

**‘Take off your Mask’: Professional identities and professional development of
part-time instructors**

**Thesis submitted for the degree of
Doctor of Philosophy
at the University of Leicester.**

by

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June, 2008.

Abstract

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Questions of identity have been mostly related to war and internal clashes among different sects and parties during a major part of Lebanon’s contemporary history. People were often killed and tortured because of their presumed identities. For more peaceful and educational purposes, this study investigates the professional identities of part-time instructors at one Lebanese HE institution.

Three key related questions are addressed. A major question has to do with investigating the professional identities of these instructors, another question deals with what it means to be a part-time instructor and a third with the professional development practices of these part-timers. The two latter objectives have a high impact in crafting the first.

A case study was carried out at the American Oriental University (AOU) where 26 part-timers and three full-timers (ex-part-timers) were interviewed. To triangulate the data, four of the participants were asked to participate in diary writing. In addition, document checking was carried out. The part-timers were chosen to represent the wider population of part-timers at the University. Thus, they were chosen to illustrate particular factors characterising part-timers, such as gender, seniority, educational standing, number of work sites and type of part-time choice.

Thematic and discourse analysis were used to analyse the data and investigate the different models of those part-timers’ professional identities. Analysis revealed that each part-timer’s professional identity is unique and exists on a continuum ranging from highly democratic to highly managerial. The former is characterised by being democratic, collaborative and based on trust, while the latter is individualistic, competitive and externally-regulated (Day and Sachs, 2004). The neo-liberal forces prevailing in the current educational arena, however, rendered these identities more inclined towards the managerial end (Apple, 2003). Each identity was rendered unique on the continuum not only because of multiplicity of forces impacting it, but rather because of the different sources and intensities of these forces, and thus their unorthodox effects.

Acknowledgements

I would like to extend my gratitude to Jesus Christ for the physical and mental abilities he had given me that had in turn enabled me to pursue my family, work and study obligations. I would like to thank the participants that had opened up to me and shared with me their deep and intimate memories, thoughts and views.

I would also like to thank my tutor, Dr. Hugh Busher, for all his guidance and support. Great thanks go to my friend and colleague, Dr. Dorine Haddad, for her original encouragement and support. Special thanks to my friend and helpful librarian, Carina Hawat, for her continuous assistance.

Finally, I'm greatly indebted to my beloved husband Tony and my two sources of sunshine, Serge and Denise. Many thanks for their patience and inspiration. I would like to dedicate this modest piece of work to my recently deceased grandma, who always competed with my work for my time and attention. I hereby answer her constantly asked question: 'Aren't you done yet?' 'Work equates life and I'm still living, grandma'.

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Chapter One: Introduction

Background & Reasons for the study

This study sheds light on part-time Higher Education (HE) instructors teaching at one Lebanese university. It tackles the part-timers' situation in HE, their professional identities and professional development practices. It is an investigation into the profiles, aspirations, frustrations, priorities and experiences of these part-timers to get a better understanding of their state. This study did not try to answer basic identity questions, because these would definitely differ from one person to the other. Thus, the study is not as shallow as curriculum vitae statements, nor as deep as analytical psychological reports. It simply tries to answer questions regarding part-timers' backgrounds, practices, rationalisations, feelings, satisfactions and illusions from the perspectives of the part-timers. It tries to give a more informed idea about the participants' professional identities, by showing the different impacting factors on these including the part-time work arrangement and the development practices and paths pursued.

Such a study might be of help to universities in better understanding their personnel especially where a large part of which is made up of part-timers. It might also be of equal importance to part-timers themselves, especially where they lack wide comprehension of their situation with respect to other important entities in their environment, as the study will show later on. The study might further prove beneficial to the society at large, in a country where research is a scarce commodity. Finally, it could be of some benefit to other institutions, both inside and outside the academy, in the country and in the neighbouring region.

The researcher was inspired to do this study, because she herself was a part-timer for ten years at three of the top Lebanese universities. She had co-existed with other part-timers, and had listened, felt and lived their experiences with all its 'blooms and blues'. Thus, the researcher found a need to highlight this human experience. The numbers of part-timers

joining the workplace, particularly in Higher Education has been increasing. “Over the past two decades the environment in which academics work has been altered considerably. Accelerated use of casual staff to teach undergraduate classes has been one consequence of these changes” (Kimber 2003, p 41). The biggest constituent of Lebanese universities’ faculties is made up of part-timers. For example, in the year 2005 and according to their respective personnel departments, there were 156 full-timers versus 258 part-timers at Notre Dame University, and 375 full-timers versus 579 part-timers at Balamand University.

The topic of part-timers is generally under-researched. “Much of the literature focuses explicitly or implicitly on the interests of full-time tenured academic staff only. Yet around these core staff are large numbers of fixed-term contract staff and part-time teachers engaged in activities critical to core functions” (Blackwell and Blackmore 2003, p 9). If the issue is as such in the Western world (Giddens, 1991), then one can expect the picture to be dimmer in the developing world. Thus, the researcher believes that this study will fill a gap, since there is no other research work that has been made on the topic in Lebanon. Moreover, professional identity remains an area of high interest in the education field, not only for its own sake, but rather for its many implied consequences. It contributes to the self-esteem, self-worth, motivation, dedication and contentment of teachers (Day and el, 2003). In turn, these qualities may lead to better teaching and learning practices in colleges (Bathmaker and Avis, 2005). Learning, in turn, is perceived to be an essential input to economic growth and stability, social equity and fine citizenship (DfES, 2002).

In reflection of the researcher’s interest in understanding the professional or work-related identities of part-timers, three related key research questions are set for the purpose of this study. One question aims at better understanding the professional identities of part-timers, their frustrations, impacting forces, and functions performed. This question makes the centre piece of this research endeavour. Thus, it is no coincidence it is listed as number two enclosed by two other related questions. The first question aims at understanding the part-

time situation with all its realities, complexities, drawbacks and future prospects, thus paving the way for the specific study of the professional identities of part-timers. The third question is a normal extension of the second and one of its main independent variables. Consequently, the third question aims at comprehending the professional development of part-timers to see its interrelations with professional identity.

- 1- To examine the situation of part-time instructors teaching at a Lebanese university.
 - a. Who is interested in part-time work?
 - b. What are the drawbacks of part-time work?
 - c. How do part-timers think of their professionalism?
 - d. How do part-timers compare themselves to their full-time colleagues?
- 2- To explore the professional identities of Lebanese part-time higher education instructors.
 - a. How do part-timers identify or label themselves?
 - b. What are the main factors influencing their identity formation?
 - c. How satisfied are they in terms of their part-time work status?
 - d. What are the major functions performed by part-timers?
- 3- To investigate the professional development practices used by those part-timers.
 - a. What are the major routes followed to pursue their professional development?
 - b. What are the major impacting forces on their development?
 - c. What are the interrelations between their identities and development practices?

A thorough analysis of the literature that led to the development of the key research questions is presented in chapter two of this thesis. However, an early articulation of these questions aims solely at guiding the readers to the main interests of the work.

Methodology

To answer the key research questions, the researcher conducted a case-study at a private Lebanese university typical of other institutions in the region in many aspects, mainly in its academic system, program, curriculum and personnel constitution. The researcher followed the constructivist school of thought out of her belief in the subjective nature of knowledge, and in conformity with the research purposes. Quota-selection was used where a sample of 23 part-timers was chosen, based on their respective part-time prominent case scenario: gender, seniority (equal or less than three years, above three years), educational standing

(PhD and Master holders), number of jobs held (working at one or more places), and motivation behind their work (personal choice or forced one). The researcher has tried to offer rich descriptions of the cases (individual participants) and to make some comparisons among them, whenever that was possible.

To prove a trustworthy research, the researcher took a series of steps, mainly manifested in piloting research instruments, data, methodological and theoretical triangulation, negative instances citation, member validation, clear documentation of steps undertaken and rich description of context, participants and personal limitations and biases. Data triangulation was made through seeking the opinions of different part-timers and few current full-timers (former part-timers). Methodological triangulation was marked by the use of semi-structured interviews along with diaries and documentation checking. Theoretical triangulation was achieved through two levels of analysis, both thematic and discourse analysis.

Conducting the research ethically was a main concern for the researcher. Utmost care was taken in dealing with information about participants and their work-related issues. Access to the research site and permission to contact the participants was confirmed more than once at different occasions and stages of the research process. Fictional names were assigned to participants and approval to tape record the interviews and to use quotations was retrieved. The interviews conducted with the sample of 23 part-timers and three other full-timers (previous part-timers) were backed up with four in-depth diaries retrieved from three part-timers and one full-time participant. The diaries were collected and discussed in ad-hoc reflective discussion sessions (reflective interviews). Qualitative analysis of transcribed interviews, diaries and documents was done through both thematic and discourse analysis. Under the former analytic method, categories were formed from data for the purpose of creating themes that correspond to key research questions. The latter approach to analysis was equally important to use in a high-context culture, such as

Lebanon (Deresky, 2003). A high-context culture uses a communication mode in which people express messages indirectly and implicitly (Deresky, 2003).

“In high-context cultures, feelings and thoughts are not explicitly expressed. Instead, one has to read between the lines and interpret meaning from one’s general understanding... In such cultures, key information is embedded in the context rather than made explicit. People make assumptions about what the message means through their knowledge of the person or the surroundings” (p 137).

The Research Site

The University chosen to conduct the research at is young in age, yet rich in its history. The University was given a different name throughout the thesis for anonymity purposes. The name given to the University was the ‘American Oriental University’ abbreviated as (AOU). The name was particularly chosen to reveal that the university abides by the oriental values and norms, and simultaneously applies the American credit system. The university was established during the toughest years of civil war in the late 80s. Along with many other private universities established in the same period, the university was supported with “a belief that increased economic progress rests upon an increase in the educated populace to meet government needs, the professions and the productive service sectors” (Nasser and Abouchedid 2003, p 329). The University, also like many educational institutions in the country, is greatly impacted upon by religious influences (Sedgwick, 2000). The main campus of the university, spreading over thousands of square meters of land, had been built in the neighbourhood of an ancient abbey. The beautiful campus is located on top of a hill overlooking the Mediterranean Sea from one direction and thousands of acres of vegetation from another direction. The other two much smaller branches are located in the capital.

The University is a private, non-profit institution, committed to academic excellence. It applies the American system which is credit based. It emphasises intellectual, spiritual, cultural and moral values. It is based on a set of higher level goals, such as freedom, democracy, patience, diversity and non-discrimination. It cooperates with distinguished universities worldwide for the purpose of upgrading its programs and conducting joint researches. The current student body is made of approximately 3000 students. It has another body of 4000 graduates since its initiation. The majority of students are Lebanese, coming from different regions and having different backgrounds and affiliations. The University has seven different faculties specialising in fine arts, arts and social sciences, business studies, health sciences, engineering, medicine and sciences. The University's degrees enjoy government licensing and worldwide recognition. More than 30 undergraduate majors and another 30 graduate and post-graduate programs are offered. Moreover, the University is dedicated to raise cultural awareness, not only among its students but in its community. For this purpose, conferences, seminars, expositions, recitals and shows are hosted continuously on campus.

This University was particularly chosen as a site for conducting this study for a set of important factors. Being a previous part-time instructor at the university proved to have more than one advantage. First, being familiar with the place and its functioning made planning for the research and data gathering a somewhat smooth and predictable experience. Second, access to the site was relatively easily granted by the administration, since the latter had previous knowledge of the personal and professional biography of the researcher, an essential requirement in a general environment sceptical of research and its purposes. Third, being at a close distance from the current residence and working place of the researcher made the choice even more convenient. The demands of the research mainly commuting back and forth from the University were abridged. Choosing another distant university would have proven to be a great anguish to the researcher, especially after July war (2006) and all the destruction of the bridges and roads that took place.

Convenience, however, is not the preliminary reason for choosing this site. The University, with its mission statement, academic systems and programs, size, student body and personnel mix, is typical of many other universities in the country and in the region. “Since the 1990s many Arab countries such as Lebanon and the United Arab Emirates have witnessed a rapid mushrooming of fee-paying private universities, ostensibly with the aim of providing liberal education and diverse academic majors to Arab citizens” (Abouchedid and Nasser 2002, p 199). More convergence is yet to be expected, when the Lebanese universities have to adapt to the increasing challenges of globalisation. The Lebanese University, for example, hosting a majority of Lebanese students is considering using the same credit system applicable in most other private institutions. Furthermore, the AOU is typical for the purposes of the topic under study. All universities in Lebanon, public and private, French and American/English system based, employ a combination of full-time and part-time instructors, and thus can benefit from this study by comparing its results to their situation, and making some inferences through their intelligent readings and analysis.

Context of the study

Geopolitics

Lebanon is an independent Arab country, with an area of 10,452 square kilometres, located at the eastern shore of the Mediterranean Sea (Simon et al, 1996). Despite its small area, and due to its varied topography and its location between the sea from the west and the plains and deserts from the east, Lebanon enjoys a varied climate, four distinct seasons and a big variety of flora (Harb, 2003). Lebanon is also known for its mountains and abundant water resources, which makes it the only country in the region that is desert-free (Harb, 2003). “Lebanon is bordered by Syria and Israel, both of which have invaded Lebanon’s territory” (Simon et al, 1996, p 1091). The United Nations estimates Lebanon’s population to be around 3.5 million (Jenkins and Joussife, 2001). Most other estimates of the population falls around 4 million (Barakat, 2000). No consensus has been made on that, due to the sectarian composition and the political distribution of power based on it. The demographic profile of the country has changed drastically from the early times of independence (Simon et al, 1996). Then, the Maronite Christians were given the lion’s

share in the political power, due to their big numbers. However, today Muslims, mainly Shiites are becoming a majority due to their high birth rate (Simon et al, 1996). The population did not grow as anticipated in the last 25 years due to war-related casualties, accelerating immigration and plunge in fertility (Nasr, 2003). Nasr (2003) stated that:

“almost 14 million persons of Lebanese descent are scattered around the world. This rough estimate includes 6 million in Brazil, 3 million in the rest of Latin America, 3 million in North America, and half a million in each of Africa, Europe, Australia and the Arab World. This Diaspora is about four times the current resident population of Lebanon, probably the highest ratio in the world” (p 145-146).

60% of the current Lebanese population is Muslim and 40% Christian. There are 17 recognised sects in Lebanon: Shia Muslim, Sunni Muslim, Druze, Maronite Christian, Greek Orthodox, Armenian Orthodox, Syrian Orthodox, Nestorian, Armenian Catholic, Cladean, Greek Catholic, Roman Catholic, Syrian Catholic, Protestant, Alawite, Ismaili and Jew (Barakat, 2000). Civil marriage is still impossible to get, despite all the problems caused by religious and sectarian divide (Jenkins and Joussife, 2001).

Lebanon's official language is Arabic, although other languages, mainly French and English, are widely used (Jenkins and Joussife, 2001). Lebanese cherish the family life, where the extended family is a mixed blessing. Jenkins and Joussife (2001) argued that “in a place where social programs are virtually nonexistent, the family is also an employer, an insurance policy, a day-care centre and an obligation” (p 50). Lebanese women tend to be more liberal and westernised than their other Arab counterparts. This is evidenced in the fact that Lebanon was the first Arab country to give women the right to vote in 1953 (Barakat, 2000). Moreover, high literacy rates are equally enjoyed by men and women. The percentage of women in the labour force is one of the highest in the Arab world.

However, most of them perform ‘female jobs’ mainly in secretarial, nursing and teaching domains (Barakat, 2000).

The social environment is greatly racked by the worsening political and economic situation. The Lebanese society is marked by a miserable young generation dreaming of emigration, and an increasing power distance between a wealthy extrovert minority and an expanding poor majority (Nasr, 2003). Lebanon formerly characterised by Charles Malek (1973) for the majesty of its mountains, beauty of its villages, coexistence of religions, responsible freedoms and intellectual riches is endangered by the continuous conflicts and struggles on its grounds. Not only is its social wellbeing battered, but also the ecological environment is a living proof of the sufferings of this beautiful country. Home of the Cedars, of which 300 only are left (Steite, 1999) is torn by urban expansion, forest fires, quarries, and untreated waste dumps (Barakat, 2000).

Political Environment

Lebanon, once known as the Switzerland of the Middle East, for its beautiful Mediterranean weather, strategic location, democratic regime, and mix of cultures and civilisations had undergone long years of sufferings and violence, since its independence in 1943. It had been shattered by a long civil war that lasted for 15 years. The war started in 1975 as a result of an attack on a bus, which led to the deaths of a big number of its Palestinian passengers (BBC, 2007f). The civil war ended in 1990, after it led to the deaths of more than 150,000 people and left the country in ruins. Lebanon, also suffered from a long Syrian occupation that lasted for about three decades. Syrian troops entered Lebanon in 1976 in an intention to install peace and curtail the Palestinians. The Syrian military force left Lebanon in 2005, only after a strong international pressure, manifested in a UN Security Council resolution demanding foreign troops to leave Lebanon (BBC NEWS, 2007f). The Taif agreement of 1989 marked the start of a period of relative serenity and construction that lasted for more than a decade (Muir, 2005).

Another wave of instability, violence and lack of confidence hit the country with the assassination of Prime Minister Rafiq Hariri in February 2005. Mr. Hariri was a strong and greatly loved figure who had played a major role in Lebanon's post-war period. A series of other explosions and assassinations followed causing a lot of damages, killing many and terrorising the state. The victims were mainly anti-Syria politicians and journalists (Usher, 2006), who had demanded an end to the Syrian regime interference in Lebanon's internal affairs (BBC NEWS, 2007e). A tribunal was set to try those accused of the killings. This led to the resignations of six pro-Syrian ministers, which intensified the political cleavage in the country between Syrian opponents and Syrian allies led by Hizbullah (Bowen, 2006). Moreover, Lebanon had to undergo a horrendous war inflicted on it by Israel, upon the abduction of two Israeli's soldiers by the Hizbullah group (BBC NEWS, 2007c). The war lasted 34 days, killing more than 1000 Lebanese, mainly civilians, displacing another million, causing wide-spread damages to the infrastructure and leaving hundreds of thousands of cluster bombs (Internal Displacement Monitoring Centre, 2006). The shattered and divided country and its highly unequipped army had to fight a series of battles against a fundamentalist group, who took refuge in Nahr al-Bared Palestinian camp in the northern part of Lebanon. The fights lasted from May to September of 2007, killing more than 300 people, mainly from the military and displacing another 40,000 Palestinians to other Palestinian camps and nearby public schools. This was considered the worst internal fighting since the end of the civil war (BBC NEWS, 2007d).

The output of all those years of recent and less recent struggles had left the country and its citizens stressed and burnt out but highly politicised. Politics is ruling almost every aspect of the Lebanese life, from their daily conversations to their work lives. While political movements have resulted in many good things around the world, too much of a good thing might turn out bad. The functioning of the academic institutions, the interests of the teachers and their students, and the quality of their interactions and collaboration are greatly ruled by subjective and opposing interests, views and ideologies. Many times, this has created a lot of chaos on campuses, thus diverting the main aim from education to

other less useful goals (World Bank, 2000). Student fist fight at Beirut's Arab University on Thursday the 25th of January of 2007 was rapidly transformed to brutal clashes between Sunni and Shia political supporters (El-Rashidi, 2007). "The university had been closed for 10 days following rioting that began January 25 and escalated and spilled into the streets, leaving four students dead, 169 people injured, and forcing universities citywide to shut down"(p A50). These clashes happened just two days after a general strike called on by the opposition group led by Hizbullah in which a big number of the participants were university students. Three people died and others were severely injured as a result (BBC NEWS, 2007b).

Economic Environment

The Iraqi war and the Israeli-Palestinian conflicts have worked to worsen the economic situation in the Middle East and North Africa region, by reducing exports, tourism and Foreign Direct Investment (World Bank, 2003).

"Unemployment in the region averages more than 15%, and it disproportionately affects the young, the better educated and the women. Employing today's jobless workers and new entrants into the labour market requires the creation of nearly 100 million new jobs over the next two decades- more than double the current number of jobs available in the region" (World Bank 2004, p 51).

The geopolitical trends in the region of West Asia are greatly unstable due to Iran's nuclear program coupled with the situation in Iraq, the Middle East conflict and the insecure Lebanese situation (UNESCWA, 2006). Lebanon, being located in the Middle East, and a neighbouring country to Palestine and Israel was greatly affected by the economic and political climate of the MENA region. Lebanon hosts more than 350,000 Palestinian refugees, after they fled their country upon Israel's foundation in 1948 (BBC NEWS, 2007c). These pose real economic and humanitarian pressures on such a small

country. The fact that Lebanon is one of the countries of the MENA region eligible for World Bank borrowing (World Bank, 2004) reveals the deterioration of its economic situation. Lebanon is undergoing tremendous economic problems that have built up over the years and have been directly tied to political inflicted events. The economy went into recession in 1999 due to reduced domestic spending and intensified debt burden resulting mainly from the post-civil war construction program initiated by the government in 1993 (El-Hafez, 2007). Then, the economy started to improve in 2001 due to an increase in household consumption, investment and government spending and level of exports. A further push was given to the economy by the Paris II Conference held in November, 2002 (BBC NEWS, 2002). This economic recovery continued through 2004 where Lebanon enjoyed a boost in tourism and an increase in foreign investments. However, the assassination of Prime Minister Rafiq Hariri in February 2005 interrupted that recovery. It was not until the first half of 2006 that the performance of the economy started to improve. Nevertheless, it was soon crippled by the July war of 2006, the direct costs of which were estimated to be \$2.8 billion dollars (El-Hafez, 2007). “The public debt had increased as a result of war-related expenditures, and the country was one of the most indebted in the world” (p 32). The real GDP growth rate of 2006 was a negative five percent (El-Hafez, 2007).

The sharp political cleavage in the country between the government and the opposition was due to various issues of conflict mainly “the investigation into the assassination of former Prime Minister Rafiq Hariri; the Palestinian issue in Lebanon; the relations between Lebanon and the Syrian Arab Republic; the status of the Sheba farmlands; the fate of the presidency; and the military arsenal of Hizbullah” (UNESCWA 2006, p16). This conflict was manifested in a tent-town set up in central Beirut to demand government resignation (Ghattas, 2006). This had led to an intensification of the economic problems, since hundreds of restaurants, shops and establishments became deserted. Many of them relocated, and others closed its doors for good, especially that the protest camp lasted for months (Ghattas, 2006). Thousands of employees lost their jobs in the process, particularly

university students who used to work in this once very busy area. Moreover, the conflict between the army and the fundamentalist group in Northern Lebanon in the Spring-Summer of 2007 intensified the economic hurdles of the country, since it added to its instability and insecurity. Many non-resident Lebanese and Arab tourists, who are awaited every year for the boost they give to the economy, refrained from visiting Lebanon.

Despite the entire troubled political situation and its resultant deteriorating economic conditions, Paris III Conference was held in January of 2007 and led to \$7.6 billion in pledged loans. This conference was set to help Lebanon in its recovery from the destructive July war. The biggest donors were Saudi Arabia, the United States of America, France and the EU (BBC NEWS, 2007a). A big part of those loans were pending on reforms that the government had promised to perform. However, these need the approval of the Parliament which had not convened since December 2006, because of the political crisis (El-Hafez, 2007). The country is stuck in a vicious circle, where the troubled political climate is eroding all efforts that might lead to a positive turnaround in the economy.

This reality is not making things easier for anyone involved from students and their parents to educators and their employing institutions. The devaluation of the currency has worsened the 'socio-economic' situation of teachers, among others (Abdo, 2000). The unemployment is a major problem, pushing the Lebanese people to emigrate. Iskandar (2005) believed that "nearly 35 percent of Lebanese of working age emigrated in the past ten years to Arab Gulf countries, Africa, Canada, the U.S., Western Europe and formerly East European countries" (p 8). The remaining citizens are trying their best to make a living inside Lebanon. Some of whom are choosing whatever they find on the job market, rather than pursuing careers they excel at. Greatly for this reason, many higher education teachers are not fit for their jobs, because they lack the social, personal and communication skills needed. They have chosen this particular job, either because they could not find any other place to work at, or because they are well connected. Nepotism, in Lebanon, is used

in many situations to gain entry to a job or a promotion in a career (Abdo, 2000). This same economic situation has led many part-timers to work different jobs, or at multiple institutions, to support themselves. This has directly affected their performance, availability and loyalty to their profession or to their employing institutions (World Bank, 2000).

“Many faculty work part-time at several institutions, devote little attention to research or to improving their teaching, and play little or no role in the life of the institutions employing them. Faculty members are often more interested in teaching another course –often at an unaccredited school–than in increasing their presence and commitment to the main institution with which they are affiliated. With wages so low, it is difficult to condemn such behaviour” (p 24).

According to article nine, paragraph A of the Social Security code number 13,955, all higher education teachers including part-timers are entitled to health and maternity compensation, work accidents and professional disease compensation, family allowances and end of work indemnity (Shoufani, 2001). The beneficiaries of this ruling are many; however, this ruling will be applied gradually, in three stages, to cover all those entitled for its benefits (Shoufani, 2001). The privileges of this ruling are not yet enjoyed by anyone working in higher education, not even full-timers. The only benefits full-timers are entitled to are given to them by the private institutions at which they work, and not by the Social Security, which is a public institution with social interests. This leaves the part-timers insecure in their jobs, unprotected by the law, and uncovered by their employers in an already exhausted economic and political environment.

The Higher Education Context

Downside

The context in which part-time instructors' identities and development practices are studied is of extreme importance, especially that "national HE systems vary considerably and, although globalization is thought to be encouraging convergence...important differences remain" (Blackwell and Blackmore 2003, p 4). However, it is quite hard to analyse the current situation of the Arab universities, especially with the scarcity of reliable information and statistics (Thomure, 2003). Higher Education (HE) in the Arab region is affected by a set of common problems, to a larger or lesser extent. These problems according to a report documented by the UNESCO Regional Bureau for Education in the Arab States (2003) are mainly inadequate finances, rigid and centralised management, lack of diversification in terms of curricula and programs and absence of collaboration between HE and other educational institutions and local and societal communities. The report continues to mention that the educational system in most of the Arab States is traditional in nature, as to the terms of enrolment, and the constitution of the HE clientele who are mainly fresh secondary graduates. Main problems of the academy in the Arab world are embedded in bureaucratic management, brain drain, lack of self-regulating accreditation, research insufficiency and conflict between teachings of modern education and cultural beliefs (Thomure, 2003).

The HE cannot be extracted from its surrounding environment. When this environment is facing problems and conflicts as is the case in many of the countries of the Arab region, this will surely reflect on their HE systems (UNESCO, 2003).

"The educational systems in these countries were affected deeply by these troubles which hindered their capacities to freely plan for the development of their higher education. The return to peace and normal life through the elimination of all forms of occupation, embargoes, conflicts, and tensions

appear to be a sine qua non condition to ensure proper development of educational systems in troubled areas” (p 2).

