared to their counterparts in their motherland. Insignificance of non-monetary rewards in moderating the relationship between self-esteem and job satisfaction of self-initiated expatriate teachers, could be because of the high-self-esteem exhibited by the respondents in this study that became their identity when they took up the overseas assignment. This points to the fact that the high self-esteem of teachers itself would lead them to a high level of job satisfaction. Other factors could complement the strengthening of the relationship between Self-Esteem and Job Satisfaction, but not in negating this relationship. This finding also points to the fact that even though financial incentives also contributed to the job satisfaction of educators, there could be other factors that would determine the job satisfaction of academics (Selmer & Lauring, 2011; Zeb & Jamal, 2016).

5.2. Suggestions & Recommendations

The above discussion appears to be of greater importance to policymakers and management committees of various schools. Teachers are the backbone of any educational institution that performs the core activity of capacitating the younger generation with the required knowledge, skill, and attitude. Therefore, the Job Satisfaction of these teachers is the deciding factor in the success of any educational institution. In this study, it was clear that the Self-Esteem of teachers does play an important role in ensuring their job satisfaction. However, for policymakers, it is those factors that enhance Self-Esteem matter a lot. As identified in this study, the Management Committees of schools should provide more opportunities for the teachers to support their students extensively with clear objectives for such initiatives. Such a provision would establish a strong bonding between teachers and students have and the result of such interaction would keep the Self-Esteem of teachers high.

Management Committees and policymakers should also concentrate on providing strong support to teachers to achieve their personal goals. Such support should be provided in response to the fact that these SIE academics are working in a different cultural environment though they generally teach those students of their own culture. Therefore, such support could be through systematic professional development programs or by the provision of the latest technological tools that could enhance teaching capability or through listening to their concerns and taking appropriate actions to provide adequate support in letter and spirit. Such programs will help teachers to tide over their personal and professional hurdles. Creating an atmosphere where teachers establish positive teaching philosophy for them depends much on the learning environment prevailing in the institution. Management Committees and policymakers should make efforts to convey the vision and mission of each institution in a clear and specific manner to teachers from time to time. Such reinforcements will go a

long way in the development of positive teaching approaches on the part of teachers which will enhance their Self-Esteem, in turn, Job Satisfaction.

6. Implications

From this study, it has come to light that Self-Initiated-Expatriate academics in the schooling system also need greater support from the stakeholders especially students and the organization. Their willingness to continue to strive for better job outcomes is positively related to the reciprocation that students and colleagues including the management of the schools extend to them by providing a better working environment that could in turn result in higher self-esteem. Even though there is evidence that the individuals personally take charge of their career trajectories without the direct support of an organization (Carr, Inkson, & Thorn, 2005) this study proves that there should be adequate support for Self-Initiated-Expatriate academics from the organization to enable them to reach greater heights in their profession. One of the implications brought out by this study is the requirement of a change in the attitude by the School Management towards teachers. There should be a concerted effort on the part of the School Management to treat the teaching fraternity as the vital source of success of their institutions. The teachers should be provided with more autonomy, moral support, and deep appreciation for their efforts, especially by the School Management team. The self-esteem they gain through such support would in turn make their relationship with the students a cordial and productive one.

However, it has also been identified that there should be self-motivation that keeps these SIE academics developing the self-esteem that helps them to take on the challenges of expatriation on their own. Even though many studies identified that financial incentive is one of the primary reasons for expatriation of academics (Richardson & Mallon, 2005; Richardson & McKenna, 2003; Selmer & Lauring, 2010) this study further shows that it could continue to motivate SIE academics to achieve greater job satisfaction if they receive further financial gain. Therefore, the School Management needs to ensure that the reward and recognition provided to teachers are the best available ones in the market that keep them motivated to produce better job outcomes.

7. Limitations and Further Scope of the Study

As far as the further scope of the study is concerned, we deployed only three control variables for assessing the Self-Esteem of teachers in this study. There could be many other factors that would be of importance in predicting Self-Esteem. Also, the mediation/moderation effect on the relationship between Self-Esteem and Job Satisfaction could also be tested through the inclusion of other relevant variables. Therefore, studies involving more research variables that influence job satisfaction are more likely to provide further insight into the journey of SIE academics.

This study has been conducted among the Indian expatriate academics employed in the schools having an Indian curriculum in the Sultanate of Oman. A more detailed study involving teaching fraternity from different nationalities and curricula would provide further insight into the influence of culture on the Job Satisfaction of SIE academics. Such comparative studies would become the source of factors that influence the job satisfaction of SIE academics from different cultures.

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Appendix A. Questionnaire items.

Items	Factor analysis
Organizational support	
1. The class sizes are suitable for children's learning needs.	0.796
2. The support and resources provided by the school is adequate to perform my job well.	0.753
3. I find class rooms in school excellent & well equipped with learning & teaching resources.	0.741
4. I find computer laboratories in school excellent & well equipped with learning & teaching resources.	0.663
5. I find science laboratories in school excellent & well equipped with learning & teaching resources.	0.466
6. I find the library facilities at school excellent & well equipped with required resources.	0.463
Reward & Recognition	
7. My performance is properly evaluated by the school management.	0.796
8. I often receive feedback from school authorities about my performance as a teacher.	0.784
9. I get recognition for my efforts towards making the institution a better place for learning.	0.783
10. Good performing teachers get recognized for their efforts in my school.	0.665
Job satisfaction	
11. My students are happy in school.	0.634
12. I am satisfied with school's approach to discipline	0.613
13. I am treated with respect by other teachers, staff and management.	0.611
14. I am treated with respect by parents and students	0.608
15. The school campus is a safe place for me and students.	0.552
16. In my school, teachers and students get along with each other very well.	0.387
Support to students	
17. Most of my colleagues work hard to ensure students' well-being.	0.807
18. Most of my colleagues patiently listen to students' opinions.	0.774
19. My school provides extra assistance to students in need.	0.575

Items	Factor analysis
20. The grounds, buildings and outdoors are kept in clean & good condition.	0.434
Self esteem 21. I feel I am making a significant contribution to the development of my students.	0.737
22. My role as a teacher is to facilitate students' own inquiry.	0.686
23. I feel I can make progress with even low performing students	0.530
Teaching philosophy 24. I believe that my students find solutions to the problem on their own.	0.709
25. I allow my students to think of solutions to practical problems before solving a particular problem.	0.648
26. I view 'poor performance' of my students in comparison to their own previous performance, not to the performance of the class.	0.614