Lebanon, with all the wars and occupations it had suffered from, is no exception. It is contended by some that the educational regime was less harmed than other sectors, and that many new universities were established during the civil war’s darkest days (Sedgwick, 2000). Lebanon’s academic sector is considered one of the best in the Middle East and North Africa region, since the literacy rate is one of the highest in the region, while gender discrimination is one of the lowest (International Labour Office, n.d). However, this does not negate the fact that Lebanon’s HE was negatively affected both in direct and indirect ways. The Lebanese University, the only public university, hosting 60% of all university students in Lebanon (Bollag, 2005) offers a vivid example of the waste, mismanagement, and division the country has faced. The government was obliged to open duplicate branches of most of the university’s schools in both East and West Beirut as well as in other areas of the country (Bollag, 2005). “Each of these branches is dominated by one of the Christian or Muslim political parties, and hiring and admission is often distributed as patronage” (p A33). Other recent examples of war’s impact on the academy could be demonstrated by observing the aftermaths of July war, 2006. Classes were dismissed, summer schools stopped, thousands of Lebanese and foreign students and scholars fled the country, some with the intention not to come back (Leubsdorf, 2006).

Drawbacks of the educational system were greatly felt by students and scholars alike. The former group mainly suffered from lack of guidance as to labour market demands and lack of awareness as to university programs and in turn these suitability with students’ skills and interests (Feghali and el, 1995). The incapacity of the labour markets to absorb the growing numbers of graduates (Al-Amine, 2000) had led many Lebanese and other Arab students to immigrate (Said, 1993). The UNESCO report (2003) stated that “many Arab scholars are spread in a large diaspora across the world, and only few of them maintain working academic relationships with their home countries or other countries of the Arab

region” (p 14). Scholars also have been denied enough support in terms of their professional development, since there have been no meetings and conferences necessary to update them on important issues (Thomure, 2003). Moreover, most Arab faculty members stop their research work when coming back to their homeland for reasons outside their control (UNESCO, 2003).

The Educational System

Students, after school, might decide to study at a university, a college or a vocational institute. In Lebanon, technical institutes are governed by a body independent of the Ministry of Higher Education (Sedgwick, 2000). Whereas, the other universities are under the supervision of the Ministry of Higher Education, whose share of the government budget had been on a constant decrease since the civil war (Tabbarah, 2000). “Throughout the Arab region, education is highly centralised with ministries maintaining tight control over curriculum, admissions, and recruitment, since the most politically sensitive area of education is that of higher education” (Thomure 2003, p52). The student enrolments are mainly in Humanities rather than in Sciences and Technology, and in undergraduate programs rather than in graduate ones (UNESCO, 2003).

There are about 141,479 HE students in 2006 (El-Hafez, 2007) studying at one of the 40 universities officially recognised in the country (Nasser and Abouchedid, 2003). Only one of which is public, the Lebanese University, and the remaining are private (Al-Amine, 2000). The Lebanese University has five branches throughout the country and is tuition-free which explains the huge numbers of students enrolled in it. The Lebanese University, like its Arab counterparts, is considering the adoption of the 3-5-8 system (LMD) for degrees and diplomas, which stands for Bachelor-Masters-PhD (UNESCO, 2003). This will make the HE system in Lebanon more convergent, since most of the other private universities already use the American model which is credit based (Sedgwick, 2000). However, private universities are thought to offer higher quality education and better job preparation than the public university (Nasser and Abouchedid, 2005). This is mainly due

to the latter's financial difficulties, outdated curricula, facilities, academic programs (Nasser and Abouchedid, 2005) and pedagogical practices (AbouChedid, 1997).

A university should be of high quality with respect to the campus, faculty, foreign language standard, library, university life and the value of its degree in the job market, however many of these prerequisites are not found in many of the current Lebanese universities, especially when we compare them with other universities in the advanced world (Al-Amine, 2001). There is no agreed curriculum among universities, to permit the academic interaction among the higher education institutions. The campuses are inadequate in many stances since most of these institutions are dispersed and ill-equipped, especially the Lebanese University (Al-Amine, 2001). The number of books and computers per student is low, again with respect to universities located in advanced countries. Al-Amine (2001) adds that there are no common requirements regarding the employment of faculty. The foreign language element seems to give these institutions a positive reputation, however it is taught at the expense of the Arabic language. Research is individual, done mainly for promotion purposes. One of the prominent signs of this deterioration in quality is the granting of the PhD degree by some institutions, which is done so lightly. This deterioration in the quality of education is covered legally by the concerned ministry, since it had granted the accreditation for many universities without checking their eligibility (Al- Amine, 2001).

Structure of the Thesis

The thesis is divided into six chapters. The first is the introductory chapter, which gives an overview of the background and reasons for the study. It also gives an overall view of the methodology used throughout the research process. It explains in detail the context of the study, starting from the macro country situation to the more micro state of the educational system, the particular Higher Education context and specific University situation (AOU) where the research was conducted.

The second chapter is the review of literature, which is a major block of this research piece amounting to approximately 20,000 words. The major purpose of this chapter is to provide the academic and research matter that is relevant to the topic, since any new research should be founded on previous work (Oliver, 2004). This chapter is divided into three sections tackling the key concepts that are the building blocks of the three research questions. In the first section, part-time work related issues are discussed, such as reasons behind a part-time choice, reasons for the increase in this version of work schedule, plus part-time realities, shortcomings and impacts. The second section tackles professional identity related issues. It is the biggest section, since professional identity investigation is the heart and main fruit of this research endeavour. This section starts by explaining the importance of professional identity matters, its evolution in terms of different schools of thought, impacting forces and types. The section is concluded by providing a link between this section and the coming one which tackles professional development issues. The last section of this chapter is devoted to continuous professional development, its definition, purposes, particular implementation in universities where it has certain routes, impacts and entails specific support mechanisms. The review of literature chapter is concluded by a conceptual framework that weaves the different sections of the chapter together and sets the bedding for the articulation of the key research questions guiding this study.

The third chapter is the research methodology one. It covers both theoretical and practical matters of data collection (Oliver, 2004). It describes the tools used and reveals their strengths and shortcomings. Its starts with the ontology and epistemology stands taken, covering matters of trustworthiness, triangulation and sampling. It also tackles ethical issues, access matters, the research instruments used and analytical procedures applied. The work here is supplemented by appendices showing the interview and diary schedules, and a selective part of one of the interviewees' transcripts to show how the coding and analysis work was done.

The fourth and fifth chapters constitute the largest section of this thesis. They are the data presentation and analysis chapters. The fourth chapter tackles the presentation of data and its analysis using thematic analysis. It is divided into three major sections, relating to the three key research questions. Each one of these sections is divided into several sections, and ended by a conclusion. The thematic analysis chapter is ended with a conclusion part bridging the three sections together.

The fifth chapter presents data and analysis using discourse analysis. This chapter is set in light of the key research questions, and divided according to them as much as possible. However, the division is not as clear cut as in the thematic analysis, since the nature of discourse analysis does not allow the same kind of consistency and comparisons, but rather one has to follow the text and discourse with all its variability. This chapter is concluded by a conclusion section to DA work, a concluding note to link thematic and discourse analysis chapter and still a third concluding part showing the models of part-time instructors' professional identities as found. Some themes are more important than others, especially those relating to professional identity matters, and that is why they consumed a bigger number of sections and headings in both this chapter and the previous one (Oliver, 2004). In these two chapters, a lot of direct interviewees' quotations are revealed to stay close to interviewees' real situations and interests (Kearney, 2003).

The sixth chapter is the concluding one. It summarises the main findings of the research and provides an account of the importance of the research, its originality and limitations. It also indicates future research possibilities and discusses the researcher's reflections on the entire research work indicating the direct and indirect benefits and hurdles met. The thesis is ended by the appendices section and the references section.

Chapter Two: Review of Literature

Introduction

The professional identities of higher education part-time instructors are the main concern of this study. For the purpose, a comprehensive view of all facets affecting their professional identity development is presented including the discourses they undertake to pursue their professional development, since it is suspected that this latter is of high correlation with the former. Throughout the review of literature, which is Higher Education (HE) focused, the researcher has borrowed some ideas about professionalism, professional development and professional identity from different educational contexts, such as secondary schools, further education and colleges, as well as from industry to a lesser extent. This is due to the relative shortage of literature that dealt with these issues in HE. A thorough search through some major electronic resources such as ERIC, EBSCO, BEI and AEI revealed this shortage. Thus, borrowing from related fields might seem understandable under such circumstances. It might even seem desirable to some, since it indicates the tackling of an under-researched area. Henkel (2004) claimed that different fields' practices seem to converge. Henkel (2004) believed that "the boundaries and differentiation between institutions such as universities, government and industrial or business organizations are breaking down" (p 172). Similarly, Blackwell and Blackmore (2003) believed that the forces of globalisation are leading different countries to adopt similar practices. In this sense, it seems suitable to make use of ideas from different organisations or even diverse countries.

However, blind borrowing from one context to another can be highly problematic, since not all organisations have the same practices, goals, value systems or leadership characteristics (Webb, 2006). Thus, the impact of any legal, social, political or global change is not felt similarly in all institutions, even if they are present in the same field or country. For example, educational institutions have many differences among them. Higher Education or universities have more diverse publics, different level of government

intervention, higher teacher qualifications, higher tuitions, more varied curricula and different management styles from schools (Farenga and Ness, 2005). Moreover, the forces of globalisation had failed to achieve conformity among countries. Blackwell and Blackmore (2003) argued that these global forces had often led to divergence rather than convergence. Organisations within each country have a great deal of specificity and individualism. Blackwell and Blackmore (2003) noted that:

“national HE systems vary considerably and, although globalization is thought to be encouraging convergence, for example between the UK and USA, important differences remain. In particular, the state continues to have a much more direct role in the UK, Australia and elsewhere than in the USA... Within national systems there remains a great range of institutions, with the USA demonstrating the greatest diversity and overlapping of institutional types” (p 4).

Moreover, globalisation forces trace different marks on countries depending on each country’s cultural context. “Researchers need to be alert not only to how globalisation spreads the same policy agenda across many societies, but how different cultures mediate the meanings and significance of these policies” (Dimmock 2002, p32). In general, borrowing ideas remain a very sensitive issue. One should exercise extreme caution while picking ideas from different domains, since the practices, implications and situations remain unique to every institution.

In the following sections, a general review of the literature is presented, starting with part-time work realities. This section explores the reasons behind a part-time choice, the reasons behind the increase in part-time choice, part-time realities, frustrations and impacts. Then, a big section on professional identity follows, where different theories and factors impacting identities are detailed. This section covers the importance of professional identities, different schools of thought with respect to identity studies, plus the factors

impacting identity constitution, such as gender, biography, workplace practices, emotions and other factors. This section also discusses the major types of professional identities. This section is finally concluded by bridging professional identity and professional development domains to explain the interrelations between the two. A third section on professional development practices is presented. In that section, a detailed description of the definitions, purposes, major routes, impacts and university's support for professional development is presented. The review of literature section is finally concluded by a conceptual framework that sets the bedding for the key research questions that in turn sets the tone and the pace of this research endeavour.

The sequencing of these sections as mentioned above is intentional. An initial consideration of the realities of part-time work is essential as this study specifically deals with part-timers' professional identities. The section on professional identities is centralised in the middle of this chapter. This is no coincidence, since professional identity issues are the pounding heart of this research and the major reason behind its initiation. The section on professional development comes at the end, since the development practices of academics are assumed to be the normal extension of their professional selves and the career path of any growth initiative. As part of this introduction to this chapter, the researcher wished to make a review of the literature on whether teaching is or is not a profession. This topic is significant in the eyes of the researcher, because of her particular use of the term 'professional' rather than 'work-related' or 'occupational' for identity and development descriptions.

Is teaching a profession?

There is considerable debate about whether or not teaching is a profession. "Debates about whether or not teaching is a profession have been largely unproductive. They have also been chiefly confined to school teaching. Opponents of the idea that teaching should be considered a profession have cited the lack of teacher autonomy over what should be taught..." (Robson et al 2004, p185). Teacher professionalism remains an unresolved issue

(Hargreaves and Goodson, 1996). It is an evolving concept, where new philosophies are constantly generated due to changing socio-cultural, political-legal and economic forces (Sachs, 2003).

Authors usually pose their own chosen version of the definition of a professional. Then, they build on this definition to conclude whether teaching is or is not a profession always comparing the standard definition with the actual state of teachers' jobs. In general, "much of the debate about lecturers has centred around the issue whether or not they are subject to a process of de- or re-professionalization" (Leathwood 2005, p 390). The three building blocks for any form of professionalism are exclusive knowledge, true concern for the clients and the right to take the decisions one sees appropriate (Bottery, 1996). Instructors must be knowledgeable, empowered and accountable for end results, to be denoted as professionals (Furlong et al, 2000). These three requirements are related. For people to act in difficult circumstances, they must have a respectable body of knowledge and enough authorisation to make decisions. Only then, they could be held responsible for decisions taken and actions made. In this line of thinking, Segall and Wilson (2004) believed that teaching is still short of becoming a full profession.

"A professional is an individual who performs a unique task that sets him or her apart from society. This unique task is so important to society that each individual agrees to follow a special code of ethics, administered by a professional organization, guarantees that those with certain knowledge and skills meet high standards." (p. 31).

Not all teachers act in the same manner, nor all professional organisations agree on a set of guiding principles as to how teachers should behave. Inside the closed doors of the classroom, the teacher is his or her own boss. However, teaching is not only comprised of activities that take place in the classroom. It is also comprised of other activities that take place in and outside the university (Goodson, 1995). Nowadays, a big part of the

instructor's commitments has to do with the university, the academy in general and the community (McMillin, 2004). In these areas, instructors are not fully capable of taking and enforcing all the measures they see appropriate. From this perspective, teaching is not a profession.

On the other hand, others believed that teaching is a profession. Hoyle and John (1995), for example, claimed that professionals act in volatile environments and face unexpected circumstances that they have to constantly make non-routine decisions, where professionals' judgment should be carried out without any management or political influence. Interviewed teachers in Robson et al's (2004) research saw themselves adding value to the subjects taught not only in terms of materials demanded in the syllabus, but also in terms of helping students to develop themselves on a personal level. Some of those teachers shared a common view that they play an active role in maintaining the profession skills and quality standards. They claimed that they could achieve this by sharing their own experiences with their students and by teaching them not only the skills but also the underlying logic. Likewise, McCulloch et al (2000) believed that teaching is more professional than ever before, but in a quite different way. They claimed that:

“...occupations such as teaching are becoming more professional, new skills are required, achieving good relationships with client and other stakeholders becomes more important, a more extensive knowledge base has to be mastered and more complex decisions need to be made. Rather than being deprofessionalized, it could be argued that teaching is being reprofessionalized although the new professionalism is different from the mythical professionalism of forty years ago” (p. 110)

As implied by their arguments, a group of authors saw in teaching a true profession (Robson et al, 2004; McCulloch et al, 2000); other rejected this proposition based on their own analysis (Segall and Wilson, 2004). Still others pointed out that teacher

professionalism is undergoing a state of transformation (Sachs, 2003). According to Sachs, to re-establish their professionalism, teachers have “to be engaged in learning, participation, collaboration, cooperation and activism.” (p33). That is, teachers have to have a voice in their domain, they should cooperate with other groups both inside and outside their academic institutions and they should also be engaged in learning to develop themselves both personally and professionally. Only then, they will be prepared to take risks to achieve a better system of education (Sachs, 2003).

In another sense, new teaching members of a university cannot be expected to be ‘complete scholars’ the first day on the job. It takes many years for one to become a full professional and the process is accomplished mainly through the instructor’s own efforts (McMillin, 2004).

“One hopes that there have been particular institutional spaces, opportunities, and supports afforded these colleagues to successfully construct a complex professional identity. However, many of us might be afraid that they have become complete scholars in spite of, rather than because of, their institutions” (p 42).

As such, the biggest responsibility to pursue professionalism falls on the shoulders of the professionals themselves, for they should draw their own career paths, put goals and develop strategies to reach them. Thus, their awareness of the environment around them with all its opportunities and threats is critical to their endeavours. A good portrayal of the importance of the professionals’ knowledge of their position and its relation to the outside world was offered by Bottery (1996).

“Self-knowledge allows professionals to assess their weaknesses and strengths that much better. It allows them to appreciate that some

justifications are valid, others are little more than rationalizations for historical accident. It allows them to place themselves within a wider picture, and see that sometimes (perhaps often) legislative change may not be aimed at them specifically, but has a wider target, and that they happen to be in the way. It gives them the opportunity to see that they do not necessarily occupy the centre of any occupational universe, but are part of a much more complex ecology of occupations. Professional action can only be enriched by such understandings” (p 191).

Much of the views offered in this preceding part apply to the Lebanese context, since instructors at Lebanon play pretty much the same activities and carry the same responsibilities. However, Lebanese instructors are believed to be working in a more hostile environment, due to the country’s particular situation. Years of war, division, socio-economic problems, and political dilemmas had added to the harshness of the environment in which instructors work (full details in chapter one). The combined effects of these factors had only worked to distract instructors to less educative agendas, such as security issues and economic survival. It had equally delayed if not prohibited the development of professional agencies that should be engaged in organising and unifying the professional skills. This is evident in the scarcity if not the absence of any agency, research or scholarly work dealing with these issues in Lebanon. Those instructors who were able to conquer all those unfortunate events and work on themselves should be considered as real leaders, and not only professionals, since they had succeeded in rowing against all tides.

Neoliberalism in Higher Education

The current state of the educational sector including higher education is marked by the supremacy of neo-liberal values. “The current neo-liberal project, the latest stage of the capitalist project, is to reshape the public’s understanding of the purposes of public institutions and apparatuses, such as schools, universities and libraries” (Hill 2006, p 1). It aims at remodeling educational institutions in ways similar to those of commercial

enterprises. For that purpose, it has to reverse or even eliminate all forces standing in the way of its project (Fitzsimons, 2002). “Neo-liberals believed that managers and teachers needed to behave in more entrepreneurial, consumer satisfying ways” (Gewirtz 2002, p 13).

This neo-liberal move is characterised by a decrease in state financing for schools and universities, and a ‘polarised’ education where the poor are disadvantaged in terms of the availability and quality of education (Hirtt, 2004). These measures were rationalised as appropriate in response to the globalisation of economic competition and the big technological advancements (Hirtt, 2004). “There are three elements involved in the neoliberal model of education: making the provision of education more cost-efficient by commodifying the product; testing performance by standardising the experience in a way that allows for multiple-choice testing of results; and focusing on marketable skills” (Tabb 2001, p 1). This led to the alignment of educational practices to performance standards set by outside agencies (Gewirtz, 2002). This, in turn, was mainly achieved by managerialism which is characterised by “target-setting, performance monitoring and a closer surveillance of teachers”(Gewirtz 2002, p6).

“The need for good management in schools, colleges, and universities provides a point of massive agreement among educational practitioners of all leanings and persuasions. Management is firmly established as ‘the one best way’ to run educational organisations. Management training is becoming de rigueur for anyone who aspires to high office in educational institutions. The unchallengeable position of management effectively renders discussion of other possibilities for organisation mute” (Ball 1990, p 153).

Causes and Reach of Neoliberalism

The reasons behind the initiation and prevalence of this neo-liberal model in education are not well defined (Gewirtz, 2002). Moreover, features characterising the period sometimes appear at odds with each other (Apple, 2000).

“National curricula and assessment, greater opportunities for ‘parental choice’, tighter accountability and control, the marketisation and privatisation of education- all of these proposals maybe internally contradictory as a set of ‘reforms’, but all are part of the conservative package that has been formed by the neo-liberal and neo-conservative wings of this movement” (p 3).

The intellectual origins of the neo-liberal model date back to the thirties, whereas its material origins go back to the sixties and seventies when the capital accumulation crisis first appeared (Harvey, 2005). The weaknesses and failures of the period prior to the inception of the neo-liberal age, plus some other recent worldly economic, social and political developments had jointly led to the adoption of the neo-liberal model in education (Gewirtz, 2002). The prior era of ‘the welfarist settlement’ was criticised for being inflexible, bureaucratic, “inefficient, self-interested and guilty of fostering welfare dependency...” (Gewirtz 2002, p 3). The capital accumulation problems which are manifested in the ‘declining profitability of capital (Hill 2006, p 2) coupled with the above mentioned weaknesses have led to the embracing of the neo-liberal agenda.

“There were two major problems of capital accumulation that had direct implications for the welfarist settlement in education. First, the oil crisis of the mid-1970 prompted a fiscal crisis, creating an imperative for the reduction of public expenditure in general and education spending in particular. Second, there was a perception that British industry was experiencing a decline in competitiveness...The most common explanations

being economic globalisation and new (post-fordist) forms of production based on modern, knowledge-based forms of technology...led attention to be focused on the perceived inadequacy of the state education system in preparing young people with appropriate attitudes and skills for employment” (Gewirtz 2002, p 10-11).

Neoliberalism, however, is not solely the result of economic developments. It is a product of economic as well as political fights (Harvey, 2005). The upper classes had to take extreme measures to protect their political standings and economic wealth (Harvey, 2005). “The means and ends involved in educational policy and practice are the results of struggles by powerful groups and social movements to make their knowledge legitimate, to defend or increase social mobility, and to increase their power in the larger social arena” (Apple 2000, p 9).

The management led agendas of HE are not exclusive to a particular country, rather they are spread throughout the globe. Discourses on globalisation in HE are concentrated on issues of marketisation, competition and managerialism (Teichler, 2004). “The new public management tends towards universality in the U.K, Australia and New Zealand, in much of Eastern Europe and Asia, and in parts of the developing world where reforms in higher education are often generated in World Bank loans-financed programs”(Marginson and Wende 2006, p 6).

Each country applies the managerialistic practices in a different way, each depending on its own history and situation (Marginson and Wende, 2006). Likewise, educational institutions operating in the same country have different maneuvering freedoms to apply or shy away these managerialistic practices each depending on its own socio-economic and material situation (Gewirtz, 2002). Institutions with bigger student bodies, for example, are in a better situation to resist those practices and vice versa.

Consequences of neoliberalism

The managerialistic practices and marketisation forces of neoliberalism have far reaching effects on the educational institutions, their values and inhabitants. They lead to the production of a more gendered and raced HE (Hill, 2006). Entry to top universities is largely dependent on the students' abilities to pay and on their social class. "This will reinforce elitism and exclude poorer groups, especially minorities, but white working class students, too" (Hill 2006, p 16).

These same capitalist measures seem to condemn institutions that fail to generate profits (Apple, 2000). Accordingly, these are pushed to pursue cost-cutting measures, such as expanding the intake of students, employing part-time teachers and using these to teach courses outside their direct specialisations (Gewirtz, 2002). "There is the ongoing casualisation of academic labour and the increased proletarianisation of the teaching profession" (Hill 2006, p17). By casualisation, Hill (2006) meant the use of more part-timers, and by proletarianisation he meant the move towards declining wages and benefits, the elimination of the unions' influence and the intensification of teachers' workloads. This latter development is deskilling teachers and leading to negative emotional, social and pedagogical consequences (Gewirtz, 2002). "Teachers who cannot renew their knowledge and receive emotional support from within the social context of their work place, will eventually either become out of date professionally or retreat into psychologically defensive positions" (Fitzsimons 2002, p 5).

Neo-liberals believe that the environment around academics is in a state of continuous change. As such, teachers are pushed to act like 'agents of change' (Fitzsimons, 2002). They occupy different subjectivities that are not necessarily integral to that of a professional. Instead of being empowered to act professionally and democratically, academics are pushed to become individualistic, competitive and externally regulated (Day and Sachs, 2004). Ball (1999) explained that teachers by having to meet standards set by outside agencies, they become very calculative in nature. "Performativity contributes to the

constitution of new subjectivities whereby teachers are represented and encouraged to think about themselves as individuals who calculate about themselves and ‘add value’ to themselves, improve their productivity, live an existence of calculation” (Ball 1999, p 20). Apple (2003) similarly believed that citizens are given limited freedoms in choosing which roles to play and thus they are afforded fake or ‘thin democracy’. If they ever have to reject those practices or roles, they will do so in light of the official managerialistic discourses already circulating (Apple, 2000). These discourses, however, became official by means of political processes and social movements (Apple, 2000). Thus, individuals were victims of manipulation by powerful groups (Fitzsimons, 2002).

In light of the current scenario, academics should either support neoliberalism, be complicit through stillness and no action, or otherwise fight it (Hill, 2006). Apple (2000) believes that the latter option should be pursued if the rights of the common people gained over years and years of struggle are to be protected and saved. “We are, in fact, in danger both of forgetting the decades of hard work it took to put even a limited vision of equality on the social and educational agenda and of forgetting the reality of the oppressive conditions that exist for so many of our fellow Americans” (p 41).

Building on Foucault’s arguments, Fitzsimons (2002) believes that vigilance, imagination and creativity are needed as counter measures to neoliberalism. Levidow (2002) in turn proposes grouping efforts, developing alternatives and using information and communication technologies for critical debates as means to fight neoliberalism. Apple (1996) warns never

“embrace a fatalism that holds that is impossible to change schools unless the social and economic relations of the wider society are transformed first. After all, such a model of analysis forgets that schools are not separate from the wider society but are part of it and participate fully in its logics and sociocultural dynamics. Struggling in schools is struggling in society...It is

possible to create an education that highlights and opposes in practice social inequalities of many kinds, helps students to investigate how their world and their lives have come to be what they are, and seriously considers what might be done to bring about substantial alternations of this” (p 107-8).

Part-time Work

Reasons behind a Part-time Choice

Treating HE part-time instructors as one group with the same profile could be a blunder, since many reports and articles reveal the multi-faceted aspects of part-timers (Guichard, 2001). The part-time faculty is so diverse in terms of their aspirations, professional and familial situations, gender, instructional effectiveness, pay rates, benefits availability, job mobility and job security (Guichard, 2001). Many of these differences are still under-researched; however, different factors leading to the choice of a part-time position in higher education institutions could be identified. This research is particularly interested in those that are employed on a limited contract basis (term basis), which might or might not be renewable at its end. Part-timers working under this type of contract are likely to be underestimated, since many of them are appointed at a faculty level, rather than by higher level management, thus they are not covered by statistical surveys. Moreover, some are hired under different names, such as “visiting professorships” (Bradley 2004, p 29).

There are several general reasons behind choosing a part-time job of this type. One of these is gender. Choosing part-time work is affected by gender, more than age or any other demographic variable (Try, 2004). Many females are choosing to work on part-time basis, to devote more time and space for family and domestic responsibilities, especially childcare (Acker, 1996). Lebanese women are seeking work more than anytime before for different reasons, mainly national ones. Seventeen years of war had led to the fatalities of many men and the immigration of many others, leaving women no choice but to join the labour force. Moreover, the devalued currency in Lebanon makes the pay cheque of one income earner insufficient to support the family (Abdo, 2000). However, to be able to meet

the job description of a university instructor, a woman has to obtain some graduate degrees. This is no problem for many Lebanese women, since the females in Lebanon are not discriminated against in terms of their academic accomplishments unlike many Arab countries (Abdo, 2000). Other factors could be contributed to global demographic trends, where increasing numbers of women are entering the labour pool (Armstrong and Kotler, 2005).

Others have chosen part-time as a 'transitional measure', hoping it will lead to a full-time contract in the future. The AB 420 Report revealed that almost half of all part-time instructors interviewed report an interest in applying for full-time employment (Guichard, 2001). This group is mainly comprised of men at the later stages of their careers taking this option before retirement, and young women at the start of their careers, taking this option for children raising purposes (Young and Grieve, 1996). Moreover, part-time could be simply a personal choice. Some had chosen part-time, because they wanted to choose a profession that is consistent with their longing for freedom and self-expression (Mallon, 2000). Joining the casual workforce becomes then a 'deliberate choice' (Blackmore and Blackwell, 2003). They want a better balanced life style, with more say in their work loads and schedules especially that these are becoming unbearable to deal with (Mirvis and Hall, 1996). Part-timers under this category might be characterised by their high level of ambitions, since they do not like to stick to one job or one boss. Instead, they hip hop from one job to another in an effort to pursue their career paths, always adding to their skills and updating their knowledge base (Tulgan, 1996).

Part-timers could be equally victims of economic downturns. Some were forced to go for a part-time option, either because they were organisational rejects, or victims of economic recessions and restructuring (Mallon, 2000). The transition from full-time to part-time with all its insecurities and under-privileges, whether enforced or optional, was not an easy job, for it entailed hesitations and sometimes remorse (Mallon, 2000). On the other side, employers claimed that part-timers are grown ups who sign their contracts voluntarily and

no one can oblige them to do anything despite their wills (Welsh-Huggins, 2001). Another group of part-timers is made up of professionals. Some community professionals, like engineers, lawyers and doctors had chosen to teach on a part-time basis, because they had already proven themselves in their professions and would like to teach its skills. These are highly educated professionals that can add value to any university they join (Tobin, 2002). However, the process by which they moved from one occupation to the other, or maintained both is not clearly understood. These professionals are affected by both their professional and teaching identities, especially the former (Vishovic and Robson, 2001). Students are another main group occupying part-time teaching positions. Many students teach as part-timers to finance their graduate studies. They might remain that way for several years, but the status of these is not without hope since they seem to have more opportunities in terms of job mobility or later full-time employment. Moreover, many of these students do not have families to support with their limited part-time income (Townsend, 2000).

Reasons for the Increase in Part-time Choice

The increase in part-time work is attributed to several factors. These could be summed up under two major categories: changes in the demand and changes in supply of part-time workers. The changes in the latter are triggered by changes in the demographic and psychographic variables. The increase in the number of women joining the labour force is an all time high (Armstrong and Kotler, 2005). Part-time work enables these women to pursue their dual careers both inside and outside their homes. The other psychographic factor is embedded in more people striving for a more balanced life between work and life (Blackmore and Blackwell, 2003). Moreover, there seems to be too many PhDs, but few job opportunities, which forces these PhD holders to make a living from more than one part-time job (Bradley, 2004).

On the other hand, changes in demand are driven by changes in employers' practices. More of these are seeking part-timers for economic purposes (Delsen, 1995). Generally speaking,

this increased reliance on part-timers could be attributed to the new restructured, reengineered and fluid firm (Mayne et al, 1996). Universities, worldwide, have too been greatly affected by business practices prevailing in organisations, since they aim at producing education at lower costs (Welsh-Huggins, 2001). Colleges are driven to manage themselves according to capitalist practices (Avis, 1999). To survive under such a system, universities are undergoing cost-cutting measures and market-responsive steps. They have cut budgets set for instructional purposes, on behalf of updating their facilities and computer installations. Thus, they are preparing pre-packaged courses and giving them to low-paid part-timers (Bradley, 2004).

“Universities...however enlightened, are corporations with the aims and goals of corporations. In the case of public institutions, increasingly those organizations will want to look and act like corporations. All of this is set, as always, against the backdrop of national and global capitalism and neoliberalism. So like the rest of society, the university mirrors society at large insofar as issues around class, race, gender, sexual orientation, and normative bodies are concerned...Likewise, market forces operate in academia as well as on the assembly line or next to the deep fryer”(Davies 2003, p 176).

The fact that universities are undergoing serious changes, due to the forces of globalisation, new policies passed, the intensified usage of information technology and the prevailing forces of managerialism is partially challenged by Blackmore and Blackwell (2003). They do not believe that these changes are revolutionary, in the sense that they will completely reshape the HE sector. “Few of these claims are based on empirical research: most are highly speculative. Fundamental changes may be taking place, but there is apparent continuity too” (p 16). Whether change is happening at the core or the margin of HE, it is there and it is relevant to the HE sector in many if not all countries (Bucklow and Clark, 2003). Due to these changes, particularly managerialism, which is characterised by

being results oriented, private market domain inclined and efficiency driven (Kimber, 2003), HE is witnessing an ever increasing number of part-time faculty employment. “Over the past two decades the environment in which academics work has been altered considerably. Accelerated use of casual staff to teach undergraduate classes has been one consequence of these changes” (Kimber 2003, p 41).

Thus, the prevailing state in academia is far from being exemplary. Universities resemble steel factories where people work very hard, with less pay (Welsh-Huggins, 2001). The academic situation seems to be in favour of more part-timers, but not necessarily running in the best interests of instructors or their students (Harrison et al, 2003). A related reason might be that the numbers of university students have increased, without an equal increase in budgets to support this trend. Moreover, the pressure on full-timers to carry on with their research makes their time scarce and thus should be compensated for by the appointment of more part-time instructors (Lueddeke, 1997).

Flexibility seems to be a related reason for recruiting more part-timers (Try, 2004). There are two types of flexibility, functional and numerical (Atkinson, 1984). Functional flexibility refers to the assignment of different courses and tasks to the same set of core workers. Numerical flexibility refers to using more adjunct workers with minimum rights and promotional opportunities, and then laying them off in times of recession. This strategy gives institutions great capability to cope with volatile environments (Snell, 2001). Thus, it is leading to the employment of big numbers of part-timers not only at community colleges, but also at top universities worldwide (Cox and Leatherman, 2000).

This scenario is salient in Lebanon, where the supply of people with graduate degrees but not necessarily PhD holders is high. On the other side, the absence of job opportunities and the high rate of unemployment nationwide make a part-time offer more attractive than no job offer at all. This situation is driving many professionals, not just scholars, to work in the academic field out of economic necessity. Thus, the supply of instructors and not

necessarily excellent or dedicated ones is high, while the demand for them is not at an equal level. This problem of instructors' surplus is very apparent in undergraduate courses, which could be taught by many candidates, unlike post graduate courses, which rather need more specialisation or higher academic qualifications. Since supply of instructors is high with respect to their demand, the instructors' wages are pushed down. Income and education are supposedly positively related, yet this proved to be a fallacy (Cox and Leatherman, 2000).

Part-time Work Realities and Frustrations

Services, among which education, are of a special nature, since the service-provider is part of the service provided (Armstrong and Kotler, 2005). To ensure proper performance, educators must be well motivated and treated. However, this does not seem to be the applied norm when speaking of part-timers. Most of them are not given benefits. They are treated like invisibles. Their names are not even found in university directories or catalogs (Cox and Leatherman, 2000). They are not asked to participate in faculty meetings. They share offices with other part-timers, since they have no offices of their own (Bradley, 2004). Moreover, part-timers have no freedom in setting their course syllabi. They even avoid tackling sensitive issues in class, avoid granting low grades or assigning a lot of homework. This is the case, since they do not want to risk losing their jobs (Bradley, 2004).

Neither security nor promotional opportunities are offered to part-timers, thus their commitment is not guaranteed (Legge, 1995). Part-timers are underpaid, in comparison to their full-time colleagues and relative to their educational qualifications. This is unfair, since it violates the principle of equal pay for equal work (Longmate and Cosco, 2002). However, the pay differences are justified from management's point of view, since full-timers are not only paid to teach, but also for the long list of managerial, advisory and research work they do (Downs, 2004). Part-timers are further exploited by their more privileged full-time colleagues. Those latter academics do not seem to be exerting any

effort to remove the roadblocks standing in the way of a fairer treatment of their fellow part-timers. They, instead, use their powers for the purpose of protecting their own positions, thus preserving the status quo (Gutmann, 2003).

“The truth is that we have been breeding and training monsters in higher education for decades. How do you appeal to a monster? I do not really think you do. If monsters cared about the future of higher education, they might rein in their self-interest. If they cared about the ethics of employment in their own departments, they might already have done so. But we have told them that original publications absolve them of all subsequent sins.... Higher education as we know it needs to be rebuilt from the ground up. We need, in other words, to offer different identities and ideals to a new generation of scholars” (Nelson 2002, p 717-718).

The consequences of this were greatly felt on part-time instructors. Increased stress levels, anxiety, hyper blood pressure and burnout were only some of the costs educators had to pay, because of their role conflicts, ambiguities and overloads (Heery and Salmon, 2000). A role conflict could intensify the stress, since teachers are then forced to give courses they had no interest or expertise in teaching (Burke and Dunham, 1982). Burnout resulted from big classes, no social recognition, deficiency in teaching resources, fear of violence and a shortage of promotional opportunities (Lowenstein, 1991). Many complained about taking their work home thus interfering with their family and personal lives (Smith and Cline, 1980).

“Another survey by Health Education Authority (1988) listed the four most stressful jobs as nursing, social work, teaching and the police force. Most of these high-scoring jobs are in the public sector where workloads have increased considerably, while at the same time workers feel that their

professional control over their workload has been diminished” (Hodson, 2001).

Part-timers particularly feel the tension since they have no offices of their own to do their preparations. Students can be another major source of stress (Tellenback et al, 1983). Their de-motivation is frustrating (Kyriacou and Roe, 1988). Being on stage in front of the students for constant evaluation and criticism is a strain (Hodson, 2001). Moreover, the administration could be another source of tension, especially if instructors were not involved in decision-making (Lewin et al 1939, quoted in Travers 2001). The insecurity of the teaching profession coupled with the lack of training for beginners (Travers 2001), could be a fatal blow to part-timers who are insecure in their job contracts and many of whom are young graduates at the start of their careers. Team support and good working conditions could minimise stress (Kelly, 1974); however, these conditions are not relevant to part-timers, to alleviate their problems. In the face of all these unjust treatments, part-timers may feel many negative emotions beside fear, such as “anger, rage, guilt, hopelessness and cynicism” (Harlos and Pinder 2000, p 265). Thus, part-time is no bed-of-roses for many, if not for most of people. Kimber (2003) notes that there is “a constant across most categories of casual academics-dissatisfaction with the insecurity and quality of working life they experience. Casual workers earn lower wages and experience poorer working conditions than full time workers do. The majority of casual academics would prefer greater security in their employment arrangements” (p 46). This situation does not seem to be stabilising nor reversing itself, since the future is more likely to be in favour of recruiting more part-timers at lower costs (Snell, 2001).

The Impacts of Part-time Work

Part-time instructors give the university greater flexibility by replacing the more costly tenure academics. Moreover, employing part-timers gives the university the chance to appraise their competencies for possible future full-time employment (Foote and Folta, 2002). In turn, these casual workers may do their best to perform highly, since they are

expecting a possible promotion (Foote and Folta, 2002). However, these few advantages are counteracted by many other negatives that do not haunt part-timers and their families alone, but also impact their colleagues, students and the university in general.

Full-timers seem to be negatively affected by the increasing numbers of part-timers, who are not available or responsible to share the burden of the job. "Increasing the proportion of part-time and short-term staff may worsen the workload for permanent staff, in that the major tasks of a department, including communication with and supporting part-time staff, may fall on relatively fewer shoulders" (Blackmore and Blackwell 2003, p 24). The university, too, seems to overestimate the advantages coupled with the increased employment of part-timers, and they do not seem to pay much attention to the less explicit costs of the process.

"Yet some university managers ignore the "hidden costs" associated with continually employing people under archaic conditions. Some of these costs are those associated with semesterly processing of employment contracts, students not necessarily having an equivalent level of access to casual tutors as they do to full-time staff, reduced efficiency from stress and ultimately a tendency for those who have the means to leave the institution to do if they feel that their contribution to the university is undervalued. It could be argued that effects such as these can increase the cost to the institution to a level greater than that of appointing a continuing academic" (Kimber 2003, p 44-45).

The real impact of part-time instructors on their students is questionable, for how can one maximise the benefits of learning when it is delivered by stressed-out, underpaid, unprivileged class of teachers, who are less available, less visible, and definitely with less means and support. When instructors have to teach different courses and assume various skills that extend beyond their direct areas of expertise, the quality of their educational

services may suffer, which in turn might reflect negatively on their students. Darling-Hammond (2003) argued that “well prepared capable teachers have the largest impact on student learning and they need to be treasured and supported” (p 7). She found that high quality teaching is of more importance on pedagogical outcomes than any other factor, such as teachers’ pay, class size or pupils backgrounds.

The situation of part-timers indicated in the literature points out that it is far from being perfect in the Western world, so one can imagine that it is even worse in the developing countries. A rather pessimistic, but realistic description is made by Dubson (2001) of the part-timers’ situation. As one reads the following account, can not but think about the realities, complexities and struggles in the personality, thus identity of a part-timer:

“I am an adjunct... I bought the bag of lies we call the American Dream. I was intoxicated on the Nitrous Oxide idealism forced upon me in graduate school. I believe caring, working hard, doing a good job mattered and would add up to something concrete, Instead, I find myself on a wheel that turns but goes nowhere. I don’t expect this situation to change. I know I have joined the huge group of teachers who become permanent adjuncts, who do a good job only to get one more chance to do it again... I have watched my self-esteem drop, drop, drop from doing work that is, theoretically, enhancing the self-esteem of my students. I have seen the tired eyes, the worn clothes, the ancient eyes of long-term adjuncts. I have looked into their eyes as they have failed to look back into mine... I have known thirty year old men living at home with their parents, forty year old women teaching college and going hungry, uninsured fifty year olds with serious illnesses. I have known adjunct teachers who hand out As and Bs like vitamins and help students cheat on their exams so they’ll get good course evaluations. I’ve watched people fall into obsessive relationships with their idealism and their pedagogy because it is the one defense against despair...

I am a dreamer. I am an idealist. I am a victim. I am a whore. I am a fool. I am an adjunct” (Dubson 2001, p 9-10).

Professional Identity

Importance of Professional Identity Studies

Identity issues are being given much importance. This is revealed in advertising campaigns, choice of brand names, differentiation techniques, fashion styles, sports, furniture, food, and especially in academic studies, articles and books. “In my view, the complex and highly politicised question of identity is possibly the most important single issue facing us in the modern world” (Kearney 2003, p 167). Some people spend a large portion of their lives searching for a suitable identity, not an easy task given their options and limitations. The miseries and accomplishments of these people are, to a large extent, contingent on their successes in feeling at peace with their presumed identities (Johnson, 2003). However, there is a huge misconception of those identities (Gioia, 1998), probably because of their different versions, dispersion, individualisation, multiple layers, facets and forces impacting them (Rock and Pratt, 2002). Jenkins (1996) believed that identity is socially constructed, while Anderson and Williams (2001) claimed that identities are materially shaped. Greenfield (1993) saw that identity is personally dictated. Others believed that there are as many identities as there are roles (Stryker, 1987) and social connections (Tajfel and Turner, 1979). Giddens (1991) offered still a more comprehensive view by arguing that identity is a reflexive project. “The individual must integrate information deriving from a diversity of mediated experiences with local involvements in such a way as to connect future projects with past experiences in a reasonably coherent fashion” (p 215).

The varied roles, interests, aspirations and distractions are so profound given limited life spans (Johnson, 2003). Academics might even be more prone to this scenario, because of their high educational standing, more information, and mostly because of their nature as critical thinkers who reflect and doubt almost everything in their surroundings. “In fact, we

may say that the more open and general the reflexive project of the self, as further fragments of tradition are stripped away, the more there is likely to be a return of the repressed at the very heart of modern institutions” (Giddens 1991, p 202). This set-up is so unmerciful in an era which is marked by its performance and achievement orientation (Webb, 2006). For example, academics work to become full-scholars. This becomes a main consumer of their time and a major product of their efforts. However, they can not neglect their health and fitness, so this becomes another imposition on their time and priorities. Moreover, they have their personal lives and interests to cherish. If they risk deficiencies here, the above might lose a lot of its importance and meaning. Not to mention the community, the environment and the world at large and the academicians’ obligations towards these as socially responsible people. They might turn to a superpower, a god, for help, so this becomes another relation that they have to build, nurture and grow to reap its fruits. It is not about them and their interests alone, there are many impositions and restrictions that stand in their way, to the good or bad. Competition, technology progress, rules and regulations, economic and political complications and work-related changes are just examples (Giddens, 1991). Thus, work and less visible non-work variables, as well as direct and indirect factors, interplay in the construction of their identities (Busher, 2005).

Identity issues seem to be an intriguing attraction to scholars from many fields. This is due to the influence that identity seems to have on the world on one hand, and the impact of the world changes on identity, on the other hand (Webb, 2006). Education, among other fields, seems to be inclined to the exploration of identity, because of its impact on the lives of scholars, and in turn on their work and behaviours. “The concept of identity has been of central symbolic and instrumental significance in the lives of individual academics and in the workings of the academic profession” (Henkel 2004, p 169). Giddens (1991) believed that this interest in identity is a modern phenomenon due to ‘western individualism’ (p 74). Webb (2006), in light of Giddens work, claimed that:

“Dramatic social changes over the past two hundred years or so created new conditions for identity, individualizing experience through differentiations between work, non-work and leisure. Dependence on waged work, in a competitive market for labour, and the social value placed on material wealth and consumer artifacts stimulated a more instrumental and calculative orientation to life. Rather than being ascribed, identity became something that must be achieved, as people were effectively constrained to choose routes through education, work and consumption and ‘make up’ their own biographies” (p 20).

Organisations are largely made of people, who bring along with them their values, conceptions, biographies and attitudes to the workplace. The summation of these people’s behaviours and attitudes amount to the overall success or failure of the institutions they work at (Pollard, 2005). Pollard (2005) states that “our perspectives and viewpoints influence what we do both inside and outside the classroom. The values we hold are frequently evident in our behaviours, and thus, in our teaching” (p 97). In turn, these institutions greatly affect what employees do and how they behave (Webb, 2006). Thus, professional identity remains an area of high interest in the educational field, not only for its own sake, but rather for its many implied consequences.

Schools of Thought

All scholars who tackled identity matters agreed on the importance of answering key identity-related questions, but failed to come up with a unified set of answers to them (Kearney, 2003). Theories dealing with identity matters are varied, but could be grouped under four general categories: ‘bounded identities’, ‘socially constructed identities’, ‘post-modern identities’ and ‘storied identities’ (Kearney, 2003). According to the bounded identity theory, identities are rather static and unaffected by the outside socio-cultural environment in which they are present. The socially constructed identities are largely shaped by the forces of outside interferences, mainly from people in that person’s

surroundings. Post-modern identities are believed to be highly inconsistent and unpredictable. Storied identities correspond to the 'social psychologists' view, which examines the notion of how collective memories are constructed, how predominant narratives gain a purchase on the individual's sense of self" (Kearney 2003, p 37).

The basic identity questions are: "What to do? How to act? Who to be? These are focal questions for everyone living in circumstances of late modernity- and ones which, on some level or another, all of us answer, either discursively or through day-to-day social behaviour" (Giddens 1991, p 70). Giddens (1991) made a distinction between traditional and modern (post-traditional) societies. He believed that people in the Western world are living in late modernity, which is an extremely developed form of modern societies. However, Giddens (1991) believed that no matter how modern or developed the Western society is, it is still the same era and thus rejected the term post-modernity which some authors and sociologists used although he agreed with them that the changes are occurring. Giddens (1991) argued that, in traditional societies, identity issues were not significant, since choices were limited and laid down by customs and traditions. However, in modern societies, identity matters and accompanying lifestyle decisions gain a lot of weight. People, after much reflection, are free to presume an identity and a lifestyle of their own choice.

Answers to professional identity questions must give a clue, an understanding, a map, a diagram, a histogram, an explanation, or even a sketch of the forces at play and their impact on identity shaping. However, the answers to such questions seem to lack unanimous agreement, which is "reflected in a tendency to alternate between treating identity as entirely determined by social forces or as entirely individual and self-willed" (Webb 2006, p 17). The interplay of factors affecting identities and the diversified and conflicting theories explaining them are only two of the many facts leading to identity complexities. Identities are further complicated by being inconsistent and multi-layered. Maclure (2000) believes that people possess unstable and patchy identities that are

influenced by the social, political, and cultural settings through their exchanges and associations. Similarly, Viskovic and Robson (2001) believe that identity is a function with too many independent variables, a non-constant.

“...identity can be understood as a lived and negotiated experience. It is not merely a category or a label, but is more diverse and complex. Identity is a becoming and the work of identity is not simply confined to one period of our lives, as some theories of socialization might suggest. Nor it is confined to specific settings. Our membership of communities gives the formation of identity a fundamentally social character. Furthermore, since we reconcile our various forms of membership into one identity, identity can be viewed as a ‘nexus of multi-membership’” (p. 225).

McMillin (2004) also stressed the importance of this multi-dimensional identity in an era characterised by rapid changes and the primacy of flexibility. McMillin (2004) argued that the professional identity of the ‘complete scholar’ should be “rooted in and committed to a discipline, to students, to a local institution, and to higher education as a whole” (p 44). All of these demanding commitments should be pursued through the career of a scholar, but with varying degrees of emphasis at different career phases. In a similar sense, Dillabough (1999) stressed the fact that teacher identity is multi-faceted, where differences among people are not simply marginal, but central to the study of identity. This multi-layered identity is built up over a prolonged period of time spreading over a person’s lifespan (Rainwater, 1989). Thus, it should be studied at different stages and levels. In the following pages, an explanation of the major inputs to identity formation is made. Ascriptive factors mainly gender, biography, workplace practices with their social and cultural implications, emotions and learning experiences mainly CPD along with other factors are highlighted for the purpose of presenting a review of the literature written on their respective impacts on identity shaping.

Ascriptive Identity

Ascriptive identity is that fraction of identity which is beyond a person's control such as sex, physical handicap, age and ethnic origin (Gutmann, 2003). Since these parts of the self are largely predetermined, a person has to negotiate a possible identity format within the constraints of these demographic impositions (Gutmann, 2003). Gutmann (2003) argued that "people choose the available identity that they perceive will best serve their interests" (p120). Identity, accordingly, seems to be interest determined as much as interest is identity determined. However, absolute submission to ascribed identities is not accurate on both personal and/or national levels. People of a particular race, gender or class do not have carbon-copy identities; rather, their identities "are always mediated by other identities and inequalities" (Leathwood 2005, p 391). The implication is made here that other impacting factors on identity, besides demographic ones, such as social, cultural, material, emotional and work-related factors all interact together in crafting unique identities.

These ascriptive characteristics might have some indirect but still very important influences on the self. Renn (2004) confirmed that identity is partly shaped by the web of associations at the academy. People have more discretion in choosing their relationships and memberships than in choosing their gender or ethnic origin. However, these connections are also bounded by one's ascriptive identity in an indirect way. For example, an individual of a higher class has better access to higher positions than one of a lower class (Renn, 2004). Thus, people are not free to author their professional identities, since a big part of that identity is beyond their control, either directly or indirectly. "Not only do 'identities' such as ethnicity /race (as well as gender and class) entail categories of difference and identity (boundaries), they also construct social positions (hierarchies) and involve the allocation of power and other resources" (Anthias 2001, p 638).

This ascriptive self seems to be less influential in contemporary times. "The sense of an individualised identity, based around chosen routes through life, is in marked contrast with

traditional societies, where identity was ascribed by birth and legitimised by religious institutions and family status, in a feudal and patriarchal system” (Webb 2006, p 19). This decreasing influence of the ascriptive self is not felt similarly all over the world. It is more of a Western phenomenon rather than an Oriental one (Giddens, 1991). The Arabs, for example, are influenced by this ascribed self to greater extents than their Westernised counterparts. They seem to have an external locus of control, where they believe things happen mainly because of God’s will and forces beyond their control (Deresky, 2003). However, not all Arabs share the same position with respect to their ascriptive identities, nor do they totally embrace the phenomenon of external locus of control. Educated people, such as academicians, are supposed to be more exposed to the Western way of life through their education and life style routines, and thus are supposed to be less guided by their ascribed roles than others. “Global media, rapid flows of information and mass travel enable not just power elites but also ordinary people to gain an understanding of the interconnections between global economic activities and local quality of life, selfhood and social identities” (Webb 2006, p 52).

Gendered Identities

The terms sex and gender have distinct meanings in sociological work. “Sex refers to the biological identity of the person and is meant to signify the fact that one is either male or female...Gender refers to the socially learned behaviours and expectations that are associated with the two sexes”(Andersen 1997, p 20). The distinction between the terms became important in the twentieth century with the theory of social construction of reality (Colebrook, 2004). This theory states that the world is understood through experience, which in turn is constructed “according to the cultural, linguistic, historical and social conditions within which it was embedded” (p 118).

Sex and gender were relatively neglected variables in educational research until the 1970s, although sex was greatly used as a differentiating factor at schools when tackling class organisation and other disciplinary issues (Hammersley, 2001). Later on, gender started to

take more emphasis particularly with the feminist movement (Hammersley, 2001). Since gender is related to socialisation, its impact would be greatly felt on identity formation (Dillabough, 2001).

“...we can never know what men and women would be like ‘really; all we can know is their gender: the ways in which maleness and femaleness are constructed by society. Our sex or biological being would therefore be largely irrelevant. Power and political order lies at the level of gender, or all the ways in which sex has been represented and valued” (Colebrook 2004, p 118).

Gender in identity construction is a point of concern for many researchers in the field of education, especially when it comes to the treatment of women in HE. More women are joining the labour force and many of whom are working in HE (Jones, 2000). Women teachers are marginalised and prevented from being full professionals due to their female identity (Dillabough, 1999). Not only this seems to be a problematic issue, but of underestimated importance by many. Leathwood (2005) points out that “the inequalities women face in today’s labour market are either ignored or presented as temporary blips in the onward march of female progress, and indeed much of the concern has been framed in terms of the displacement and disadvantaged position of men” (p388).

Women’s gender influences their work-related selves in more than one way. “Structural inequalities institutionalised in the sex, ‘race’, and class division of labour in colleges reinforce and reconstruct these professional identities, and in turn re-constructed by them” (Leathwood 2005, p 405). Gender particularly impacts women’s attitudes to work and their chances for obtaining employment or promotion (Blackmore and Blackwell, 2003). Thus, gender affects the holder’s perspectives about her work on one hand, and the way she is perceived and treated by others at the work place on the other hand. What further complicates their underprivileged positions is that there is no universal accepted version of

what they should or should not be doing. Women are often encouraged to behave as caregivers (Acker and Feuerverger, 1997). In other cases, their caring often goes unappreciated (Leathwood, 2005). However, women's professional identities in HE are not set in stone (Leathwood, 2005). They are expected to evolve and ebb with the passage of time, the change of socio-cultural factors, the evolution of laws and change in priorities (Webb, 2006).

“Habit, emotional and unconscious sources of selfhood may nevertheless become amenable to reflection at different life stages, and may in theory be treated as material for both social and personal change, as evidenced by the power of the women's movement in defining the ‘personal and political’ and raising awareness of gendered power relations” (Webb 2006, p 16).

Moreover, women in HE do not seem to have a single-formatted identity. Other demographic variables, such as women's ages, seem to play a profound role in the carving of their identities. It is noted that younger women seem more privileged than their older female counterparts at the workplace (Walby, 1997). This might be due to their relatively more attractive physical features.

Biography and Identity

The personnel body at any institution is not completely homogenous. It is made up of many individuals, who are a reflection of their own pasts, backgrounds and experiences (Parker, 2000). People's biographies might be one of the most important influencers of identity, if not the most important. However, a large part of identity construction remains to be an implicit process, occurring unconsciously (Webb, 2006). “Much of the selfhood is tacit, learned by practice, is emotionally charged, perhaps taken for granted, and not readily available to conscious thought. Most people, for instance, have limited awareness of the influences of early childhood relationships over their gestures, habits or preoccupations” (p 16). A biography is made of an accumulation of past events coupled

with hopes and expectations regarding the future, intertwined together to give a distinctive self connecting the person with the outside world (Jamieson, 2002). Giddens (1991) argued, in light of Rainwater's work, that the lifespan of a person is the structure upon which all other external and intruding factors build, rather than the other way around.

“The self forms a trajectory of development from the past to the anticipated future. The individual appropriates his past by sifting through it in light of what is anticipated for an (organized) future. The trajectory of the self has a coherence that derives from a cognitive awareness of the various phases of the lifespan. The lifespan, rather than events in the outside world, becomes the dominant ‘foreground figure’ in the *Gestalt* sense. It is not quite the case that all outside events or institutions are a ‘blur’, against which only the lifespan has form and is picked out clear relief; yet such events only intrude in so far as they provide supports for self-development, throw up barriers to be overcome or are a source of uncertainties to be faced” (Giddens 1991, p 75-76).

Accordingly, an academician's biography should not pass unnoticed in the study of identity, since it forms a one of a kind structure on which the identity develops, rendering it unique and bearing no resemblance to any other. People enter the teaching profession with already set identities and value systems, thus they see themselves as ‘persons-in-teaching’ rather than teachers (Nias, 1989). However, what is worthy to note here is that instructors seem particularly influenced by their experiences as past students (Busher, 2005). “Several of them chose to develop their own practice for teaching and managing out of the creative and caring examples modeled by their teachers who had mediated the educational contexts they had experienced during their struggle as students”(p 142)

Identity in the Workplace

Identities are formed and influenced by the communities in which they are present (Henkel, 2004). A community of practice is the “participation in an activity system about which participants share understandings concerning what they are doing and what that means in their lives and for their communities”(Lave and Wenger 2002, p 115). The term ‘community of practice’ is considered tricky, due to the presence of the word community in it (Lindkvist, 2005). Community is looked at as a welcoming comfortable place (Bauman, 2000). Whereas, a community of practice is thought of “as the context in which an individual develops the practices (including values, norms and relationships) and identities appropriate to that community”(Handley et al 2006, p 642). As such, individuals acquire practices by watching and replicating others, then they develop their own practices in ways that mutually correspond to prevailing norms and their own value systems (Ibarra, 1999). In the process, both practices and identities are subjected to reconstruction (Breakwell, 2001). Regulations and negotiations at the work place, and how these are perceived and mediated by the individuals affect their identities’ shaping (Alvesson and Willmott, 2002). The university can not create communities of practice, however it can help and sustain them as they emerge (Roberts, 2006).

Communities of practice are not always positive in their impact on the individual. They might be a rich soil for the growth and perpetuation of negative practices (Boud, 1999). Similarly, they might breed long held biases and discriminations (Billet, 1999). Contemporary community influences do not look very promising. Financial considerations which are taking precedence over and above everything else in HE are stifling the ethical outlook of academics, thus exerting big changes on their professional identities (Zipin and Brennan, 2003). Moreover, the boundaries set around the scholars’ world are no longer the same, for there are a lot of external influences on the profession, such as vying for research funding and interest in profit making after laws protecting intellectual property (Henkel, 2004). Thus, conditions leading to consistent and enduring identities are no longer existent; rather, identity is seen as a life-time negotiated scheme. “The influence of workplace

(positive or negative)...played a key role in (re)shaping teachers' understanding of teaching, in facilitating or hindering their professional learning and development, and in (re) constructing their professional identities" (Flores and Day 2006, p 230). Particularly, part-timers' involvement in their communities of practice and the latter's influence on them is questionable, since they are present at the peripheries of their communities.

"Those members who have full participation will have a greater role and therefore are likely to wield more power in the negotiation of meaning. However, in a broader organizational context peripheral community members may not necessarily develop beyond a position of peripheral participation. Meanings may continue to be merely a reflection of the dominant sources of power" (Roberts 2006, p 626).

On a more general sense, the acquiring of a new identity is largely facilitated or hindered by the people present in the 'social space' of the individual, whether that maybe inside the workplace or outside it (Reeves et al, 2002). In fact, the dialogues that take place between a person and the people in that person's surroundings, with all the agreements and oppositions to that person's ideas help in shaping the concepts held by that person, and thus the identity presumed by the person understudy. Castells (1997) had analysed the general effects of the social and cultural forces, and the more particular role of negotiation on the construction of identity:

"By identity, as it refers to social actors, I understand the process of construction of meaning on the basis of cultural attribute, or related set of cultural attributes, that is/are given priority over other sources of meaning. For a given individual, or for a collective actor, there may be a plurality of identities. Yet, such a plurality is a source of stress and contradiction in both self representation and social action. This is because identity must be distinguished from what traditionally, sociologists have called roles, and

role sets. Roles (for example, to be a worker, a mother, a neighbour, a socialist militant, a union member, a basketball player, a church goer, and a smoker, at the same time) are defined by norms structured by the institutions and organizations of society. Their relative weight in influencing people's behaviour depends upon negotiations and arrangements between individuals and these institutions and organizations. Identities are sources of meaning for the actors themselves, constructed through the process of individuation" (p 6).

Emotions and Identity

Identity formation is not a pure rational process that results solely from learning endeavours; rather, it is an emotionally-intensive operation (Geijsel and Meijers, 2005). Teaching, in fact, requires a lot of emotional effort both on the outside and the inside (Flores and Day, 2006). Teachers act more like geishas that put a happy and positive mask to conceal all the stress, problems and de-motivators battling inside and to allow them to concentrate on their students' welfare and interests. On the inside, teachers are not always satisfied and safe in their identities presumed (Tomlinson, 2004). "What is central as the basis for professional and personal development is the willing acceptance of the self. The self has an existence with distinctive trait or characteristics, and is related to your identity, a basis for your self-esteem, self-confidence, self-respect and self-regard" (p 2). In fact, the whole process is full of emotions, both positive and negative, whether that takes place inside the classroom or on one-to-one basis with the students. However, the impact of emotions on teachers and their identities' formation processes is not given enough weight in modern research (Meijers and Wardekker, 2002).

Identity is an intricate puzzle with many explicit and less explicit ingredients. Roles, communities, experiences, practices, feelings, concepts and people, all come together in the construction of identities. However, some of these players have more impact on

identity than others, particularly those that come closer and more vivid to one's territorial space (Geijsel and Meijers, 2005).

“To sum up, identity construction is seen to be a circular learning process, in which experiences and the self-concept are related through using concepts and endowing them with personal sense. In this process, identifications with persons, roles, organizations, values, and the like, are constituted by reinterpretation of the self and the situation. Identity is a configuration of meanings, but this configuration will change constantly when new elements are given a place and are related to experiences. The inverse also applies: concepts and meanings that are available (for example, from scientific research or pedagogical theories), but can not be related to experiences and thus are not given a personal sense, will not become a part of identity configuration” (p 425).

Thus, a good understanding of identity requires close familiarity with all the concepts, facts and circumstances impacting the person, and entails deep analysis of the latter's interaction and influence on one's emotions, and the end-product of all the above on one's identity. This kind of study should be continuously followed up and updated, since intruding incidents and events with their different intensities and natures are perceived and greeted differently at different times, and thus succeed in continuously leaving new marks and drawing new channels for that person's identity understudy.

Professional Identity Types

There is no single prototype of the professional identity, which can be analysed and personalised. Day and Sachs (2004) claim that there are two types of professionals, the managerial and the democratic. They claimed that managerial professionalism is systems driven, externally regulated, competitive, and compliant to a political and reform agenda; whereas, democratic professionalism is profession driven, collegial, and a complement to

the reform agenda. In a similar comparison, Groundwater-Smith and Sachs (2002) differentiated between the 'entrepreneurial' and the 'activist'. "The entrepreneurial professional then may be characterised as being individualistic, competitive, controlling and regulative, externally defined and standards led" (p.352). The activist professional identity, on the other hand, is based on the principles of democracy.

"An activist identity...is negotiated, collaborative, socially critical, future oriented, strategic and tactical...The development of such an identity will be a challenge for many, and will be challenged by others, but once its elements are learned and communicated it will make a significant contribution to the reactivation of trust, and all that entails" (Groundwater-Smith and Sachs 2002, p 353).

The nurturing of activist teaching practices is based on three building blocks: trust, active trust, and generative politics (Sachs, 2003). Trust helps in facilitating social interactions, and it is active in the sense that it should be practiced in an explicit and collective manner (Sachs, 2003). Generative politics means that people would be capable of inflicting change on their surroundings rather than submitting to external influences (Sachs, 2003). However, it was argued that it is not essential to subscribe to the managerial or to the democratic identity, rather one can shift back and forth between them as the situation arises (Day and Sachs, 2004). Sachs (2003) backed the same notion, indicating that teachers can change positions in light of present contexts and circumstances.

"I identify two forms of teacher professional identity that are emerging in response to current educational and public sector reforms. I argue that entrepreneurial teacher professional identity is emerging out of managerial discourses and that activist identities are developing in response to the democratic discourses. Importantly, these identities are not fixed, and in many cases teachers would be unlikely to locate themselves in one or other of these categories. Rather, depending on the context, teachers would move

from one to the other in response to particular exigencies as they develop”
(p 122-123).

The entrepreneurial version of the professional identity is the prevailing one (Harrison et al, 2003). These authors contended that colleges are being run more and more like business organisations, since their employment tactics, cultural values and insecure contracts are becoming common grounds. The history of the entrepreneurial spirit that is currently situated at the heart of HE to great extents was tackled by Nelson (2002). He argued that the entrepreneurial spirit started in the 1970s when faculty members vied for governmental research funding. This wave was intensified in the 1980s when the governmental funding was replaced by corporate funding. The university, then, adopted a pragmatic ideology, interested in maximising profit and working according to an external agenda dictated by extrinsic incentives rather than knowledge and educational purposes (Nelson, 2002). Likewise, Farnham (1999) had noted that “all the higher education systems appear to be experiencing similar trends such as massification, reductions in public funding, movement to the market, curricula instrumentalism and searching for appropriate methods of managing academic staff in conditions of change” (p 343). In turn, these contemporary changes in education dictated a change in the teachers’ identities (VanVeen et al, 2001).

Under this entrepreneurial scenario, teachers became pressured to meet standards rather than having a particular interest in their students as individuals. Academicians were pushed to pursue their development needs and meet the standards in a visible way (McWilliam, 2004). For example, they had to join workshops and use advanced technological devices in their classrooms in order to show that they are up-to-date. Those who preferred to use more implicit ways in development and teaching were under greater danger of being mal- appreciated and left behind.

“In order to ‘meet the standards’ you have to be the kind of person that the standards have in mind, capable of accomplishing the activities that the standards entail, living with and conducting the relationships presumed at

different levels, and of working within the assumptions which form the standards boundaries” (Mahony and Hextall 2000, p 79).

Teachers had to play many roles and teach different courses rather than being ‘subject specialists’. Even the boundaries between their personal and work lives became unclear due to the management’s expectations that they have to be all-time workers and super achievers. One of the interviewees in Harrison et al’s research (2003) said:

“...it seems that people don’t want, or society doesn’t allow them to be pigeon holed. You have to be able to skim and skate from one area to another. And I think that is good in some ways, because you can, in theory, cover everybody’s job, but the problem is... we excel in different aspects at different types of work, so I don’t see how that works actually in reality” (p 97).

The concept of the ‘audit society’ which is manifested by meeting external standards has led to far reaching effects that changed the teachers’ ultimate dedication from knowledge to meeting outside measures (Strathern, 2000). Governments interfered to reduce uncertainty caused by volatile environments, by posing more rules and regulations; however, by doing so they also reduced trust (Groundwater-Smith and Sachs, 2002). Lack of trust was felt on many levels: between students and their universities, educators and their management, and among educators themselves. Thus, academia is not only facing threats from the outside general environment, but is also inflicted by lack of trust on a narrower micro level. In many cases, educators have been selected on the basis of their educational qualifications, even if these were irrelevant to the courses they teach or the positions they occupy (Walford, 2004). This fact undermined professionalism and the quality of education itself. Dore (1976) argued that “more qualification-earning is mere qualification earning-ritualistic, tedious, suffused with anxiety and boredom, destructive of curiosity and imagination, in short, anti-educational” (p 9). Again, this is done in favour

of management which uses academic qualifications to speed up the process of recruitment and selection rather than in the best interests of the educational system or the students, since those with the highest degrees are not necessarily the best fit for the job (Walford, 2004).

Professional identity and CPD: the link

Although this study is situated in a new context (Higher Education), a different culture (Lebanon), with different players (Lebanese part-timer HE instructors), the linkage between professional development and professional identity in a single research is not new to the research field. McCormack et al (2006) explained that this relation is “premised on the belief that becoming a teacher requires not only the development of a professional identity but the construction of professional knowledge and practice through professional learning” (p 109). This alignment between the two concepts seemed also logical to Reeves and Forde (2004). A person enrolled in a certain PhD program, for example, can say that he/she is a part-time student at a particular university, and a lecturer at another. In another sense, the development of a professional identity is the result of learning processes, whether these are formal, social or educational ones. Past, present and future practices, training and learning endeavours are some of the key forces in the formulation of identity (Flores and Day, 2006). These, in turn, seem to be major inputs and/or outputs of professional development.

A person's identity is a 'compromise' between the old identity held in the workplace and the new one acquired in certain CPD activity (Reeves et al, 2002). The more public the engagement of a person in the CPD activity, the higher the willingness becomes to stick to that activity and vice versa. In a similar sense, Wenger (1998) argued that “there is a profound connection between identity and practice” (p 149), stating that the main constituents of identity are personal experiences, learning, memberships, and the reconciliation of various forces. Learning “transforms who we are and what we can do...It is not just an accumulation of skills and information, but also a process of becoming- to

become a certain person, or conversely, to avoid becoming a certain person” (Wenger 1998, p 215). In a more recent study, Geisel and Meijers (2005) argued that the “learning of teachers not only should be viewed as a process of social construction, but also one of individual sense making” (p 420).

The main motivator behind undergoing CPD is affirming “a person’s identity as a good professional” (Rothwell and Arnold, 2005). Thus, the CPD could be used as a way to represent oneself, or as a means to define a person. However, the importance of CPD as an input to professional identity was undervalued by Friedman and Philips (2004). They claimed that CPD might be just a duty to be done, or a means to secure one’s place at the work scene, and thus has nothing to do with the professional identity.

“Indeed, when respondents spoke of CPD as something that professionals ‘just do’ it is possible that they are referring to an obligation to their job role and to their organization and not to a sense of professional identity. It could also be interpreted in terms of self-interest. Professionals might just do such activities in order to stay abreast in an insecure and competitive job market” (p369).

A main link between professional identity and CPD is implied in Giddens’ work (1991) where he capitalised on Rainwater’s (1989) discussion of reflection as a major form of therapy for self-realisation. “Self-therapy is grounded first and foremost in continuous self-observation. Each moment of life, Rainwater emphasises, is a ‘new moment’, at which the individual can ask, ‘what do I want for myself?’ Living every moment reflectively is a matter of heightened awareness of thoughts, feelings and bodily sensations” (Giddens 1991, p 71). Reflection, which is discussed extensively in the next section on CPD, is nothing but a catalyst and a starting point for self-growth and improvement through generating a personal understanding of the present “to plan ahead and to construct a life trajectory which accords with the individual’s inner wishes” (Giddens 1991, p 71). Thus,

the past and the aspired future identities are bridged together by moments of reflection that are crucial for personal and professional advancement, sought partly by CPD.

Continuing Professional Development

Definitions

Professional development has become a major heading in educational literature, where its main synonyms are ‘staff development’ (SD), ‘teacher development’ and ‘Continuing Professional Development’ (CPD) (Kelchtermans, 2004). CPD is “used as an umbrella term for professional learning and development activities” (Rothwell and Arnold 2005, p 18). The researcher had intentionally used the term professional development rather than any other related term such as staff development or teacher capacity building, since the researcher’s preferences are more inclined to tackle a particular meaning, which is mostly conveyed by the term professional development. Throughout the text, the researcher had concentrated on CPD, but leapfrogged to SD sparingly, only because of the alignment between the two.

“Continuing professional development (CPD) is a term used to describe all the activities in which teachers engage during the course of a career which are designed to enhance their work. Yet this is deceptively simple description of a hugely complex intellectual and emotional endeavour which is at the heart of raising and maintaining standards of teaching, learning and achievement in a range of schools, each of which poses its own sets of special challenges. Moreover, because teachers, like the students they teach, think and feel, are influenced also by their biographies, social histories and working contexts, peer groups, teaching preferences, identities, phase of development and broader sociopolitical cultures, the purposes, design and processes of CPD will need to mirror these if it is to result in effective outcomes” (Day and Sachs 2004, p 3).

There are some underlying differences among the connotations of each term. On the surface, CPD and SD are more alike than dissimilar. There is even no single definition for each. Staff Development (SD), like CPD, “has no settled meaning and is unlikely to acquire one” (Blackwell and Blackmore 2003, p 3). However, when one looks closer, there are certain particularities to each. The most apparent distinction between SD and CPD is the added element of institutional interest and institutional support in SD. Blackwell and Blackmore (2003) explained that for SD “to be effective it must engage with its sponsoring institutions key concerns” (p 3).

“Although there are many definitions of staff development, it is normally considered to include the institutional policies and programmes that support staff, both personally and professionally, in achieving their own and their institutional needs. In higher education, this generally centres on the enhancement of teaching and learning, and in reality refers to the continuing professional development of staff involved in this core activity” (Parker 2003, p 36).

The continuing popularity of CPD might lead to more formal SD. “Increased emphasis on continuing professional development is likely to lead to a need for more staff development provision” (Blackmore and Blackwell 2003, p 26). Whitaker (1997) went even deeper by building on Carl Roger’s translation of Maslow’s hierarchy of needs to suggest that professional development is part of the self-actualisation need, and thus is present in each one of us, waiting the proper timing to be revealed. Thus, CPD, if used as an inclusive term, it then becomes a core part of all the professionals’ career development (Mujis et al, 2004). As to teacher-capacity building, it “includes not only staff development, but also medium-term strategic planning, change strategies that utilize ‘pressure and support’, as well as the intelligent use of external support agencies” (Clarke et al 2005, p 11). Hargreaves (2001) noted that for educational institutions to improve, they should develop their intellectual, social and moral capital by applying strategies that were proven by

evidence to work. Some of the areas related to capacity building involve developing positive cultures with effective leadership, maintaining information-rich learning communities, and improving teaching and learning through CPD among other things (Mujis, 2003).

There is no universal agreement on the main constituents, purposes and impacts of CPD. Danaher et al (2000) speaks of no particular activity, but an assortment of activities, over the range of a career that constitutes CPD. Galloway (2000) argued that it is related to people's identities, roles and goals. Thus, it is more than life long learning, since it includes all different sorts of learning experiences (Mujis et al, 2004). Kelchtermans (2004) also spoke of CPD as a learning endeavour, which is affected by the timeframe and the environment in which the person is located. Day (1999) emphasised learning as a main ingredient of the process.

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives” (p 4).

CPD Purposes

Professionals looked at CPD as a means to help them in practising the skills of their profession, a way of staying alert to what's happening around them, or a means to a career (Friedman & Philips, 2004). Other professionals claimed that CPD is more than that. They

perceived it as contributing to ‘life long learning’, a way leading to job security, a plus to personal development, a proof of the credibility of its pursuers, and an assurance of their capabilities (Friedman and Philips, 2004). “A further aspect of purpose concerns the use of CPD as part of a formal accreditation process. Many professions, whether regulated by statute or through professional society, now require individual professionals to demonstrate that they are maintaining, at least, and preferably developing, their competence” (Mujis et al, 2004).

In a similar sense, instructors and academics in universities are obliged to meet the standards imposed on them to prove that they are worthy academicians, by “doing particular sorts of work on themselves, the work of turning themselves into professional experts” (McWilliam 2004, p 151). According to Rothwell and Arnold (2005), CPD is not ‘deficit-driven’ resulting from the need to gain access to a job or security of a position; rather, it is usually sought by motivated professionals of high qualifications. Thus, the major driving force behind CPD enrolment was noticed to be a commitment to the profession rather than any other demographic factor (Rothwell and Arnold, 2005). Although women valued CPD more than men, this did not necessarily lead to their enrolment in it (Rothwell and Arnold, 2005).

There seems to be no general agreement on the main functions or purposes of CPD. Day and Sachs (2004) spoke of the multiple functions of CPD. One is the alignment of teachers’ efforts with the general educational policies. Another function is the enhancement of the teaching profession. A third purpose is the improvement of students’ learning through the enhancement of their teachers’ skills. This latter objective was emphasised by Keltchtermans (2004) who had also mentioned that CPD helps the organisation in meeting its goals and objectives. Others had emphasised the positive impacts of professional development on curriculum, pedagogy and on teachers’ relationships with their students (Talbert and McLaughlin, 1994). It was also argued that

CPD help teachers in simultaneously communicating knowledge to their students, and in shaping their opinions about various subject matters (Bolam, 2000).

“... the ultimate aim of CPD is to improve student learning. This is not and to my mind never has been in dispute. The issue has been and still is how to strike an appropriate balance between meeting the needs of individual professionals, on the one hand, and of the school and national policy on the other” (p 78).

The chances of meeting these varied needs are greatly enhanced by pursuing CPD. However, the complex and opposing opinions regarding CPD make more work on the topic a necessity (Kelchtermans, 2004).

“Conceptual diffuseness and multiple perspectives make it difficult to draw firm conclusions and develop a solid overarching research-based theory that can be used to construct practices for CPD. Researchers might become frustrated by this. At the same time, however, the conceptual and empirical research shows very clearly that teacher development is a highly complex and multidimensional phenomenon. More specifically, the ‘continuing’ character of the learning process, as well as its largely idiosyncratic rootedness in people’s individual lives, make it particularly challenging to study. One way to deal with this frustrating complexity is to continue to strive for a final, coherent and universal theory” (p 219).

CPD in universities

Instructors need to undertake professional development measures in order to achieve their higher personal and professional goals. It is argued that teachers should be given all the freedom to pursue their professional development needs (Bolam, 2000). This will reflect positively on them, the educational institutions they are members of, their

students, the educational system in general, and the nation as a whole. The same rationale of the capitalist system applies here. The whole economy would prosper when its individuals are pursuing their own interests. Similar thoughts were echoed by Campbell (2003) who argued that teachers should be given the chance to collaborate together and share their experiences. They should be empowered to have a voice in how they pursue their professional development, for there should be no pre-packed solutions, only open spaces to celebrate their love for teaching. Teachers' needs and chosen courses of CPD should be in harmony so that this will lead to positive results (Hopkins and Harris, 2001). Likewise, Clark (1992, 1995) backed up teachers' empowerment argument by claiming that professional development can not be forced, nor standardised, since no program fits all teachers' needs.

Instructors who had succeeded in becoming full scholars did so by mainly being responsible for their own actions (Clark 1992, 1995). Empowerment and professionalism seem to be positively correlated with autonomy, whereas job stress seems to be negatively related to autonomy (Pearson and Moomaw, 2005). However, if pursued solely as a result of personal goals, there is a risk that CPD might result in no benefit to the academic institution or to the students (Edmonds and Lee, 2001). On the other hand, if CPD is pursued solely because of a certain organisational agenda, it might lead to teacher frustration and demotivation (Edmonds and Lee, 2001).

It is hard for universities to support their instructors in their autonomous CPD efforts, when these universities themselves are present in dynamic environments (Farenga and Ness, 2005). The university today has to cope with rapid technological inventions, changing market structures, different demographic realities, changing political influences and mixed cultures. Some of these changes are the insufficient funding of universities by the government (Rodin, 2001), the incapacity of deans and chairpersons to guard their dwindling faculties from external challenges, such as changing economic, political and technological forces (Roe, 2001) and the obsession to meet the standards imposed by the

external audit system (McWilliam, 2004). In Lebanon, for example, universities are pressed to increase the percentages of PhD holders among their academic faculties, in response to pressures from the Ministry of Higher Education and in compliance with international accreditation standards, as explained by the provost of Notre Dame University, Dr. Amine Rihani. To survive, the university must not only adapt to the changes occurring, but should act proactively by leading the way. It is argued that one of the ways to do so is by having the entrepreneurial spirit, which in turn demands the possession of the right adjustable set of assets and skills (Navarro and Gallardo, 2003). “To have distinctive basic resources and capabilities is not enough. Rather such capabilities must be in a continuous state of rapid, flexible adaptation to each successive new situation...” (p 205).

The dynamic environment and its demands coupled with the university and its coping strategies are leaving small spaces for the instructors to pursue their own development needs. This is pushing instructors to retaliate and become more self-centred and less willing to care about others (Blackmore & Sachs, 2001). Thus, empowerment is not handed to academicians for free; rather, it should be fought for and won (Ingvarson, 2000).

“There are two conceptions of empowerment however. It can be seen as something given or delegated to teachers by government or bureaucratic management, or something taken or developed by teachers themselves, through, for example, the development of professional knowledge and expertise. Australian experience over the past quarter-century shows that empowerment will have to be taken” (p 167).

Support for CPD

Professional development is primarily an individual effort. The academicians have the greatest responsibility to develop themselves, with or without the help of their institutions.

However, this should never imply that teachers actually develop themselves in vacuum, with no outside interference or support. The academician is an open system, which is affected by the micro and macro environments, in both positive and negative ways. It is argued that teachers should be primarily the designers of their own destinies: by developing their own ‘credos’, capitalising on their strengths, planning ahead, and by enjoying their practice through making the familiar strange (Clark, 1992). However, that should be done with the help and support of others (Clark, 1992). Some of the sources of help were suggested by Hargreaves (1992).

“Teachers do not develop entirely by themselves, however. They also learn a great deal from contact with many other people who are knowledgeable about and have experience of teaching and learning. They learn from experts by taking courses, studying for higher degrees, or undergoing programmes of staff training in new techniques and approaches...teachers also learn a lot from their students through getting feedback on their teaching, evaluating the effectiveness of new methods or materials...But they learn most, perhaps, from other teachers, particularly from colleagues in their own work place” (p 217).

The importance of colleagues in professional development, especially in technical skills related areas was highlighted by Gongzales et al (2002). CPD is primarily a social process whereby the interactions occurring among colleagues are highly educative (Wilson and Berne, 1999). This interaction among colleagues and the exchanges of views and opinions that take place make of them a society of learners capable of reshaping their profession. Nevertheless, not all kinds of external influences are totally beneficial. Scribner (1999) warned that “inspite of factors that motivated teachers to learn, facets of work context acted as filters privileging some learning activities while limiting others” (p 259). Teachers are sometimes obliged to accept certain measures and practices that they do not consider advisable or ethical, such as the granting of honorary degrees to political figures (Danaher

et al, 2000). Similarly, the treatment of non-researching teachers as “second class citizens” is minimising “their autonomy to carry out teaching and research as they consider appropriate” (Danaher et al 2000, p 62).

Instructors should not be left on their own in their CPD efforts, since the benefits of which will accrue to the universities at which they teach. “CPD is increasingly seen as a key part of the career development of all professionals. It is a shared responsibility with employers because it serves the interests of both, though not necessarily simultaneously” (Mujis et al 2004, p 291). Different ways to help teachers in developing themselves were devised by Jackson (1992). He spoke of advising them about the know-how of teaching, improving their work conditions, empowering them, decreasing their work load, helping them in broadening their context of teaching and reducing their stress by offering them “encouragement, support, sympathy, respect, and in the extreme case, some form of therapy” (p65). However, the role of those involved in teacher professionalism is not the preaching of principles of ‘good practice’, rather is the securing of a culture conducive of professional development where academics feel safe and free to explicitly narrate their own versions and beliefs about professional development across departments in a critical and constructive way (Davidson, 2004). “Ironically, institutions that provide professional development for others do little of it for themselves. Yet staff expertise is the most important asset in a university; without it literally nothing can be achieved. Its development should be a vital and central function.” (Blackmore and Blackwell 2003, p 23).

The benefits of CPD that accrue to both the individuals and the organization should be stressed for everyone involved. CPD must be more oriented to individual needs and designed in a way to fit a person’s working day, in order to maintain work-life balance. Promoting CPD must be directed mainly to the less successful professionals who do not appreciate the CPD advantages, but are in greatest need for it (Rothwell and Arnold, 2005). The human resource department (HRD) has an added responsibility to stress the

advantages and practicality of e-learning and to provide training and development for which. Rothwell and Arnold (2005) claimed that “given the increasing complexity of working life, the accelerating pace of change, and the declining half-life of knowledge, the ‘push’ for CPD is likely to become even greater, and this is likely to become a substantial area of research interest in the future” (p 30).

Professional development practices and their demands gain a special significance for part-timers. Contingent workers are worried about the deterioration of their skills due to time and money constraints (Mallon, 2000). The work lives of part-timers are not so organised, in terms of a stable work site, or work schedule. Moreover, they are less paid than full-timers, with less benefits and definitely less professional development opportunities. Thus, they have to take the sole responsibility to pursue any kind of career development, in terms of financing it and fitting its demands in their already unorganised and unstable agendas.

More recognition is demanded from both direct managers and HR specialists as to meeting the development needs of these non-tenure workers (Mallon, 2000). Nicol (2000) argued that by supporting part-timers in their professional development efforts, benefits will also accrue to departments and students. However, the main worry remains that officials in HR positions are not well prepared and trained to deal with recent changes in the field (Blackmore and Blackwell, 2003) and thus they are only acting reactively rather than proactively. Human Resource response to the increased use of contingent workforce remains under researched. However, what is confirmed is that its reaction to the changes has been slow (Mallon, 2000). No easy solutions can be offered. Nevertheless, if organizations can make useful information about its needs and plans open, maybe then individuals will know how to train and develop themselves so as to complement the organizational needs (Amit and Schoemaker, 1993).

“Our main aims are to reform the...disciplinary and transdisciplinary organizations, refocusing their efforts on the problems of academic labour,

and/or to improve working conditions for graduate employees and part-time faculty and gradually increase the number of full-time faculty positions throughout the country. Underlying such reforms must be increased democracy for all the segments of the academic workforce” (Nelson 2003, p 211).

CPD Routes

CPD is a requirement that should be fulfilled by any aspiring professional. “CPD is no longer an option but an expectation of all professionals” (Day and Sachs 2004, p 4). However, there seems to be no general agreement on how to pursue CPD. Formal degrees, in general, seem to be more favoured by those working in higher education, since they are more recognised (Friedman & Philips, 2004). Research, in particular, is considered a major formal measure an academic should delve into, to bring about career developments (Katz and Coleman, 2002). “Many of the existing faculty with M.A. degrees were encouraged to retire or return to the universities to obtain a PhD degree. New faculty is given tenure only if they possess a PhD degree” (p 50). However, research is pursued by different academics for different reasons (Katz and Coleman, 2002). Younger academics pursue research for career advancement purposes such as salary increases and promotions. Those at later stages of their careers pursue research mainly because of intrinsic rewards such as self-esteem and belongingness needs. Part-timers, on the other hand, use research as a way for securing a full-time position.

Despite its varying purposes, research demands a lot of discipline, commitment, initiative, creativity and communication (Chambers, 2001). “The supposition upon which this is based is that in engaging in research through the agency of the professional dissertation the learner embarks upon a process of lifelong, problem based learning as a reflective practitioner” (Chambers 2001, p140). However, this exaggerated importance placed on degrees was criticised, on the basis that other more crucial human, social and personal characteristics may go unnoticed (Nelson, 2002). “In the psychodynamics of careers, professional honors symbolically pardon faculty members for personal offenses” (Nelson

2002, p716). It is claimed that academics are pardoned for their wrong behaviours simply because of their titles and qualifications. These latter are used as screening devices that primarily serve the interests of the employers by speeding their selection jobs, rather than in the best interests of the employees or their clients (Walford, 2004). This is especially relevant in the educational system which heavily stresses such qualifications, whereas many other characteristics are deemed of higher importance.

“Do these applicants, for example, have the social and personal skills that are such a vital part of the job? It is a convenient way of thinning the applicant field, and one that has an almost unchallenged legitimacy, but it may actually be unjust. It may lead to potentially very able doctors being over looked” (Walford 2004, p 360).

Other concerns about research were raised by different authors. Because of their obsession to meet quality standards, academics spend more time on ‘fund worthy’ research and thus are left with little time for teaching and their students (Currie et al, 2000). These latter interests should be the core focus of teachers’ job, and thus should have their undivided attention. Teaching and research do not necessarily relate well to each other, unless special efforts are done by the university to ascertain these links (Blackmore and Fraser, 2003).

“Teaching and research will benefit one another in many ways if institutions, departments and individuals take care to make and reinforce the links. If this is done, students may learn more effectively, and staff may find that some of the damaging tensions between the two activities may be lessened, and that their roles become more satisfying. At the same time, institutions will be safeguarding their reputations as providers of a higher education, and protecting themselves in the educational marketplace, by ensuring that they are offering research-based curricula” (p 141).

Career development can have more than one path (Groundwater-Smith & Sachs, 2002). It can proceed through a vertical movement to an upper position with more pay and responsibilities. Or, it can happen by becoming more 'embedded' in the profession. Regardless of these different movements, career changes and probably developments do occur. To satisfactorily achieve these changes, people have to work hard, take the right choices and undergo a series of measures, one of which is research. Methods other than research were proposed as effective means to professional development. Professional development could be sought by academics de-centering themselves, which implies that they should be given the opportunity to look outside their own disciplines to check what is happening around, and to converse freely and openly about their experiences and practices (Davidson, 2004). Only then, they would be able to objectively criticise, confirm or challenge their own practices, all for the purpose of a better profession (Davidson, 2004). On a more general ground, Knight (2002) favoured on-the-job learning to other formal CPD measures. Burke (1997) stressed reflecting and investigating the practices of the workplace to benefit from lived experiences and learn from them, instead of wasting time and effort on academic qualifications and other obligatory activities.

This particular road to professional development is known as reflection. "Reflexive capacity on both a personal and professional level is crucial to the development of the academic within the environment of the higher education institution" (Nicholls 2001, p 56). Dewey (1933) defined reflective thinking as the "active, persistent and careful consideration of any belief or supposed form of knowledge..." (p 9). Similarly, Halton and Smith (1995) defined reflection as "deliberate thinking about action with a view to its improvement" (p 52). It is a skill that leads practitioners to pause at every event, critically analyse each to learn lessons and probably do some changes to the better (Fowler and Robins, 2006). It runs against the dangers of taking things for granted, and making robotic decisions, by making the familiar strange and critically inspecting events for better sense-making. Mezirow (1992) believed that "reflection is generally used as a synonym for higher order mental processes. However, it demands more than drawing on what one

already knows in order to act, it requires critical thinking aimed at examining and justifying one's beliefs" (p 5).

One should differentiate between reflection in action and reflection on action (Schon, 1989). The former takes place during the event, whereas the latter occurs afterwards. Regardless of timing, the main attraction of reflection lies in the fact that it leads people to learn "in real life with real situations and real people" (Fowler and Robins 2006, p 31). Kolb (1984) offered a model of a learning cycle which starts with any real life experience, observing and reflecting on it to form some notions and statements which can be later tested in new situations, to form another start for another learning cycle. As such, reflection leads to various types of learning. Learning about one's own practice, thus advancing one's skills on one hand, and learning about one's needs to grow and develop thus seeking more professional development opportunities. "We want to encourage teachers, as reflective practitioners, to think about what they do well, to reflect on what they could share with colleagues, as well as identifying their own learning needs" (DfEE 2001, p 12). Therefore, reflection makes a very good spring for nourishing learning. Though, it might take different paths, it has one destination which is professional development.

Some of the implications of reflection were discussed by Pollard (2005) who built on Dewey's work in his discussions. For one thing, reflection is applied in a recurring course which implies that reflection is continuous. Another implication of practicing reflection is that it requires devotion, tolerance, accountability and flexibility. Furthermore, reflection should be based on professional judgment, which is strengthened by research and evidence. Reflection is improved through teamwork and discussions with colleagues Pollard (2005). Reflection is a necessary ingredient of professional work and high quality practice, since "unless we engage in this process (of reflection), the work we do has the potential to be ill informed and possibly dangerous because that is the way it has always been done and no one has questioned whether it is still appropriate" (Leeson 2004, p 146).

Reflection, although partially intuitive, can be aided by the use of a mentor (Fowler and Robins, 2006). A mentor is needed to help practitioners to better exercise reflection. “Mentor is role-specific in that it will apply to all those in formal ‘advisory’ relationships with practitioners. As ‘practitioners’ will not necessarily be students in the formal sense of the term, but will usually be based in early years settings, this term is chosen to reflect the work-based situation” (Callan 2006, p 5). Thus, mentors are especially helpful for new recruits who need all the support and guidance they could get. To be of help to practitioners, mentors themselves should be good at reflection (Fowler and Robins, 2006). Only then, they could help others to reflect, via different methods such as the posing of the right questions. Nutbrown (1994) offered some questions as a guide to the process.

- Why did you / I do that?
- What made me / you do / say that?
- How shall you / I solve this?
- Who can you / I ask about that? (p 155).

Whatever questioning technique is used, mentors should always act in a supportive capacity, and should always ensure that the questions posed are ‘fit for the purpose’ (Fowler and Robins, 2006). However, mentors could be of help not only in aiding reflection, but also in other ways. A mentor can equally help mentees in securing a full-time position, by transferring his or her web of affiliations to them (Davies, 2003).

“A mentor can create connections or dissolve them. When successful, this liaison births a career; or in some cases stillbirths one. There is a tangible transfer of affiliations from mentor to mentee, a willing of a lifetime of connections from one generation to the next...The transfer can involve helping the mentee to an affiliation at a university. Securing a full-time,

tenure-track job in today's torturous market is the affiliation that begins all future affiliations, the premium mobile of all potential connections" (p 177).

Action research is still another way to professionalism, since it aids teachers in making high quality decisions. Pollard (2005) argued that "there is considerable support from colleges, universities, local education authorities and government agencies for teachers who choose to reflect on school and classroom practices by conducting their own classroom research" (p 8). Evidence-based research sought through reflection aids in decision making and professional judgment; however, it might not be directly operational Pollard (2005).

"...simple or direct translation of findings into action is not wise. This is because there are so many variables involved in teaching and learning, and direct 'cause and effect' findings rarely stand up to scrutiny. Simplistic answers to the question 'what works?' are thus unlikely to be secure, and professional judgment will remain a highly significant filter in interpreting the significance of research evidence for particular pupils or classroom contexts" (p 9).

The process of turning research into workable ideas and tips is known as the pragmatism of research (Evans, 2002). However, this is hindered by weak communication between researchers and practitioners, and their conflicting programs and concerns (Evans, 2002). Another impediment is the lack of collaboration among researchers to exert pressure on policy makers (Black, 2000). Moreover, the scarcity of researchers who are ready to put forth the needed effort to operationalise their research findings endangers the value and applicability of research even further (Evans, 2002).

CPD Impact on the Professional and Personal Lives

The evaluation of CPD remains imperfect in many ways, since it is either limited to a one-shot event or to the mentioning of CPD activities undertaken, or the simple measurement of participants' satisfaction (Guskey, 2000). However, it is important to discuss the impacts of CPD on the personal and the professional lives of its pursuers. "The most admirable thinkers within the scholarly community...do not split their work from their lives. They seem to take both too seriously to allow such disassociation, and they want to use each for the enrichment of others" (Mills 1995, p 195-6). The overlapping of the instructors' professional and personal lives is causing them paramount stress and dissatisfaction (Sachs, 2003). They often find themselves obliged to cope with work demands or development practices during their non-working hours. Upon researching the impact of CPD on the personal and professional lives of school teachers, Davies and Preston (2002) found out that the net effect of a CPD course pursued was rather good on teacher's professional lives. However, its impact on their personal life was rather imprecise. People mostly complained about being time impoverished and guilty for not spending too much time with their families. Nevertheless, almost all agreed it was for a good cause. "It's perhaps necessary to step outside the 'comfort zone' in order to take on new skills and knowledge and increase confidence" (Davies and Preston 2002, p 252).

The incompatible demands of work and professional development on one side, and family and social life on the other, makes a person vulnerable to stress, anxiety and even burnout. Managing stress, finances, and maintaining fitness are becoming equally important to today's instructors as the obtaining of further qualifications (McWilliam and O'Brien, 1999). Research, teaching and administration should not be considered as complementary tasks of the same job, since each one of them is greatly demanding (Henkel, 2004). "Stress, depression and anxiety...represented the second most commonly reported group of work-related illnesses after musculo-skeletal disorders" (Smith 2001, p74). People if overworked, will either perform less, quit or ask for more pay in return for less output (Tomlinson, 2004). This especially applies for the young people of today who are

increasingly interested in having a balanced life and in maintaining equilibrium between their work and non-work activities (Loughlin and Barling, 2001). Despite their preferences, tenured workers are still working longer hours and experiencing less satisfaction. Such a situation will not be tolerated for good, since “graduates view balance (or lack of it) as a factor that may have an impact on their future commitment, as opposed to their current commitment” (Sturges and Guest 2004, p 17).

Conceptual framework

The researcher is originally interested in part-time instructors in HE in Lebanon and their professional presence. In an attempt to supply answers for the ‘human problem’ which attracted the researcher in the first place, and in line with the research structure presented by Bouma and Ling (2004), the researcher took a series of steps. She consulted the literature on the field, to grasp a good knowledge of it, and be able to draw some conclusions based on her readings. Then, she stated the human issue in a researchable format, which acted as a baking bowl for the research, a measuring cup for the methodology decisions to be taken, and a recipe to be served in the best authentic taste and attractive presentation possible. In the few coming paragraphs, a conceptual view is made of the research progress made up-to-date, always bridging the initial area of interest and the literature review made on it, with the researchable objectives and methods of answering them.

An investigation of the key concepts of this research, whether that might be professional identity, professionalism, professional development, contingent workforce or higher education indicated that the researcher is dealing with highly sensitive issues. All points of view could somehow be accepted as valid, yet easily disregarded when faced with an opposing idea. This is usually the case with complex social and psychological issues where there are no universal solutions or answers. The situation is more complex and uncertain than it first appears to be, for there are many players, many external forces, and many

developments and changes. Both the roles and the rules of the game could change any time.

The academic staff comprised of both full and part-time instructors is the building block of any university. They are its manufacturing power house responsible for the crafting of minds that will shape the present and future of nations. They are the professionals that help in developing all other professionals. They are delivering a very sacred mission, education and may be enlightenment. These educators can not be separated from the services they are delivering (Armstrong and Kotler, 2005). When at work, instructors do not leave their personas at home. Their identities, passion and creativity are part of the job. Thus, these might have a significant influence on the construction of their students' intellects and personalities. The researcher is thus interested in these educators as people, as major contributors to the prevailing wealth of knowledge and as builders of the future generations. In turn, this importance is interpreted academically to an interest in these instructors' professional identities and their evolution due to particular professional development practices.

Identity is like a black box. One can observe what goes in and out of it, but can not see what actually goes on inside. One can monitor the identity inputs and influential forces shaping it. Similarly, a person can inspect its outputs and repercussions. However, it is extremely hard to know exactly how it is shaped and constructed. There are many contributing forces to the building of identity as shown by the review of literature. The roles played, the practice domain, the society, the interests, the ascriptive characteristics including gender, the people, the conversations, the government, the financial considerations, the emotions, the biographic background, learning and many other factors come together to implicitly construct a 'one of its kind' identity. The review of literature had revealed that there is no universal identity to study and analyse.

“ We reject the notion of a single, undifferentiated ‘professional’ whose image of knowledgeable, just and autonomous conduct provides an absolute against which all other actions are judged as being deviant. Rather, we conceive of professionalism in the plural, as constantly shifting social constructions that ebb and flow as the currents of educational change challenge their meaning and purpose” (Danaher et al 2000, p 56).

Professional development is the route to professionalism and one of the major constituents of professional identity. Professional development’s value might be greater than its costs (Kelchtermans and Vandenberghe, 1998). The real problems, however, lie in the implementation phase. Educational and other researchers do not have a unified understanding of professional development. They see it through different lenses. No full agreement has been reached on the professional development’s definition, importance, constituents, purposes, impacts, beneficiaries and methods, though some of the studies overlap and intersect at some points. “Dealing with the issue of ‘professionalism’ in CPD inevitably implies taking a stance towards different sets of values and norms” (Kelchtermans 2004, p229).

The researcher’s thirst for information to highlight the area of initial interest had led to this literature review, which was used in turn to craft some key research questions. These KRQs could be found on pages three, 83 and 122 of chapter one, three and four respectively. They were put in an operational format to aim at the exploration of the professional identities of Lebanese part-time higher education instructors and the investigation of their professional development practices. Simultaneously, they were framed as such in reflection of materials present in the review of literature. For example, question 1a sought answers to who might be interested in a part-time work arrangement, since the review of literature revealed that different people pursue this option for a variety of reasons, as discussed fully in this chapter. Similarly, question 2b came to investigate the

different factors impacting the participants' professional identities, since the review of literature had clearly revealed that multiple factors share turns in identity construction. Question 3c came to explore the relationship between professional identity and professional development, since there are various studies in the literature which clearly pointed in this direction. The same logic was adopted with respect to the other research questions. The combination of all of these questions aims to the encircling of the topic understudy from all sides.

Chapter Three: Research Methodology

Purpose

Part-timers are joining the labour force in greater numbers not only in Lebanon and in the educational sector, but worldwide and in different fields. They seem to have profound impacts on the institutions they work at, the people they work with, the clients they serve, the families they are part of, and definitely on themselves. The purpose of this research is to study the professional identities of these part-time educators teaching at one Lebanese university. For the purpose, the situation of part-time work and the professional development practices undertaken are further investigated. To operationalise, these aims were transformed into key research questions and those to sub-questions (Cohen et al, 2000).

“The process of operationalization is critical for effective research. What is required here is translating a very general research aim or purpose into specific, concrete questions to which specific concrete answers can be given... Thus the researcher breaks down each general research purpose or general aim into more specific research purposes and constituent elements, continuing the process until specific, concrete questions have been reached to which specific answers can be provided” (p 75-76).

The key research questions of this study and their sub-objectives are:

- 1- To examine the situation of part-time instructors teaching at a Lebanese university.
 - a. Who is interested in part-time work?
 - b. What are the drawbacks of part-time work?
 - c. How do part-timers think of their professionalism?
 - d. How do part-timers compare themselves to their full-time colleagues?
- 2- To explore the professional identities of Lebanese part-time higher education instructors.
 - a. How do part-timers identify or label themselves?
 - b. What are the main factors influencing their identity formation?
 - c. How satisfied are they in terms of their part-time work status?
 - d. What are the major functions performed by part-timers?

- 3- To investigate the professional development practices used by those part-timers.
- a. What are the major routes followed to pursue their professional development?
 - b. What are the major impacting forces on their development?
 - c. What are the interrelations between their identities and development practices?

Ontology

Research is a rational process that is used to promote knowledge and help human kind in clarifying and resolving issues and dilemmas for the sake of better living. “Research is systematic, critical and self-critical enquiry which aims to contribute towards the advancement of knowledge and wisdom” (Bassey 1999, p 38). Research is like a game, with rules and goals. One can not wander to the playing field with no regard for the match or its bylaws. Nor can the player (researcher) be completely alienated from the study undertaken. The study, the researcher, the context, the theory and the practice all affect one another in a tight circular web. Thus, any ‘faux pas’ in any part of the research will most likely have serious repercussions on its viability and validity.

The role of the researcher can never be underestimated. Johnson (1994) argued that researchers do not simply act as decoders of messages; rather, they play an active role in mirroring reality in fresher light. This is not a drawback of research rather a point of strength. “A research report may be relevant not because it points people in a particular practical direction, but simply because it allows people to see their practice from a novel point of view” (Seale 1999, p 12). Researchers are people with preset philosophies, values, beliefs, ideas, skills and preferences. When undertaking any research endeavour, they do not leave their norms and likings at home, nor it is wise for anyone to unplug the researchers from their characters. It is worthwhile to start with the researcher’s own stance. Creswell (2003) gave a summary of the different terms given to these preliminary stances.

“Stating a knowledge claim means that researchers start a project with certain assumptions about how they will learn and what they will learn

during the inquiry. These claims might be called paradigms (Lincoln and Guba 2000); philosophical assumptions, epistemologies, and ontologies (Crotty 1998) or broadly conceived research methodologies (Neuman, 2000)” (p 6).

In line with Crotty’s (1998) terminology, epistemology refers to knowledge theories (Kvale, 1996), whereas ontology focuses on sought realities (Scott, 2000). Burrell and Morgan (1979) clarified the epistemological assumptions by exclaiming whether:

“it is possible to identify and communicate the nature of knowledge as being hard, real and capable of being transmitted in tangible form, or whether knowledge is of a softer, more subjective, spiritual or even transcendental kind, based on experience and insight of a unique and essentially personal nature. The epistemological assumptions in these instances determine extreme positions on the issues of whether knowledge is something which can be acquired on the one hand, or is something which has to be personally experienced on the other” (quoted in Cohen et al 2000, p 6).

Ontological assumptions refer to the nature of untainted being or truth. Cohen et al (2000) ask whether there “is social reality external to individuals-imposing itself on their consciousness from without- or is it the product of individual consciousness? Is reality of an objective nature, or the result of individual cognition? Is it a given ‘out there’ in the world, or is it created by one’s own mind?” (p 5-6). Setting off from these basics, the researcher chose the subjectivist approach (Crotty, 1998), where knowledge is negotiable rather than static, inter-subjective rather than objective (Kvale, 1996), from within rather than from the outside (Cohen et al, 2000). This position was taken because of the researcher’s belief in the multiplicity of valid views, the complexity of social issues, the interaction of different forces at play such as time, space and context, and the polyvocality

of humans. The researcher thus believes that the world with humans is not the same as without them.

“...because of our self-awareness and powers of language, we must be seen as systems of a different order of complexity from any other existing system whether natural, like an animal, or artificial, a computer, for instance. Because of this, no other system is capable of providing a sufficiently powerful model to advance our understanding of ourselves. It is argued, therefore, that we must use ourselves as a key to our understanding of others as a way of finding out about ourselves” (Cohen et al 2000, p 20).

Things in nature happen according to a routine rhythm that can be checked out, observed, analysed and learnt. However, humans are largely unpredictable. They acquire knowledge, learn, change and evolve in unorthodox patterns. The fact that there are similarities and resemblances can not be fully disregarded, but rarely definite positions. The web of causes and results is so intriguing and exciting to explore. Researchers of this stance do not accept one option and drop all the others. They simply have priorities, preferences and tendencies and accordingly make suggestions and give one or two versions of the truth rather than a sole truth.

In line with this philosophy, comes a series of steps that complement the work and match the ideology. Making the wrong choices regarding these steps, would be like going to battle with the wrong weaponry. Hitchcock and Hughes (1995) tackled this by arguing “that ontological assumptions give rise to methodological considerations; and these in turn, give rise to issues of instrumentation and data collection” (p 21). Similarly, Crotty (1998) argued that researchers make a bunch of decisions regarding knowledge, ways of seeking it, values that underlie it, customs of reporting it and methods for studying it, all in one fit bundle. Thus, the next step seems to be choosing the right philosophical stance of the

researcher (Crotty, 1998). Creswell (2003) explained that one can choose from four ‘schools of thought’:

1. Postpositivism: which states that knowledge is objective, and thus can be observed, measured and verified (Creswell, 2003).
2. Constructivism: which states that knowledge is subjective, fluid and can be “examined through the eyes of participants rather than the researcher” (Cohen et al, p 22).
3. Advocacy/participatory: where the researcher has “an action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live, and the researcher’s life” (Creswell 2003, p 9-10). Some major forms that fall under this perspective include feminist and critical research.
4. Pragmatism: where the researcher is entitled to use any approach as long as it helps in solving the problem.

Similarly, Cohen et al (2000) sketched three major ways to educational research: the scientific procedure equivalent to postpositivism, the interpretive approach corresponding to constructivism and the critical approach analogous to the advocacy method. In agreement with the purpose of the study, which basically deals with a non-scientific reality, rather than a socially constructed one, the researcher has chosen the interpretive approach for this study, for any “design is governed by the notion of ‘fitness of purpose’” (Cohen et al 2000, p 73).

“For interpretivists, reality is not ‘out there’ as an amalgam of external phenomena, waiting to be uncovered as ‘facts’, but a construct in which people understand reality in different ways...Interpretive researchers recognize that they are part of, rather than separate from, the research topics they investigate. Not only does their work impact upon research participants but participants impact upon researchers. For interpretivists,

the core task is to view research participants as research subjects and to explore the ‘meanings’ of events and phenomena from the subjects’ perspectives” (Morrison 2002, p 18).

In comparison with its most popular rival, the positivist approach, the interpretive approach seems to emphasise people’s own views, interpretations and conceptions of what is accepted as true. On the other hand, the positivist approach stresses an objective reality that can be measured and predicted (Cohen et al, 2000). No approach is absolutely superior to others, or completely flawless. The interpretive approaches detach individuals from the world around them, whereas the positivist approaches look at the big picture without paying attention to individualisation issues (Cohen et al, 2000). Despite these drawbacks, the researcher’s choice of the interpretive approach is coherent with the purpose of the study on the one hand, and the ontological and philosophical assumptions of the researcher on the other. With respect to the purpose, it was numerously mentioned that the professional identities under investigation exist in the plural. A multiplicity of influencers take turns in crafting these identities and the end product is never a carbon copy of its predecessor. The same thing can be said about professional development issues that have different routes, reasons, conditions and impacts.

Epistemology

Methodology

The next step must be the choice of an appropriate methodology that will help in providing guidance for the research instruments that will be utilised throughout the research (Creswell, 2003). “Like knowledge claims, strategies have multiplied over the years as computer technology has pushed forward data analysis and the ability to analyse complex models, and as individuals have articulated new procedures for conducting social science research” (p 13). Authors stress different methodologies or styles of research, as they also make different groupings out of them. Some of these strategies conform to an interpretive,

qualitative style while others conform to a positivist, quantitative style. Among the more cited methodologies adhering to the former are:

- Ethnographic research, which describes the cultural background of a particular group (Hitchcock and Hughes, 1989).
- Narratives, where the researcher examine the lives of particular people, by asking others about them, and by retelling their stories in a chronological account intertwined with the researcher's life (Clandinin and Connelly, 2000).
- Grounded theory, which tries to come up with a particular theory drawn from the views of informants in a study (Creswell, 2003).
- Case study, which focuses on one or more actors in a definite context to reveal their perceptions in vivid and rich ways (Hitchcock and Hughes, 1995).
- Historic research, which tackles previous events and seeks evidence to confirm or negate certain facts (Borg, 1963).
- Action research, in which research is linked with action in a disciplined way in order to develop a particular practice (Ebbut, 1985).

Case-studies explore in-depth an activity, program, institution, system, one or more individuals (Stake 2005). They are bounded by time and activity (Hitchcock and Hughes, 1995). They offer vivid and rich accounts of the topic researched. They aim at helping theoreticians and practitioners in making better informed decisions (Bassey, 1999). Case studies tend to be qualitative rather than quantitative in nature (Cohen et al, 2000), since they provide rich and 'thick description' of people's experiences, views and emotions (Geertz, 1973). Sturman (1999) explained that "a distinguishing feature of case studies is that human systems have a wholeness or integrity to them rather than being a loose connection of traits, necessitating in-depth investigation" (p 103). A case study enables researchers to study people from a close range and report aspects of their lives in very transparent and strong ways that gives the readers the sense of being there (Schofield, 1993).

There are three possible goals of a case study: description, evaluation and theory seeking and testing (Bassey, 2002). Similarly, Stake (2005) stated that there are three kinds of case-studies: the intrinsic, the instrumental and the multiple or the collective case study. The first is undertaken when one is particularly interested in a specific case. The second is pursued when the case is of secondary interest, but it is studied to enhance understanding of something larger. The multiple case is undertaken “when there is even less interest in one particular case, a number of cases may be studied in order to investigate a phenomenon, population or general condition” (Stake 2005, p 445).

This research is a case study that aims to explore the professional identities of a small group of participants at the AOU, which acted as the context of this study. The different participants (cases within the case study) were purposively chosen to illustrate particular factors that are considered as hallmarks of part-timers, thus revealing the variety of part-timers within the case study: males versus females, PhD holders versus Master’s holders, seniors versus less senior staff, forced part-timers versus part-timers by choice, part-timers working at one site versus those working at multiple sites. An examination of these different participants (cases) offers a better understanding of the part-time situation (Stake, 2005). “Ultimately, we may be interested in a general phenomenon or a population of cases more than in the individual case, and we cannot understand a given case without knowing about other cases”(Stake 2005, p 444).

The researcher has more than one agenda in mind. She is equally interested in the particularity of these cases as in the unique context of this case study, as well as pursuing another wider agenda rooted in advancing understanding and providing insight into the situation of part-time instructors in general. This is justified, since there are no clear cut divisions among the three different types of case studies and one is free to pursue more than one goal simultaneously (Stake, 2005). Thus the researcher has tried to offer rich descriptions of the cases (individual participants) and to make some comparisons among

them, whenever that was possible, leaving it to the reader to generalise upon the recognition of a similar context.

Trustworthiness

A research study has to be trustworthy, regardless of the research methodology used. Research literature is full of terminology such as trustworthiness, validity, reliability, authenticity, generalisability and many others. Often, these terms relate, overlap or are even synonyms of each other. A study, qualitative or quantitative in nature, has to be valid; otherwise, it would be useless (Cohen et al, 2000). “Validity...tells us whether an item measures or describes what it is supposed to measure or describe” (Bell 1987, p 51). Validity, however, seems abstract to many, since it is of different kinds and applications. Cohen et al (2000) spoke of content, construct, ecological, catalytic, predictive, concurrent, internal and external validities. The last two types are of particular popularity (Cohen et al, 2000; Seale, 1999). Internal validity is manifested by the accurate description of the topic under investigation (Cohen et al, 2000). It “concerns the extent to which causal propositions are supported in a study of a particular setting (Seale 1999, p 38). On the other hand, external validity “refers to the degree to which the results can be generalised to the wider population, cases or situations” (Cohen et al 2000, p 109). However, there are no clear cut boundaries between internal and external validities. If a relation exists between two variables in a certain setting (internal validity), there is no reason why it should not hold true in another (external validity) (Hammersley, 1991).

The practical implications of validity differ with qualitative and quantitative research. Cohen et al (2000) stated that “the researcher will need to locate her discussions of validity within the research paradigm that is being used” (p 106). As a start, many authors carrying out qualitative research prefer to use a different terminology than validity. Maxwell (1992), for example, prefers to use ‘authenticity’ instead. Bassey (2002) prefers the term ‘trustworthiness’ to validity and reliability. More specifically, Lincoln and Guba (1985) prefer to use ‘credibility’ to internal validity and ‘transferability’ to external validity.

These differences, however, are more than skin deep. Lincoln and Guba (1985) argued that it is not up to qualitative researchers to assume external validity or to make generalisations; rather, they should offer very vibrant and rich information leaving it to their audiences to decide if transferability is possible.

“Whether (working hypotheses) hold in some other context, or even in the same context at some other time, is an empirical issue, the resolution of which depends upon the degree of similarity between sending and receiving (or earlier and later) contexts. Thus the naturalist cannot specify the external validity of an inquiry; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether the transfer can be contemplated as a possibility” (Lincoln and Guba 1985, p 316).

Similarly, Seale (1999) argued “that the goal of generalisation is not always an important consideration for research studies. Particular cases may be worth investigating for their own sake” (p 107). To achieve internal validity in qualitative research, Lincoln and Guba (1985) make a bouquet of suggestions, including a long stay in the field, thorough observation, triangulation measures, citing of negative instances and subjecting the research piece to external criticism. Cohen et al (2000) in turn makes a fruitful comparison between validity under the two paradigms by arguing that

“in qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. In quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data” (p 105).

Related to validity is the concept of reliability. The latter is a necessary input to the first, but not vice versa. “If an item is unreliable, then it must also lack validity, but a reliable item is not necessarily also valid. It could produce the same or similar responses on all occasions, but not be measuring what it is supposed to measure” (Bell 1987, p 51). Reliability is concerned with issues of accuracy and replicability of research results over time (Cohen et al, 2000). Like validity, reliability is of different types, internal and external. “Internal reliability...refers to the extent to which different researchers identify similar constructs” whereas external reliability “is altogether more demanding, referring to the overall replication of research findings in re-study exercises” (Seale 1999, p 42). Reliability has different namings and practical implications. In qualitative research, Lincoln and Guba (1985) substituted the terms reliability with dependability and objectivity with confirmability, always favouring trustworthiness as a top priority. In positivist research, control and manipulation are hallmarks of the methods used; whereas, they contradict the notion of qualitative research, where everything is left to its nature (Cohen et al, 2000). “Reliability is an impractical concept for case study since by its nature a case study is a one-off event and therefore not open to exact replication” (Bassey 2002, p 110-111).

To boost internal reliability in interpretive research, LeCompte and Goetz (1982) suggested using multiple researchers, member validation, peer reviews, computer programs for analysis and unleading descriptions. To achieve external reliability, they proposed a clear statement of the researcher’s position, informants’ characteristics, social and cultural context, and theories, methods and techniques used. Lincoln and Guba (1985) spoke of auditing where the researcher documents all steps taken throughout the research to make it more transparent. This would seem to be a more efficient and practical way than to have new groups of researchers duplicating whole studies (Seale, 1999).

A series of measures was applied in this research to prove a valid and true account. Piloting of the interview and dairy schedules helped in pinpointing bias and eliminating

leading and vague questions. Citing negative instances and different realities than those commonly prevailing was intentionally mentioned and highlighted. Being self-critical, by indicating the researcher's biases and attitudes was practiced. Providing thick descriptions not only of what happened and why it is likely so, but also of how the researcher reached these results was clearly documented in a research diary and in the study itself. Details about informants regarding their cultural and social situation were provided to help other readers and researchers to understand the true context of the study in case they are interested in replicating it (if that is ever feasible) or simply to get the feeling of being there. Member validation or checking of the interview transcripts by the interviewees who agreed to spare the time for the process was also undertaken. Some of whom declined, on the grounds of trusting the researcher's transcriptions to be an accurate copy of the actual opinions portrayed in the interview sessions.

Triangulation

Triangulation, an associate to concurrent validity and a link to reliability, is a special measure to ensure a trustworthy research (Cohen et al, 2000). "Triangulation maybe defined as the use of two or more methods of data collection in the study of some aspect of human behaviour" (Cohen et al 2000, p 112). It might compare outcomes from data collected from methods associated with the qualitative approach or the quantitative approach or drawn from both simultaneously (Cohen et al, 2000). Classically, observation has been specifically utilised along with interviews; nevertheless, triangulation can be a combination of different methods (Seale, 1999). Triangulating among methods is not the only type of triangulation, even if it is the most widely used (Cohen et al, 2000; Seale, 1999).

There are four kinds of triangulation which are data, investigator, theory and methodological triangulation (Denzin, 1978). The first relates to retrieving data from various sources; the second minimises human biases by using multiple researchers; the third handles data with more than one likely hypothesis, and the fourth is a 'between-

method' approach. Methodological triangulation and data triangulation are seen by Bush (2002) as the most important. Glaser and Strauss (1967) argues that 'theory generated from just one kind of data never fits, or works as well, as theory generated from diverse slices of data on the same category' (p 68). In a similar sense, Lin (1976) argued that using one method only might lead to bias or fail to disclose the whole reality. Thus, using multiple methods help minimise the risk by counterbalancing biases (Webb et al, 1966). Moreover, triangulation can deepen understanding of a particular issue by revealing different perspectives on it (Cain and Finch, 1981). However, using triangulation is no panacea for complete validity (Silverman, 1993). It is simply an added value, one cornerstone of a strong research (Seale, 1999)

“Triangulation, then, if used with due caution, can enhance the credibility of a research account by providing an additional way of generating evidence in support of key claims. One does not have to regard it as an ‘indefinite’ process of infinite regress if it is accepted that the sort of knowledge constructed by social researchers is always provisional, but is nevertheless attempting to convince a skeptical audience” (p 61).

To ensure a trustworthy study, the researcher used methodological triangulation technique, whereby both semi-structured interviews were used in conjunction with in-depth diaries and documents checking, as will be discussed later. Data triangulation was also used by seeking the opinions of different informants, mainly part-timers and some full-timers who are ex-part-timers. Nisbet and Watt (1984) had noted that: “The basic principle in data collection for case studies is to check your data across a variety of methods and a variety of sources” (p 85). Moreover, theoretical analysis was used to increase trustworthiness by offering different levels of analysis. Interview and diary transcripts were analysed by both thematic and discourse analysis to offer a complete picture of the situation, and to attend to the special circumstances prevailing in the Arab culture which is highly implicit (Deresky, 2003).

Sampling

Sampling is yet another important decision of every research process, which helps in simplifying later work and making it more trustworthy.

“Sampling is crucial for later analysis. As much as you might want to, you cannot study everyone everywhere doing everything. Your choices-whom to look at or talk with, where, when, about what, and why-all place limits on the conclusions you can draw, and on how confident you and others feel about them” (Miles and Huberman 1994, p 27).

There are four elements in any sampling decision: the sample size, its representativeness, access to it, and the sampling strategy used (Cohen et al, 2000). However, the implementation of these decisions differs between quantitative and qualitative approaches. One of the main differences is offered by Finch and Mason (1990).

“In surveys such decisions are made once-and-for-all at the beginning of the project, and follow formalized statistical procedures for sampling. In fieldwork, such decisions are taken at various stages during the course of the project on the basis of contextual information. To outsiders who are not privy to the changing contextual basis of this project, research decisions can look rather ad hoc” (p 25).

The sample size is dependent on the aim of the study, populace size and nature, relationships under investigation, independent variables, statistical tests applied and research style (Cohen et al, 2000). “It is clear that sample size is a matter of judgment as well as mathematical precision” (p 96). Some believed that it is wiser to overvalue the sample size rather than undervaluing it, since one should take into account that some will refuse to participate or even withdraw from the research (Cohen et al, 2000). Others believed that recent trends in research prioritise quality over quantity where researchers

should seek out a minimal number of respondents that prove satisfactory to extract needed information (Kvale, 1996). “In current interview studies, the number of interviews tend to be around 15 plus or minus 10. This number may be due to a combination of the time and resources available for the investigation and the law of diminishing return” (p 102). Thus, sample size has proven to be another area of dispute between qualitative and quantitative researchers. “Qualitative researchers usually work with small samples of people, nested in their context and studied in-depth- unlike quantitative researchers, who aim for larger numbers of context-stripped cases and seek statistical significance” (Miles and Huberman 1994, p 27). However, both might fall into the trap of ‘sampling too narrowly’, where they seek the most juicy fruits, forgoing those smaller sized ones, which might prove to have a different or even an extraordinary taste (Miles and Huberman, 1994). Thus, it is suggested that a researcher should not only interview the most relevant candidates, but should seek less visible others, who can clarify, confirm, negate or highlight many issues.

Another key decision in sampling is the sampling strategy, which greatly affects the quality of research (Morrison, 1993). It is believed that there are two general sets of strategies, probability and non-probability sampling (Cohen et al, 2000).

“In the former (probability sample) every member of the wider population has an equal chance of being included in the sample, inclusion or exclusion from the sample is a matter of chance and nothing else. In the latter (non-probability sample) some members of the wider population definitely will be excluded and other definitely included (i.e. every member of the wider population does not have an equal chance of being included in the sample). In this latter type the researcher has deliberately-purposely-selected a particular section of the wider population to include in or exclude from the sample” (p 99).

Probability sampling is used mostly in cases when generalisation is likely, since it represents the population by drawing casually from it, whereas non-probability sampling is used when generalisation is not much of a concern (Cohen et al, 2000). Major methods pertaining to non-probability sampling are:

- Convenience sampling: where sample is chosen out of handiness measures, such as easy access.
- Quota sampling: where major groups in the population are identified, then a specific number is chosen representing each group.
- Purposive sampling: where respondents are selected, because of their suitability.
- Snowball sampling: where cases are referred by others who share similar situations.

A selection of other sampling strategies was offered by Kuzel (1992) and Patton (1990) and cited in Miles and Huberman (1994). Extreme or deviant case approach is one which helps in adding value and confidence to the results. Others include elite sampling in some types of research, such as politically important cases, where certain figures must be sampled because of their importance. Other authors, such as Goetz and LeCompte (1984), had cited a set of other sampling alternatives, one of which is comprehensive sampling which simply considers all the population, another one is reputational sampling which sample according to recommendations of important figures. However, sampling as a decision is never ripped from the natural flow of the research or its major components, and thus must take all these into consideration to be considered fit and acceptable.

“The selection of a sampling strategy must be governed by criterion of suitability. The choice of which strategy to adopt must be mindful of the purposes of the research, the time scales and constraints on the research, the methods of data collection, and the methodology of the research. The

sampling chosen must be appropriate for all of these factors if validity is to be served” (Cohen et al 2000, p 104).

In this multiple-case based research, the researcher had used purposive rather than random sampling. This seemed logical since the initial population is narrow, and a random sampling will render the work biased (Miles and Huberman, 1994). The researcher had particularly applied quota-selection, where the population was divided into subgroups, as a first stage. The different cases of part-timers were set up to reflect the differences in part-time situation. “The cases are expected to represent some population of cases” (Stake 2005, p 450). The cases, in this research, were devised according to gender (males versus females), seniority (senior that is in service for more than three years, versus less senior, that is in service for three years or less), educational standing (Master’s degree holders versus PhD holders), number of jobs held (working at one site versus working at multiple sites) and motivation behind the choice (personal choice versus forced one).

The sampling strategy was largely predetermined, however the sample size was reached throughout the fieldwork. “Samples in qualitative studies are usually not wholly prespecified, but can evolve once fieldwork begins” (Miles and Huberman 1994, p 27). An arbitrary number of participants was chosen under each of the above groupings. The number was reached at saturation that is when the researcher felt that no more new ideas were made. In total, the researcher had made 26 interviews, 23 of which with part-timers and another three with full-timers (ex-part-timers). The cases were divided as such: 14 males versus 9 females, 12 seniors versus 11 less senior participants, 12 PhD holders versus 11 Master’s holders, 18 participants forced into part-time work arrangement versus five personally choosing it, and 18 working at multiple sites versus five working at only one university. More details about the biography, views and concerns of these participants are supplied in tables 4.1 till 4.8 at the beginning of the fourth chapter. The researcher had followed up on four of these key interviews by providing the subjects with a guided diary, on which they reflected in writing. The researcher met again with the diary participants

four weeks later to discuss their views and reflections in form of reflective interviewing. There were four in-depth diaries, two filled by females and another two by males. The diary writers were Sara, Farah, Jack and Richard. Sara is single and working at one place, with a Master's degree, while Farah is a married female, with a PhD working at more than one place. Jack is male Master's holder working at different places. Richard is a male full-timer (ex-part-timer). Those were particularly chosen to reflect the diversity in the sample chosen, and since they have shown a liking for writing.

Ethics and Access

Performing the research ethically is of equal or even higher importance than conducting a trustworthy research. However, it is impossible to be absolutely positive of the ethicality of the process (Busher and Clarke, 1990). "The application of moral knowledge and wisdom then turns out to be governed as much by reflective judgment as by rule-following and the practicing of skills" (Lovlie 1993, p 76). Researchers are humans and they are prone to make mistakes, out of tactlessness, mistake, or taking things at face value (Cohen et al, 2000). In fact, researchers "need two attributes: the sensitivity to identify an ethical issue and the responsibility to feel committed to acting appropriately in regard to such issues" (Eisner and Peshkin 1990, p 244).

Not only ethics is person-based, but also culture and situation based. What might be acceptable in one setting may be considered unethical or even unacceptable in another (Busher, 2002). "The application of ethics to research is situated in and depends on how each situation is deconstructed to understand the needs of all the participants in it, including the researchers and research sponsors" (p 87). Moreover, ethical decisions entail tradeoffs between conflicting interests. Cohen et al (2000) argue that researchers need "to strike a balance between the demands placed on them as professional scientists in the pursuit of truth, and their subjects' rights and values potentially threatened by the research" (p 49). A kind of cost benefit analysis should take place, where the researchers' interests and the people's right to know are weighed against the informants' right for privacy and

confidentiality (Frankfort-Nachmias and Nachmias, 1992). “The value of the best research is not likely to outweigh injury to a person exposed. Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict” (Stake 2005, p 459).

Privacy relates to respecting the information received from participants, its usage and the place in which it was gathered (Deiner and Crandall, 1978). Confidentiality refers to protecting participants by making sure that they can not be identified by others from the information they deliver (Cohen et al, 2000).

“Confidentiality in research implies that private data identifying the subjects will not be reported. If a study involves publishing information potentially recognizable to others, the subjects need to agree to the release of identifiable information. In such cases, this should be stated explicitly in a written agreement. The protection of subjects’ privacy by changing their names and identifying features is an important issue in the reporting of interviews” (Kvale 1996, p 14).

Thus, researchers should not betray the participants by revealing information about them in public, or deceive them by being untrue regarding the purpose of their study (Cohen et al, 2000).

The researcher must also abide by the principle of informed consent, by making sure that participants are fully aware of all the details pertaining to the research study, and by giving them the right to participate, withdraw or even refrain from taking part in the study (Cohen et al, 2000). Getting approval for access might not seem problematic, especially when the research does not impose much on the participants’ time, or sometimes when the researcher is a member of the organisation where the research is withheld (Cohen et al, 2000). However, this is not always the case. Eisner (1991) explains that

“we all like the idea of informed consent, but we are less sure just who is to provide that consent, just how much consent is needed, and how we inform others so as to obtain consent when we have such a hard time predicting what we need to get consent about” (p 215).

The best way to follow before and after access is granted, is for researchers to be honest and clear regarding the study demands, obligations and time frame. Then, they will be seen as more competent and as such will get more cooperation (Bell, 1987). Lincoln (1990) even suggested substituting the principle of informed consent by ongoing discourse with participants, so that researchers and participants together can have a common say in the research. Ethical considerations arise in all kinds of research, “although much of the discussion of ethics in educational research is focused on interpretive, critical, and feminist paradigms” (Busher 2002, p 81).

In this particular study, the researcher had sought the approval of the university to access the informants at two stages. Once, when the researcher got her acceptance on her PhD proposal, and another time after two years, before she actually started her field work. On both occasions, the researcher wrote a formal letter asking for consent to do the research on university campus. Accordingly, she was invited twice to a meeting with the personnel head at that time to explain the purpose and process of her research. However, the second time was more formal and lengthy, since the approval to access the participants was retrieved only after discussing the interview schedule and the sampling procedures that will be followed. This revealed the fact that Lebanon and the Arab world in general is sceptical of research endeavours, or at least not accustomed to them.

The approval was as such granted by the Human Resource Department after all required details were given. Then, the selected subjects were contacted through telephone by retrieving their names and telephone numbers from the departments they work at. The first

contact was made over the phone, where a quick identification of the researcher and the purpose of the study was made. Then, their permission was sought to interview them for that aim. Two potential interviewees rejected to be interviewed, one on the bases that she had no time and the other gave no excuse. On the interview date, all details pertaining to the research aim, procedures and time frame were explained. Promises of confidentiality and privacy were also clearly stated, including the participants' right to voice out their opinions and objections, or even to withdraw from the research for any reason they see. The subjects were also briefed about the likely consequences of the research, and how it might highlight their situation, by putting it on the table, without giving them false promises.

Throughout the interviews, the researcher sought the approval of the subjects to tape record the interviews. She also assured them that no one will have access to these tapes but herself. The researcher was an active listener who revealed constant respect and empathy for the informants, and maintained the role of an equal to the informants, without forgetting that she might be granted information she had no way of getting as a colleague or as a fellow university educator. The researcher also kept in perspective the fact that her gender, age, social, educational and work status might influence the subjects by pushing them to say impressing rather than actual data (Seidman, 1991).

Ethical issues were always kept in perspective through all stages of the research process. Information was kept confidential to avoid any potential harm to the subjects or their future options. The information received was treated with utmost care and secrecy, never relating it to the actual identities of its owners. Fictional names were given to the participants to respect their privacy. Revealing incidents were altered to protect participants from harm that could result from identifying them. Interesting or important quotations were used only after seeking their owners' approval. The researcher was keen not to cause any intentional or unintentional harm, betrayal or deception to the subjects, always putting their best interests as her top priority.

Data Collection

Research Instruments

The decision regarding which research instrument to use is largely dependent on the kind of research previously chosen (Cohen et al, 2000). Many research tools are at the researchers' disposal to be used either alone, or more likely in different combinations with each other to help find answers to the research questions posed. Cohen et al (2000) spoke of the following major tools: interviews, questionnaires, accounts or diaries, observation, tests and personal constructs. Those that are based on preset questions, performance data and statistical analysis mainly relate to the quantitative approach (Creswell, 2003). Those based on open-ended questions, observation data and document data analysis are mainly associated with the qualitative approach (Creswell, 2003). Mixed methods employ tools from the previous two approaches, where both open and closed questions are used together, or when both statistical and text analysis are utilised in conjunction with each other (Creswell, 2003).

- The interview: is a professional conversation where people's opinions about various issues are sought by a "careful questioning and listening approach" (Kvale 1996, p 6).
- Questionnaire: is used mainly in collecting survey information. It is usually structured in form and easy to analyse, however it provides limited information and it is time consuming in terms of development (Wilson and Mclean, 1994).
- Diaries: are kept by either researchers or informants. They are written formats of different styles and purposes, always reflecting the interests and viewpoints of their creators (Hammersley and Atkinson, 1995).
- Observation: enables the researcher to access first-hand knowledge by watching events as they occur (Patton, 1990).

Interviews

Interviews are widely used in social and educational fields, for they have a series of qualities that are not provided in other research instruments as observations and questionnaires. Questionnaires can be useful when the researchers are looking for limited answers or when they are interested in the frequency of these answers (Kvale, 1996). Observations are particularly beneficial if one aims at describing events or episodes (Zelditch, 1962). However, interviews can be more helpful, especially that they can highlight interesting and new beliefs, and to check how strongly these beliefs hold by providing supporting examples and evidence (Kvale, 1996). Interviews are particularly appropriate when inner thoughts are sought or when these are hard to articulate (Keats, 2000). Interviews can also prove superior to observations in terms of their speed in retrieving information and in their power embodied in revealing the invisible (Seale, 1999). “It is as if interviewing is now part of the mass culture, so that it has actually become the most feasible mechanism for obtaining information about individuals, groups, and organizations in a society characterised by individuation, diversity, and specialized role relations” (Denzin and Lincoln 2003, p 64).

An interview can be of different types, ranging from structured to semi-structured to unstructured interviews. Semi-structured interviews are a midway between structured and unstructured interviews. They are preferred by educational researchers, since they simultaneously allow for self-expression and focus on the topic (Wragg, 2002). This is achieved by making use of prompts and probes (Morrison, 1993). The former aims at clarification of the interviewer’s questions, whereas the latter aims at clarification of the participants’ answers (Patton, 1980). “Technically, the qualitative research interview is semi structured: It is neither an open conversation nor a highly structured questionnaire. It is conducted according to an interview guide that focuses on certain themes and that may include suggested questions” (Kvale 1996, p 27). Not only are interviews of different types, but also they can be conducted via various mediums. Telephone interviewing is mainly used in survey research (Cohen et al, 2000). Other channels are the internet and the

personal or face-to-face interviews. “In education, the face-to-face interview is still the most frequent form of discourse, as both parties often want to see each other when talking about human affairs and there is some unease about the veracity of replies given via the somewhat detached medium of email” (Wragg 2002, p 145).

Any interview endeavour is made of seven stages: thematising-designing-interviewing-transcribing-analysing-verifying and reporting (Kvale 1996, p 88). Thus, any interview-based research starts long before the actual interview is conducted. The first stage starts with the setting of the key research questions which directs the interview. “The key issues of the interview concern what, why, and how: what-acquiring a preknowledge of the subject matter to be investigated; why-formulating a clear purpose for the interview; and how-being familiar with different interview techniques and deciding which to apply in the investigation” (Kvale 1996, p 126).

Designing relates to the architecture of the interview guide. The interview guide should be designed in a way to cover all themes pertaining to research questions, in specific, deep and personal manner that go beyond shallow and general descriptions (Flick, 2002). “Four criteria need to be met during the design of the interview guide and the conducting of the interview itself: nondirection, specificity, range, and the depth and personal context shown by the interviewee” (p 75). Designing also relates to the succession and frame of the interview questions where “the topics move from the more general to the more particular, and begin with the least threatening aspects” (Keats 2000, p 49). Unstructured questions could be posed first to introduce the subject (Flick, 2002) and to build rapport (Patton, 1980). Then, more structured research and literature-based questions are asked to seek answers to different research questions (Flick, 2002). One may also pose some confrontational questions to ascertain preset interviewees’ statements and to draw bold lines between these and opposing stances (Flick, 2002).

At any point in the interview, the questions should be well framed, simple, concise, clear-cut and unleading or at least leading for the purpose of revealing new and authentic data (Kvale, 1996). As to the interrogative style of the questions, the descriptive approach is preferable (Kvale, 1996). One should make sure that the interview is a by product of the main purpose, an instrument for a lively experience, a piece worthy of later analysis and discussion, and finally a bias-proof medium (Kvale, 1996). “A goal of semi-structured interviews in general is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation” (Flick 2002, p 84).

The interview encounter comes next, after piloting the interview guide, revising it maybe more than once, and after contacting interviewees and asking them to participate by phone, letter or face-to-face (Keats, 2000). The interview is more than a professional dialogue conducted for specific research purposes; rather, it is a social experience (Cohen et al, 2000). Thus, the interviewer must put the interviewees at ease, motivate them to participate and voice out their inner thoughts (Cohen et al, 2000). “There are three major phases in all interviews: the opening, the development of the main themes, and the conclusion or release” (Keats 2000, p22). The interview setting must be private, since confidential information might not be revealed unless the interviewee feels safe discussing sensitive issues (Wragg 2002, p 145).

An interview is a demanding process, not only in terms of the time it consumes to prepare the schedule and conduct the interview, but also in terms travelling time. Wragg (2002) suggested conducting fewer yet deeper interviews with key people and complementing the information needed via other tools. For all these reasons and many others, the interviewers’ skills are a major input to successful interviewing (Gordon, 1992), since they have to ensure many prerequisites and make many on-the-spot decisions. The several skills needed to conduct successful semi-structured interviews were discussed by Flick (2002).

“...the interviewer can and must decide during the interview when and in which sequence to ask which questions. Whether a question perhaps has already been answered en passant and may be left out can only be decided ad hoc. The interviewer also faces the question of if and when to inquire in greater detail and to support the interviewee in roving far afield, or when rather to return to the interview guide when the interviewee is digressing...These decisions, which can only be taken in the interview situation itself, require a high degree of sensitivity to the concrete course of the interview and the interviewee. Additionally, they require a great deal of overview of what has already been said and its relevance for the research question in the study” (p 92).

The language used to conduct the interview is the interviewee’s preferred language, which is usually the native language (Keats, 2000). This might raise the need for translation, where back-translation is the favoured option (Brislin, 1986). The interview is either video or more often tape recorded (Kvale, 1996). It is, thus, crucial to transcribe the interview that is to transform it from speech to text (Kvale, 1996). This could be a mine field for the researcher, since “interview transcriptions produce hybrids, artificial constructs that are adequate to neither the lived oral conversation nor the formal style of written texts” (Kvale 1996, p 166). Moreover, researchers must use their professional judgment in choosing one of many transcription modes, and implementing it with utmost care and honesty. Miles and Huberman (1994) confirmed that “transcription of texts can be done in many ways that will produce rather different texts” (p 9).

In this study, participants were interviewed once, except for those who participated in the diary writing. These were interviewed once again in a reflective session upon completion of the diary. The researcher has used semi-structured interviews, where the interview guide started with personal information retrieving questions and proceeded with the more research specific questions. The key research questions and their sub-objectives are the

basis for the interview guide, thus ensuring that all questions were aimed at furnishing this base and corresponding to the literature review container. Thus, the interview guide was divided into four question sets: one analogous to personal information and each of the other three sets being equated to one of the key research questions. However, the interviewing was not a linear process in all interviews. Thus, prompts were used to put the interviewee back on track, or certain feedback loops were taken to ensure that empty gaps were filled (Keats, 2000). Attention was paid to maintaining a fit between the interviewees' comfort and the research thirsty demands. Equal consideration was made to the division of the interview session to encompass an opening, a developmental stage and a relieving end. The interview guide was piloted and verified upon the joint recommendations of the interviewer and the interviewees. A sample of the interview guide could be found in Appendix A of this thesis. The pointed questions following each major numbered question in the interview guide acted as prompts or simply as reminders for the interviewer.

Diaries

The researcher had used diaries as another research tool to triangulate the interviews. "Diary methodology can be combined with other data collection methods. For example, other techniques such as focus group interviews or one-on-one interviews can add useful information to complement what is gathered from the diaries"(Hyers et al 2006, p 327). Diaries in research could be kept by the researcher, the participants or both (Morrison, 2002). Researchers' diaries increase transparency and contain original ideas. Participant diaries "are partial, and reflect the interests and perspectives of their authors" (Hammersley and Atkinson 1995, p 165). Diaries are deemed important, because they contain details that mount to a substantial lot.

"The minutia of everyday experience is not easily recalled due to transience, singular insignificance, and forgetting. This is not to say that these experiences are not important. The patterned accumulation of these

localized events may have global effects on mental health, personality, mood, and group identity” (Hyers et al 2006, p 329).

Nevertheless, diaries are not without limitations. Morrison (2002) argued that diaries result in more calculated and less spontaneous answers than those retrieved in an interview. Moreover, they are more demanding in terms of time, commitment, writing skills (Morrison, 2002) and emotional efforts where the subjects play a triple role of a participant, a researcher and an observer (Hyers et al, 2006). Diaries can also lead to false accounts to please their readers or for other reasons (Oppenheim, 1966). Thus, a series of measures should be taken to minimise these weaknesses. “The diary study can be divided into three periods: the introduction, the diary-keeping phase, and the closing session” (Hyers et al 2006, p 322). In this study, the researcher had meshed these steps with the normal flow of the interviews. The initial interview was used or at least the last part of it to seek the consent of some of the interviewees to participate in diary keeping. Instructions and details of the method and its instruments were explained, and contact numbers were exchanged (Hyers et al, 2006). During the diary-keeping phase which went on for about one month, participants were contacted on a weekly basis to resolve any misunderstandings and more importantly to check their progress. The closing session was conducted via a second interview, around four weeks after the first interview, where reflective discussions of the diaries took place.

Incentives were given to reward participation, besides the obvious ‘consciousness rising’ output of diary keeping itself (Hyers et al, 2006). “For those who are very busy, unable to make the time commitment, or uninterested in the topic, adequate incentives and accountability for regular writing might be beneficial” (p 320). To match the instrument used for diary keeping and not to affect results, the incentives were linked to the instrument favoured by the participants. For example, the participants were given the freedom to choose the medium to record their diaries. As such, a coupon was given to them, which can be used to buy a memory stick if they preferred to jot down their ideas on

a computer; a recorder if they preferred voicing out their ideas. The choice of the instrument was purposefully left open to the participants, since the researcher wanted them to express their views in the way they felt most comfortable with. Ethical issues were kept in perspective including confidentiality of records, anonymity of participants, permission for quotations (Hyers et al, 2006) and accountability for allegations (Alcoff, 1991).

A guided diary guide was used to direct participants without influencing or limiting their responses. This guide was piloted to check how much it imposed on the participants' time and was modified to result in an appropriate amount of information. The guide was primarily made of an introductory page to restate the purpose of the study, instructions regarding the diary completion, contact numbers, deadlines, plus a schedule containing some of the major questions that were already raised in the first interview session. The questions with a star beside them in the interview guide in Appendix A are the questions handed to the diary participants to reflect upon. These were particularly deemed important by the researcher, since they needed more thought and reflection than the other direct and detailed questions. Leaving them quite general and unstructured was intentional, on the basis of generating more creative ideas.

Diaries' usage did not disappoint the researcher, since they achieved their purpose to a great extent. Participants, by having more time to reflect on issues raised in the initial interviews, their entries came as a confirmation of what was already said by them or suspected by the researcher, however they out-raced the researcher by putting their realities in plain words. In general, participants were more honest, explicit, clear and reflective than initially appeared to be in their first interviews. This might be due to the fact that they came to know the researcher better and because of being given more time to reflect in writing.

Documents

Documentary research has lost a lot of its popularity with social researchers for many reasons (McCulloch, 2004). The big volumes of documents make them hard to analyse. Moreover, they seem to isolate the researchers from the real action of the world around them, without offering much about the personal lives of people (McCulloch, 2004). “The handling of documentary sources- government papers, diaries, newspapers and so on- is widely seen as the hallmark of the professional historian, whereas the sociologist has generally been identified with the use of questionnaires and interview techniques” (p 1). Moreover, they can not be considered as fool-proof for this or any other particular kind of research, since the intentional survival of some documents and the demise of others is questionable (Webb et al, 1966). The issue of biased accounts was similarly raised by McCulloch (2004).

In this research, documents were used as a back-up for the findings, rather than original data in their own sense. The researcher had studied and analysed a series of documents, such as the university’s prospectus and bylaws in order to further method triangulate.

“Even in qualitative research, texts are sometimes only important as ‘background material’ for the ‘real’ analysis. Where texts are analysed, they are often presented as ‘official’ or ‘common-sense’ versions of social phenomena, to be undercut by the underlying social phenomenon apparently found in the qualitative researcher’s analysis of her interviewees’ stories. The model is: the documents claim X, but we can show that Y is the case” (Silverman 2001, p 119).

Analysis

Analysis is a decisive step which might employ different analytical methods, depending on the purpose of the investigation and the interview material (Kvale, 1996). One might employ discourse analysis, thematic analysis, grounded theory or others. It is never early to

start analysis. “Put strongly, the ideal interview is already analysed by the time the tape recorder is turned off” (Kvale 1996, p 178). There are five approaches for analysis: “categorization, condensation, narrative structuring, deeper interpretations, and ad hoc tactics for the generation of meaning” (Kvale 1996, p181). The latter is the most frequently used by applying a combination of techniques rather than subsuming to a particular device.

Regardless of the analytical approach used, there is a potential danger of transforming the interview whole into lesser fragments (Cohen et al, 2000). A common analytical approach that is not exclusive to interviews was offered by Miles and Huberman (1994). It is comprised of the following steps:

- Affixing codes to a set of field notes drawn from observations or interviews.
- Noting reflections or other remarks in the margins
- Sorting and sifting through these materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences
- Isolating these patterns and processes, commonalities and differences, and taking them out to the field in the next wave of data collection
- Gradually elaborating a small set of generalizations that cover the consistencies discerned in the database
- Confronting those generalizations with a formalized body of knowledge in the form of constructs or theories (p 9).

Analysing documents can be accomplished in light of the positivist, interpretive or critical approach (Jupp and Norris, 1993). Different researchers might read texts differently depending on their motives and backgrounds (Bowe and Ball, 1992). There is also an emphasis on the format of the document as well as on its substance, on what is missing as well as on what is present (Fairclough, 1995). Moreover, documents should respect ethical measures. The researcher, for example, must decide whether to disclose names and places.

“If the research is for an independent study, the researcher may still feel unable to cast aspersions on present or past colleagues, or may be vulnerable to being disciplined or dismissed if he or she does so. In such a circumstance, if such documents are used to question the practices or role of the institution, the researcher may be in a very difficult position. Researchers who are members of a government department, or of a major corporation, or even of a university, if they are researching their own institution, may thereby run the risk of being stigmatised as whistle-blowers” (Fairclough 1995, p 49).

Analysing qualitative data is informed by the data itself, where the process largely remains flexible, reflective and assorted (Ely et al, 1991). “We like the fact that there is no formula” (p150). However, researchers are accountable for clearly explaining their reasons for choosing particular methods and processes (Leiblich et al, 1998). Regardless of which qualitative analytical method used, Coffey and Atkinson (1996) stress the importance of writing craftsmanship, representation skills, and reading of the works of others as crucial inputs to insightful analysis.

Thematic Analysis

Thematic analysis was mainly used in the analysis, where data is closely studied to create and recreate categories, from which themes are generated, patterns identified and differences noted (Ely et al, 1991). In thematic analysis, there is emphasis on categories from which themes generate although some might devise themes first (Ely et al, 1991). A distinction is made between units of analysis and units of coding, where the latter depend on the nature of the data and add up to the first (Boyatzis, 1998). Moreover, quotations or constructs were introduced, analysed and compared to previous work (Ely et al, 1991).

“It stands to reason that themes, social rules, and constructs/vignettes do not stand alone. They are devices that are established through analysis and offered to provide meaning, cohesion, and colour to the presentation. They serve also to counter the danger of overabstracting by anchoring the findings firmly in the field that gave rise to them” (p 154-155).

In this research, interview and diary transcripts underwent different analytical stages to reach final conclusions. Both soft and hard copies of the transcripts were utilised in the process. As a first step, each interview transcript was printed and coloured with different marker pens to indicate each section or sentence’s relevance to different KRQs as shown in Appendix B, where only a sample section of Jack’s transcript is presented for scarcity of space. The transcript’s sub-sections are coloured differently to indicate the different themes looked for. For example, red was used to indicate contexts, light green for part-time situation, pink for professional identity, yellow for teaching-related matters, blue for professional development and dark green for identity-development issues and so forth. Then, sections that were coloured similarly in all interviewees’ transcripts were copied via the computer to a distinct document that tackled one KRQ. In turn, each distinct category relating to a KRQ was further coded to indicate the relevance of its different sections to different sub-questions under each KRQ, as indicated in the Appendix B1. Thus, analysis was made in several steps after answers pertaining to each sub KRQ from all transcripts was grouped in one place. At the end of the analysis process, a long summary was included, where connections among different bits of information was made. “The result of the analysis is some type of higher level synthesis” (Tesch 1990, p 97).

Discourse Analysis

Discourse Analysis (DA) is the second level of analysis used by the researcher. According to ordinary qualitative research, variability problems are greatly overcome by looking for similarities among participants’ statements and by building on these to come up with a general pattern of the situation on hand (Gilbert and Mulkay, 1984). This was a cause for

disturbance to Gilbert and Mulkay (1984) who saw that no social researcher is expert enough to decide which of the participants' arguments are objective and which are not. They also disliked the light treatment of language in which words are taken at face value to direct attention to only one possibility.

“The difficulty with a collection of similar statements produced by participants as literally descriptive of social action is the variability in participants' statements about a particular topic. Not only do different actors tell different stories, but over an entire interview, it is often exceedingly difficult to reconstruct or summarize the views of one participant, because each actor has many different voices” (Gilbert and Mulkay 1984, p 2).

Discourse analysis looks at “language as action” and accepts its inconsistency (Wood and Kroger 2000, p 11). Wooffitt (2005) explained that DA, the name assigned by Gilbert and Mulkay to their designated analytical method, was not a fine choice, since two other analytical methods already had the same naming by that time. One was based on linguistics and sociolinguistics while the other served to show the political agenda underlying ordinary talk and text (Wooffitt, 2005). The latter method was related to the work of Michel Foucault (Wooffitt, 2005).

Confusion built up in the field during the nineties when “discourse analytic work began to take on a more specialized character as researchers tended to focus on either the study of factual accounts, or discursive psychology or more critical forms of discourse analysis. And there were clear tensions between the broad goals of these strands of discourse analysis” (Wooffitt 2005, p 90). The understanding of DA is further blurred, since DA shares some similarities with other approaches that use language as their playing field, such as conversation analysis and critical discourse analysis. The former concentrates on “speech production and turn-taking organization” while the latter is politically-driven

(Wooffitt 2005, p 13). DA, however, remains less data-contained, since it makes reference to features beyond the text (Antaki, 2007).

Discourse Analysis, as it relates to the researcher's purpose, was devised to take into account the deficiencies residing in qualitative research analysis. Talja (1999) argued that under ordinary approaches "summary solutions are problematic, because consistency is an achievement of the researcher, rather than a feature of the participant's discourse, and the context-dependent nature and cultural logic of the answers are missed" (p 4). Discourse analysis thus highlights the relation between text and context, by viewing language as a form of social interaction (Gee, 2005). Halliday (1978) argued that any account of the world is tightly embedded in the background circumstances which led to its construction. To have a better understanding of a text, researchers are urged under DA to look for variables that affected its production in the first place. These might be culture, context, personality traits, motivation, biography, career track and/or social relations (Gilbert and Mulkay, 1984). Thus, DA analysis is based on the variability rather than the consistency of interpretations. It tries to reveal integral but hidden starting positions on which an argument is based (Parker, 1992).

There are no specific guidelines or a detailed road map to follow when doing DA. "Potter and Wetherell liken the process of analysis to the performance of a craft skill which relies on the development of largely tacit experience" (Wooffitt 2005, p 43). One can highlight the linguistic features of the text, identify major repertoires or relate what is said to its context. Even one can use a mix of these approaches in one study (Antaki, 2007). Potter and Wetherell (1987) introduced a 10 phases-procedure that could serve as a general guideline for conducting DA without being in any way binding. The process starts with the formulation of KRQ and the choice of sample. Then, one proceeds to the collection of records, conducting of interviews and the transcription of these interviews. Provisional qualitative coding comes next to spot any particular variability or consistency. Then analysis takes place where there is no abiding formula. One, however, should be always

alert to the background reasons that led to the production of the text. Then, one should go over the analytical process again or simply search harder to spot any particular repertoires or discourses. Validation follows to check how the acknowledged discourses serve in making better sense of the data. Bondarouk and Ruel (2004) argued that “the value of the findings and conclusions is anchored in the intersubjective validity that means the endless openness and interchange between different types of data, participants’ and researchers’ interventions, interpretations and explanations, and diverse levels of analysis” (p 6). Last, one should write down the analysis in an open and honest way especially with respect to the ways one’s argument was built.

Discourse is meaningless if taken in isolation. One should always relate it to the context that led to its commencement (Van Dijk, 1997). Bondarouk and Ruel (2004) argued that “the spoken or written discourse always lag behind what one wants to say, and if you are to understand what was said, you have to derive it from the inner speech lurking behind it” (p 2). The aim of using DA in this research is based on the fact the individuals’ attitudes and identities are not as inert and naive as it is assumed in common qualitative analytical procedures. Individuals change their discourses according to the social context in which they are present (Potter and Wetherell, 1987). DA can highlight these variations in discourses, and thus give a more realistic picture of these identities (Talja, 1999). Any resulting inconsistency or peculiarity exposed in the data is explained and justified (Lee, 1999). Furthermore, revealing variations in discourses gains more importance, since it opens doors for figuring out possibilities, implications and problems caused by these discourses (Potter and Wetherell, 1987).

Discourse Analysis had been particularly chosen to analyse the data retrieved through interviews and diaries for more than one reason. First, DA has been related to identity studies. People in the same position, might entail different discourses depending on their personal characteristics (Wodak and Meyer, 2001). Second, DA seems appropriate in this research, since both case-based studies and discourse analysis entail a serious consideration

of the context of the study. “The case to be studied is a complex entity located in a milieu or situation embedded in a number of contexts or backgrounds. Historical context is almost always of interest, but so are cultural and physical contexts. Other contexts often of interest are the social, economic, political, and aesthetic” (Stake 2005, p 449). Third, DA seems particularly beneficial in a high context culture, such as the Arab world (Deresky, 2003). One has to read between the lines and look for the meaning under the sentences, for Arabs often do not mean what they say, or say things that they do not really mean. To understand the intensity of their emotions and the reality of their thoughts, one has to consider the background contexts and the underlying reasons behind their discourses.

Each transcript had to be dealt with individually as a first step, as revealed in Appendix B. Left margins of the transcripts were used to indicate the page number and the note spotted, example ‘1a’ refers to page ‘1’ of the interview transcript and ‘a’ refers to the note. Then on the back of the interview transcript, explanation of the ‘1a’ note is made, as is shown in Appendix B2. The reason why analysis was not done directly in the margins is because the transcripts were used twice for thematic and discourse analysis purposes, so the researcher avoided jamming the papers with coding and analytical notes.

Choice of words was conceived to be a probable indicator of something important. Special attention was given to anything that seemed to lurk in the background, particularly socio-cultural, eco-political, and financial contexts. Implicit factors such as time, age and gender were also spotted to make better sense of positions. Careful comparison of finished and unfinished statements throughout each interview was made to inspect any prevailing themes, confirmations, repetitions, contradictions or negations. Invisible forces such as culture and power relations were highlighted, since these are the hardest to be spoken of explicitly. Influence of the interviewer and the place where the interview was conducted were also kept in perspective. Themes that were highlighted, revisited, detailed or first came to the mind of the interviewees seemed to be especially important to them, and thus were given greater attention.

Recollection of the interview moments was needed in order to better understand the character, by remembering the voice, the pitch, the clothes, the accent, and the set up. Making use of the research diary and an investigation of the researcher's impressions while transcribing provided useful hints. Moreover, a visit to the original recordings of the interviews was sometimes made to make better sense of the situation. A lot of effort was needed in terms of memory, recollection, concentration, mental and analytical abilities. Double stands had to be taken at once, that of the insider walking the walk and that of the outsider observing and trying to make sense of it all.

As such the meaning was sometimes embedded in a word, a sentence, a paragraph or even a whole transcript, document or diary. In many circumstances, these embedded different possible interpretations. All of this had to be recorded, so that later on it could be further checked and scrutinised. The outcome of the analysis would settle on one or more possible meanings that had proven to be common, viable and verifiable in a process ensuring the validity of the work. Issues already revealed through thematic analysis and new ones had emerged to provide a fresher view of the data, and to provide through the two levels of analysis a joint complete analytical work.

Thematic and discourse analysis are not the only ways of analysis that can be used, since researchers might make different uses and categories of the data, and even apply different analytical methods simultaneously (Coffey and Atkinson, 1996). "It is impossible, however, to write up everything several times over, from different analytic angles and at different levels" (p 117). Narratives, for example, have been closely linked with the exploration of identities; however, they must employ smaller samples since the wealth of information they retrieve is overwhelming (Leiblich et al, 1998). Moreover, narratives usually are more related to grounded theory where no prior research questions or hypothesis exist (Glaser and Strauss, 1967).

Finally, verifying relates to establishing the generalisability, reliability and validity of the interview findings (Kvale, 1996). These can not be cornered in one step of the investigation; rather, they should be tackled at every step of the research. Reporting does not aim solely at reflecting the points of views of the respondents' and the accompanying explanations of the researcher, but this is all done in a chosen rhetoric that is itself socially revealing (Kvale, 1996). There is no universal style of reporting, since the choice often depends on the interview type (Cohen et al, 2000). The report should also convey details about the methods used, which help in enforcing the trustworthiness of the results (Kvale, 1996).

Chapter Four: Presentation and Analysis of Data by Thematic Analysis

This study focuses on the professional identities of part-time instructors teaching at one Lebanese university, the American Oriental University (AOU). For the purpose, the study investigated major professional aspects of their lives, mainly their part-time work conditions and their professional development practices. Thus, some work and non-work forces are tackled to highlight those part-timers' work lives and to give a better understanding of their experiences. The key research questions and their sub-objectives aimed to be answered are the following:

- 1- To examine the situation of part-time instructors teaching at a Lebanese university.
 - a. Who is interested in part-time work?
 - b. What are the drawbacks of part-time work?
 - c. How do part-timers think of their professionalism?
 - d. How do part-timers compare themselves to their full-time colleagues?
- 2- To explore the professional identities of Lebanese part-time higher education instructors.
 - a. How do part-timers identify or label themselves?
 - b. What are the main factors influencing their identity formation?
 - c. How satisfied are they in terms of their part-time work status?
 - d. What are the major functions performed by part-timers?
- 3- To investigate the professional development practices used by those part-timers.
 - a. What are the major routes followed to pursue their professional development?
 - b. What are the major impacting forces on their development?
 - c. What are the interrelations between their identities and development practices?

To answer these key research questions, a sample of 26 instructors was interviewed in total, 23 of which are part-timers and the rest are full-timers (ex-part-timers). Moreover, four diaries were completed by four of the interviewees and later discussed with them for the same purpose. Three of these diaries were filled by part-timers (Jack, Farah and Sara) and one by a full-timer (Richard). The diary participants were indicated by a star following their names in the biographic tables. In addition, some university documents were checked to give a more objective analysis and to draw a more complete picture. A variety of documents published by the university and other outside entities were studied, but those relating to personnel affairs and contracts were specifically useful, such as full-time and part-time contracts and *Nizam Al-Haia Al-Academia* which stands for the University Bylaws Relating to Faculty Members.

The sample of interviewees was cautiously chosen to represent the wider population of part-timers teaching at the AOU. Fictional names were picked up for the participants to hide their identity and to respect their confidentiality. Both Arabic and Western names were chosen for the interviewees, revealing the religious diversity present in the country. The sample was varied in terms of the profile of its participants to reveal the diversity present in the part-time workforce present at the University. The sample is comprised of five cases: 14 males versus 9 females, 12 PhD holders versus 11 Master holders, 12 senior part-timers versus 11 newly recruits (part-timers for more than three years versus part-timers for three years or less), 18 part-timers working at multiple sites versus five working at the University only, and finally 18 forced into part-time work versus five who have picked it up as a personal choice. Moreover, three full-timers were interviewed, two of which are females and one male. In-case as well as cross-case analysis are made whenever possible. The participants often fit into more than one case, for example one could be male and a PhD holder or male and a Master's holder, thus clear cut distinctions among cases is not always possible due to their simultaneous memberships in different cases. One case could be easily pervaded by other characteristics making precise conclusions illogical (Leathwood, 2005).

Biographic Details of Participants

In the following pages, the first three tables are set to reveal the basic biographical data pertaining to the participants that is their gender, age, seniority, academic standing, institutional status and the reason behind their part-time choice. Another five tables are given to show the division of the five groupings of participants, along with some of the participants' concerns and feelings regarding a variety of issues. These are mainly displayed to enable the readers to get a better grasp of the participants' backgrounds and views. All the materials displayed in these last five tables are retrieved from the participants themselves while interviewing them.

TABLE 4.1- Biographic Data of Female Part-time Participants

	Age	Educational Standing	Years of Seniority	Institutional Status	Personal vs. Forced Choice
Sara*	Mid 20s	Masters	3 years	Part-timer at 1 university only	Currently pursuing her PhD, in the hope of becoming a full timer, since she enjoys teaching a lot.
Lara	Mid 40s	Masters	11 years	Part-timer at 1 university & full-timer at a school	Lara greatly enjoys her work at the school, so she does not really mind being a part-timer
Nour	Early 40s	Masters	3 years	Part-timer at 1 university	Nour accepts her part-time status, since she did not receive her PhD yet
Dina	Late 20s	Masters	7 years	Part-timer at the university & full-timer at 1 school	Dina feels luckier than her part-time colleagues, since she has a secure job at the school
Monia	Early 30s	PhD	2 years	Part-timer at 3 different universities	Monia greatly values seniority, i.e why she is looking forward to become tenure.
Lolwa	Late 40s	PhD	7 years	Part-timer at 2 universities & 1 school	Lolwa is looking for more stability in her career, thus hoping to become tenure.
Denise	Early 30s	PhD	2 years	Part-timer at 3 different universities	Denise is eagerly looking for a full-time job.
Farah*	Early 40s	PhD	3 years	Part-timer at 2 universities	Part-time is a choice for Farah, since she has family obligations.
Magda	Late 30s	PhD	5 years	Part-timer at 2 universities	Magda is stressed out from the working conditions of part-time.

TABLE 4.2- Biographic Data of Male Part-time Participants

	Age	Educational Standing	Years of Seniority	Institutional Status	Personal vs. Forced Choice
George	Mid 40s	PhD	3 years	Part-timer at 3 different universities	Prefers to work on full-time basis
Michel	Early 70s	PhD	4 years	Part-timer at 1 university only	Forced into part-time because of elderly age
Hadi	Late 20s	PhD	1.5 years	Part-timer at 3 universities and 1 school	Prefers to become a full-timer one day. Hadi believes that hard work could be tolerated as long as one is still young & fresh on the job.
Freddie	Late 20s	PhD	2.5 years	Part-timer at 4 universities	Part-time is not his preferred option, but he is unsure of whether he will continue in the academic domain or take over his family business.
Anthony	Late 20s	PhD	3 years	Part-timer at 1 university	Anthony is dissatisfied, because he feels he is unappreciated, thus he decided to leave the country.
Fadi	Early 60s	PhD	19 years	Part-timer at the university and full-timer at a public school	Part-time is a choice for Fadi.
Danny	Mid 30s	PhD	1 year	Part-timer at 3 different universities	Danny believes that full-time is a priority for any junior standing academic.
Elias	Mid 30s	Masters	10 years	Part-timer at 2 universities & has his own work	Forced into part-time because PhD is demanded for tenure
Samir	Early 30s	Masters	4 years	Part-timer at 1 university only	Currently working on his PhD for the hope of becoming a full-timer
Ziad	Late 30s	Masters	5 years	Part-timer at the university and has his own business	Ziad appreciates the diversity of experiences brought from working in different contexts.
Roger	Mid 30s	Masters	7 years	Part-timer at the university and full-timer at a public institution	Roger prefers practicing his own profession rather than teaching it
Serge	Early 30s	Masters	3 years	Part-timer at 1 university & 1 college & has his own office	Part-timer is not bothering Serge, since he enjoys practicing his own profession a lot.
Nabil	Early 40s	Masters	1 year	Part-timer at 1 university & part-timer at another job	Nabil believes it is impossible for him to become a full-timer at a Lebanese university without a PhD, i.e. why he is considering pursuing one.
Jack	Early 50s	Masters	2 years	Part-timer at 3 universities	Newcomer to the academy after long years of experience in the non-academic domain. Part-time is forced.

TABLE 4.3- Biographic Data of Full-time (ex-part-time) Participants

	Sex	Age	Educational Standing	Institutional Status	Perceived Reason for Promotion
Maria	Female	Early 40s	PhD	Served 4 years as part-timer. Now, full-timer for the 3 rd year	Maria believes that hard work and commitment are the main reasons behind her promotion.
Sasha	Female	Mid 30s	PhD	Served 3 years as part-time. Now, full-timer for the 4 th year	Sasha believes that a vacancy and hard work are the main reasons behind her promotion.
Richard*	Male	Early 30s	Masters	Served 2 years as part-timer. Now, full-timer for 2 nd year	Richard believes that the need for his major was the preliminary reason behind his promotion.

TABLE 4.4-Gender's Impact on Participants' Views regarding their Work

	Participants	Gender's Impact on Participants' Views regarding their Professional Work
Females	1. Sara	Being single, she has more time in pursuing her studies and work.
	2.Monia	Monia believes that she can spare longer time for the university as long as she is single.
	3.Farah	She fully accepts society's view that her utmost priority should be her kids.
	4.Lara	Lara mentioned that she might change careers and priorities when her child finishes his school years.
	5. Lolwa	Family comes first, so she arranged her study and work schedules to fit her family demands.
	6.Nour	Nour's work load was limited because she had a little girl.
	7.Dina	Young and single, her work habits were less impacted by society's perceptions.
	8.Denise	Denise knew well that her work opportunities were limited in an Arab society.
	9. Magda	Benefits are highly valued due to her role as married and future mother
Males	1. George	No perceived impact of gender on his work habits or schedules.
	2. Michel	As an elderly man, age was more prominent than his gender.
	3.Elias	Participated willingly in raising his kid and supporting his wife in her studies with no regard for society's beliefs.
	4. Samir	Samir is annoyed, since he is the part-timer and his wife is the full-timer in a society which believes in the opposite.
	5. Hadi	Hadi works very hard to support his family, because he believes that this a core responsibility of the man in the family.
	6. Serge	Same as with Hadi.
	7.Freddie	Being single, Freddie believes that he has more freedom to pursue his dreams and change careers.
	8. Anthony	No visible impact of gender on Anthony's choices.
	9. Nabil	Do not seem to be highly impacted by his gender.
	10.Jack	Same as Nabil
	11. Fadi	Worked hard to support educational demands of his large family, because he believes that this is his main responsibility.
	12.Roger	Roger believes that women work, primarily because of financial needs.
	13.Ziad	No visible impact of gender on Ziad's choices.
	14. Danny	No particular impact of gender.

TABLE 4.5- Participants' Main Concerns regarding their work at one/multiple sites

	Participants	Participants' Main Concerns regarding their work at one/multiple sites
Participants working at one site	1. Michel	Being retired, Michel is satisfied that at least he has something to do, but feels he has more capacity to give.
	2. Samir	He is not bothered, since he has his hands full just working on his PhD and teaching at one place, but the money is sometimes tight.
	3. Sara	Sara is not ready to meet new people and start from scratch in another place, which she might not like.
	4. Nour	She is happy to be at 2.00 p.m with her kid at home, but she is afraid she is missing some work opportunities.
	5. Anthony	He feels bad, since he is dependent financially on family under the circumstances.
Participants working at multiple sites	1. George	George is concerned, since it is very difficult for him to pursue any research project under the intensity of his work load at multiple places.
	2. Elias	Elias would prefer to spare all his time for the academy, but can't given life's financial demands.
	3. Hadi	Hadi is concerned that his energy would dwindle with time and age.
	4. Serge	Serge is concerned over the lack of ethical practices in the work place.
	5. Freddie	Freddie feels that his work practices are becoming more commercial rather than professional.
	6. Monia	Monia works at different places to keep up with her living demands.
	7. Jack	Jack is wrecked from his work load and the coping efforts he has to exert to adapt to different work cultures.
	8. Nabil	As a newcomer, Nabil shows acceptance for his situation, although not sure if he will stay satisfied for long.
	9. Fadi	Fadi has to make up his mind soon about which institution he should spare more time to.
	10. Farah	Farah can control her work load according to her personal agenda, a thing that gives her comfort.
	11. Danny	Danny thinks that working at different places is neither healthy to him nor to his career.
	12. Lolwa	Lolwa seeks more stability at one place.
	13. Dina	Dina feels confident of her ability to control her career moves to a certain extent.
	14. Denise	Commuting on roads is impacting Denise both physically and mentally.
	15. Ziad	Ziad appreciates the diversity of work experiences in his life.
	16. Roger	Roger appreciates the combination of theory and practice in his work, but does not like work when it turns stressful.
	17. Magda	Magda is angry at the government, since it is the major reason behind her unhappiness at the workplace.
	18. Lara	Lara does not mind to stop working at multiple places, but it is a luxury that she can not afford at the moment.

TABLE 4.6- Participants' Feelings about their Part-time Work Choice

	Participants	Participants' feelings about their part-time work choice
Participants who opted for part-time work arrangement	1.Serge	Part-time work is welcomed by Serge, given the scarcity of work in Lebanon.
	2. Fadi	Fadi feels O.K. with his decision, since he has commitments somewhere else.
	3.Farah	Farah is convinced with her decision more than any other participant.
	4.Lara	Lara is satisfied, because she understands that the university can not offer more. Simultaneously, she is pursuing her more favorite full-time job at another school.
	5.Roger	Roger likes to stay in touch with the university's life, besides his favourite practical work.
Participants who were forced into part-time work arrangement	1. Michel	Michel accepts part-time work, believing that the university can not offer him more
	2.George	Looking forward to change of status, but knows that these promotions usually take time.
	3.Samir	Looking forward to finish his PhD, so that he possess higher qualifications to demand a change of status.
	4.Elias	Elias believes that the system is inequitable, but stated that he will never demand a promotion.
	5.Hadi	Hadi would like to become a full-timer one day, but would prefer to be given one option rather than many to make the decision easier for him.
	6.Sara	Sara thinks that with time and age her dissatisfaction with part-time work will grow bigger.
	7.Freddie	Freddie thinks that full-time work carries stability and with stability comes complacency, however, he is not satisfied at all with part-time work conditions.
	8.Monica	Monica believes that with her capacities, she definitely deserves more.
	9.Nabil	Nabil is ready to do whatever it takes to become a full-timer, including pursuing a PhD.
	10.Jack	Jack is ready to drop everything for the sake of becoming a full-timer.
	11.Danny	Part-time work is a start for Danny and not an end.
	12.Lolwa	Sometime in the near future, Lolwa thinks that a change in status is needed for her career.
	13.Nour	Nour does not like her status, but she accepts it for the time being.
	14.Dina	Dina is waiting the right time to make a move.
	15.Denise	Denise states that it can be equally unstable in the academy both inside and outside Lebanon, a major drawback for her.
	16.Ziad	Ziad's financial situation does not depend on his part-time work, that is why he is more accepting for it.
	17.Anthony	Part-time work could drag on for so long without any hope of any kind, a frustrating feeling.
	18. Magda	Magda does not accept the part-time work conditions.

TABLE 4.7- Participants' Perceptions regarding Part-time Work over the Years

	Participants	Participants' perceptions regarding part-time work over the years
Part-timers for three years or less	1. George	O.K. in the beginning, but not anymore after three years.
	2. Hadi	Still not much of a bother after one year and a half.
	3. Sara	Deep liking for the university rather than part-time work conditions.
	4. Freddie	Freddie knows too well it is not a career.
	5. Monia	The summers are particularly unbearable without any income.
	6. Nabil	Still in the trial phase after only one year.
	7. Jack	Trapped between his love for the job and resentment for part-time work conditions with no other options.
	8. Farah	Something to do besides her main mission as a mother and a housewife.
	9. Danny	Aware of the difficulties.
	10. Nour	Acceptance for the situation.
	11. Denise	Unsatisfied and angry since the very beginning.
	12. Anthony	A journey to nowhere.
Part-timers for more than three years	1. Michel	Believes that he is not entitled for more.
	2. Samir	Looking for a brighter future, when he finishes his PhD.
	3. Elias	Unfair situation, but not willing to demand a change in his situation.
	4. Serge	Lucky to have the opportunity.
	5. Fadi	His loyalty to the institution and his other stable job makes Fadi a special case.
	6. Lara	Something to support her financially besides her full-time job.
	7. Lolwa	Waited long but believes it is time for a change.
	8. Dina	Luckier than her colleagues since she has another stable job, but knows that it is stressful for them.
	9. Ziad	It is a source of variety in his life.
	10. Roger	Roger's real career is not in the academy
	11. Magda	Angry at the part-time work conditions.

TABLE 4.8- Country where Participants Received their Highest Academic Degree

	Participants	Country where participants received their highest academic degree
PhD Holders	1. Michel	U.S.A
	2. George	U.S.A
	3. Hadi	France
	4. Freddie	U.S.A
	5. Monia	U.K (PhD and Post Doc)
	6. Fadi	Lebanon
	7.Danny	U.K
	8.Lolwa	Lebanon
	9.Farah	France
	10.Denise	U.S.A(Post Doc), France (PhD)
	11. Magda	France
	12. Anthony	U.K
Masters Holders	1. Samir	Currently pursuing his PhD part-time in France
	2.Elias	Lebanon
	3. Serge	France
	4. Sara	Currently pursuing her PhD in Strasburg
	5. Nabil	U.S.A
	6. Jack	U.S.A
	7. Lara	Lebanon
	8. Nour	U.S.A
	9. Dina	Lebanon
	10.Ziad	U.S.A
	11. Roger	Lebanon

Investigating Part-time Situation

In answering the first key research question relating to part-timers' situation, part-time does not seem to be a personal choice for most participants in this study. This is revealed in the large number of participants who were forced into part-time relative to the few ones who joined the part-time workforce willingly. "Any part-timer is a part-timer because he could not get a full-time position", (Danny, 14050705). (The previous reference indicates that this statement is made by Danny while interviewing him on the 14th of May, 2007, and taken from his interview transcript page five. Similar referencing would be used with all other interviewees' quotations). This statement made by Danny reflects the opinions of a majority of the participants, and not only males and PhD holders. Part-timers seemed to have an external locus of control, where making their choices, changing their status, making any major decision regarding their future or present state seems to be bound by external forces beyond their control (Heery and Salmon, 2000). It is either the university, the administration, the political or economic dilemmas or any other unwelcome event in one's environment.

The never-ending list of disadvantages proposed by almost all the participants in this study, in comparison with the few advantages posed by no more than six out of 26 participants, comprised mainly of new recruits and those that have another high-priority job is an indication of the part-time work 'blues'. In the following pages, the few advantages of part-time work are highlighted first, and then extensive discussion of part-time work drawbacks is made, always as perceived by participants themselves. Other related factors to part-timers' work is tackled later, mainly dealing with their performance, their professionalism and their state relative to full-timers. The section is terminated by a concluding section, where observations about individual cases are made as well as some cross-case analysis is presented whenever possible. The reason why in-case as well as cross-case analysis are not always made lies in the fact that the nature of the information sought renders such comparison often impossible. Particular participants' attributes and profiles are permeated by different factors, rendering clear-cut distinctions inaccurate as well as irrational (Leathwood, 2005). This shortcoming resulting mainly from the nature of

the data rather than from research decisions is compensated by rich and thick descriptions of the individual participants and their cases as scattered, individualistic and real as they really are in their actual contexts.

Part-time Teaching Advantages and Drawbacks

Part-time to new recruits and to those pursuing another profession meant more freedom, less routine, no involvement in university administrative work, more diversification and security in their work lives. “At least, I’m not putting all my eggs in one basket” (Ziad, 05060703). It also added flavour to one’s life in terms of meeting new people, dealing with young students, and being in a nice academic environment where one can stay up-to-date by making use of university facilities. Three out of the new recruits, mainly those who have been working part-time for one year or so, showed more tolerance for the situation than others, capitalising on its advantages and citing that it is a period of exploration to see whether they like it or not. Hadi, who teaches at more than one university, explained that it gave him more experience by being able to compare different universities’ systems and cultures, and by supporting his curriculum vitae with multiple work experiences. Part-time drawbacks are lessened with working spouses who share the responsibilities and finances, as explained by Elias and Samir. A remarkable advantage of part-time is that ‘it is better than being unemployed’ as Nabil mentioned.

The drawbacks of part-time work do not have equal weights for different instructors. This is due to the fact the part-timers are not a homogeneous group with similar personalities, backgrounds, qualifications and priorities. This concurs with Anderson and Williams (2001) who believe that because “there is no unified subject, grand theories which attempt to explain, provide the ‘truth’ ...are inadequate” (p 7). Each participant sees part-time from a different angle and thus magnifies certain drawbacks more than others. The lack of benefits, for example, seemed less bothering for Sara, Roger, Danny and Freddie since they are young instructors with no family obligations. Whereas Anthony, Sara and Nour, teaching at one university, talked about the amount of stress caused by the insufficiency of

money, and the dependency of their life on what happens in one place over which they had little control. On the other hand, eight out of 18 participants who worked in more than one university talked about exhaustion from travelling and commuting back and forth between different sites.

The main drawbacks of part-time work could be summed in different categories. Some of which are the lack of benefits, insufficient salaries, instability, insecurity, stress, and the lack of growth opportunities. The effect of all the previous drawbacks on part-timers' professional and personal lives render these less satisfying. Part-timers are entitled to no benefits whatsoever, but what seemed mostly annoying is the absence of medical insurance and retirement plans. "Now I'm 30 and I have been a part-timer for two years. This might go on for a few more years. Can you imagine what would be my retirement pension if I became a full-timer at the age of forty? Negligible!" (Denise, 14060708). Insufficient salaries are another shortcoming of part-time work. No mentionable increase in the rate per hour has been noticed and the fact that one spends the whole summer and between semesters without pay makes one's savings thin. This problem aggravates for those who teach at one place only, as five out of 23 participants stressed.

"In the summer, full-timers are paid extra for the courses they give, so they really hang on to them, so we end up teaching no courses in the summer, and I have my car loan and phone bill to pay, so no matter how good I am in my savings, money becomes really tight" (Monia, 09050705).

This concurs with Burchell's arguments (1994) that part-timers are more attentive to their spending behaviours. Moreover, seven out of 23 part-timers complained about their work instability in terms of schedules, courses given and incomes from one semester to another. "Life is volatile and fluctuating, you have to take five or six courses to end up with four or so, because students might not register for a certain course offered and it tends to be cancelled last minute" (Jack, 18060701). The lack of security comes from different

sources, mainly from the lack of guarantees of continuity, absence of all kinds of insurances, and subjectivity to external pressures, especially those posed by people in power as mentioned by nine out of 23 participants. “I should maintain very good relations with everyone, and sometime act unlike I am to keep my job. If any person is not satisfied with me, I will be out” (Sara’s diary, 30050704).

Stress is another major shortcoming, where anxiety seems to compile because of the lack of security and stability, anticipation of what could happen in the future, and physical and mental exhaustion. The renewal of contract every four months is a remarkable source of stress, as if the administration is slicing one’s life, giving it a beginning and an end. “The beginning of every semester is horrendous, because you don’t know who you are until last minute”, (Nour, 11050703). Likewise, Nolan et al (2000) argued that “ambiguity, or lack of situational clarity, can decrease a person’s feelings of control and increase feelings of helplessness” (p185). This scenario is repeated every semester and the trauma of living it drags on for years, which intensifies the stress even further (Lazarus and Folkman, 1984).

The conditions of part-time work affect different aspects of one’s personal life as directly contemplated by seven out of 23 participants. Both real and emotional consequences of work dilemmas could spill over on personal and family life (Kanter, 1977). Part-time instructors are not able to get a loan, to buy a car, house, or even a computer, because there is an absence of a long-term contract to insure for the bank that the demander of the loan can repay it. Since part-timers are not insured, one participant postponed having a baby because she had to be insured with the company ten months before pregnancy takes place, as Magda explained. A simple paper needed for routine administrative work is hard to get when one is a part-timer. “I just need this paper stating that I have work here, and I’m going to France and coming back to pursue my duties. I need it to retrieve a visa and nothing else, but because my contract ends three weeks from now, the human resource said no we can’t do this for you”(Denise, 14060707).

Part-time instructors have enough to deal with when working solely at one place, this becomes more complicated when they have to work at more than one, as extensively detailed by Jack, Denise, Magda and Maria. They have to adapt themselves to different cultures, systems and politics. This is specifically evident with those who are forced to collect a living by working in multiple institutions, some of which are less respectable, others do not pay promptly, and still others have less serious students. This pressure is paramount for those who work in private and public universities, simultaneously. The governmental sector has too many problems and the situation of the public university is nothing but a manifestation of these problems.

“I am forced to work in the private universities, because in the public one they pay us after two or three years for work done this year. I work according to a contract known as contract of *musalah*, which is really nothing, it is oral. I have taught in these past two years more than 2500 students, without a paper to say that I’m existent. I have no right to sign. I correct the exams and somebody else gets paid for that. You ask me why I accept that, I tell you there are many others doing the same thing” (Magda, 21060703).

Full-timers have a priority in choosing the courses they like to give. Moreover, they have a certain number of courses they are obliged to teach per semester, each according to his or her rank. For example, full-time instructors and lecturers are obliged to give four courses per semester. Accordingly, courses are first assigned to full-timers to insure that their loads are filled. If not so many courses are offered, part-timers in many cases end up giving no courses at all, and thus do not get paid. Moreover, full-timers have the privilege of choosing the courses they like to teach, so again part-timers end up giving leftover courses that full-timers have no appetite to teach. Participants satisfied themselves by giving courses not in their direct major, so that demanded extra preparation. Or if there were another full-timer with the same major as that held by the part-timer, that part-timer ends

giving introductory courses that are not stimulating for the brain, whereby they felt that no full use of their potential or capacity has been made. “I want to teach a decent course, a course I can design. It is like someone who can teach Math for secondary students and now is teaching KGs (*kindergarten*). Maybe if I teach courses within my major , I would be more happy, I would be willing to calm down and put the issue at the end of my mind, and say full-time is gonna come, gonna come” (Monia, 09050705).

Part-time in some cases is a misnomer, because one actually ends up with less time, not more of it, especially when a lot of time is poorly spent commuting on roads between campuses, given irregular programs, bad weather, traffic jams, expensive fuel, and crushed bridges after July war, 2006 as complained by nine out of 23 participants. For the purpose, Freddie called himself a peddler, whereas Danny thought of himself a taxi-driver. Even some of those teaching at one university complained about spending time between courses, doing less productive activities in time that could be better invested. Another major drawback of part-time work is the lack of growth opportunities. Seniority and promotion do not move in parallel, since the years spent in part-time work are not counted in the ladder of promotions as complained by six out of 23 participants.

Research endeavours that are the hallmarks of the career growth of any academician are almost absent, since the university does not provide any funds to support research initiated by part-timers, as clarified by five participants. These have to finance any research activity with their own money, which is hard to do given their uneven incomes. Moreover, the time lost commuting on roads produces physical exhaustion and lack of concentration which renders any research activity even more difficult, as explained by Maria, Michel, George, Freddie and Denise. Not to forget the bigger loads they have to teach in order to compensate for the absence of benefits and the instability of income, as explained by Denise.

There is a general feeling of disdain among part-timers, as emphasised by Lolwa, Nour, Denise and Magda. They believe they are not well-heard by middle and upper management. They are not allowed to be members in any university committee, where there is a chance for them to voice their ideas and suggestions. This invisibility is mainly mentioned by females, rather than males, probably since these latter face no inferiority dilemmas in a greatly masculine society (Deresky, 2003).

Part-timers are not allowed any private offices, where they can lock their private belongings, or concentrate on any piece of work. Some of them even used faculty lounges for preparation and rest. On a more serious level, they felt scattered between places and lost because of lack of belonging. Participants unable to identify with their university suffer insecurity and low self-esteem (Hogg and Mullin, 1999). This in turn leads to a lack of loyalty, which is very harmful both to part-timers themselves and to the university, in an era where the importance of internal marketing is gaining much weight especially in service sectors such as education (Armstrong and Kotler, 2005). “Part-timers are like travelling birds, which do not build nests nor give births here” (Fadi, 15050705).

Part-time work and Performance

Evidence from the participants in this study does not indicate that the drawbacks of part-time work affect performance negatively. Lolwa and Jack mentioned that being in a part-time situation pushes them to do their best, since they have to prove themselves repeatedly. They are full of ideas, since they are in constant search for stability. Lolwa even cited that part-time situation gave her more ability to adapt to changing circumstances. However, people’s energies could dwindle with time, especially if they are not well appreciated or their chances of getting tenured shrink. Lingering feelings of anxiety could tire individuals as their ability to handle their situation dwindles over time (Lazarus and Folkman, 1984).

“The bitterness that part-timers feel could affect their performance, even if they do not admit it. If one is driving for two hours between campuses, with

the best intentions, he will arrive exhausted and frustrated, or if he works in just one place and is not making enough money he will feel demotivated” (Michel, 02050706).

Roger believed that one can give better if he is satisfied and well paid. Moreover, nine out of 23 participants indicated that their insecure state is leading to stress and psychological costs. This confirms with Heery and Salmon (2000). In turn, this translates to anxiety, depression, a feeling of worthlessness, a lower self-esteem, and dissatisfaction with one’s circumstances (Warr, 1987). The impact of these negative feelings on performance should not be underestimated. Part-timers when defending their performance levels, were mainly pointing to their actions inside the classroom. However, there are some indirect costs for job insecurity, such as decreased commitment and weakened identification with their university (Rock and Pratt, 2002). “This part-time thing is not good for any institution, since it has no commitment. If I were a full-time here, I would not accept things to be with the same ugliness, I would do something; probably make my students walk head down. The space would be mine. I would definitely do more” (Lara, 12060703). Moreover, job insecurity might result in worsened psychological contracts between the university and the academics (Nolan et al, 2000). This, in turn, might result in more negative attitudes towards the university.

Part-time work and Professionalism

As an answer to the question of part-timers’ professionalism, there seems to be no formal processes to achieve professionalism. No entity, bylaws, recommendations, professional community or measuring stick instruct part-timers on their understanding of professionalism, as it was apparent from the participants’ interviews. Most of them devised personalised understanding of the notion. “I think professionalism is an attitude that I can bring to anything that I do” (Jack’s diary, 01070703). Jack, in supplement of his statement, offered a copy of his curriculum vitae along with his diary. While Nabil believed that a professional is one who has the knowledge of what he is doing. As such, a

big margin of freedom was spared to part-timers in how they defined or pursued their professionalism. Ten out of 23 participants tried to achieve professionalism by building on a collection of methods and principles that they have gathered from their different experiences as students, teachers and learners. They even gained their views regarding their professionalism from different sources, either out of internal convictions, from their students or from their supervisors. Fifteen out of 23 participants deduced their beliefs about professionalism, from their reflections on their own work. Six other participants believed that they are professionals, because their students or superiors thought so, thus trusting that professionalism is in the eye of its beholders.

Eighteen out of 23 informants thought of themselves as professionals but gave different definitions of that. Seven participants talked about having the right background, whether that is professional and practical one or background information regarding the materials they taught. Another group of seven part-timers talked about the importance of having interpersonal skills, mentioning that communicating the information is a cornerstone in any teaching endeavour. Sara, Dina, Jack, Danny and Nour spoke of their love for the job, which pushes them to do their utmost in teaching their students. Freddie spoke of academy as something personal. "Here we work so tough with no big financial return, only because we like what we are doing" (Freddie, 13060702). Three informants emphasised the methodology of teaching. Farah said that she encouraged her students to think scientifically, while Sara and Lara talked about motivating them to develop their own ways of thinking. Seven participants mentioned that preparation and renewal of lectures, among other things, are signs of their professionalism. Nour even talked about adherence to rules and time management as hallmarks of the profession.

Few informants based their description of a professional on some or all of the factors mentioned above. "Being professional is independent of being a part-time or full-time instructor. It has to do with preparing well, having a good background, having the right teaching methodology, and making the right link between theory and practice"(Sara's

diary, 18050703). Serge talked about part-time as step number one on the ladder of professionalism. Ziad similarly thought that he can not be a professional right away. Nabil linked full-time with professionalism, claiming that one needs time to become tenured and thus professional. “There might be some people who are more experienced and knowledgeable than me in my field, since professionalism has different depths, but this does not mean that I’m not professional. I’m professional with a certain rank”, (Nabil, 25060702). Three participants did not think of themselves as professionals at all, and they believed that because of the situation that they are set in. Anthony cited feeling unworthy and unappreciated, whereas Freddie cited acting like a commercial not professional. “I’m a commercial, course here, another there, a third still in another university. After a while, I will subcontract some courses to others to teach them under my name and split the money with them (laughs)” (Freddie, 13060705).

Fourteen out of 23 participants saw no relation between their status at the university and professionalism. They believed that full-timers are not more professional than them, for diverse reasons. Richard, Serge, Elias and George mentioned that they know a lot of full-timers that lack the practical experience in their fields.

“Many full-timers do not have the professional background. They did not execute one project on the ground. It is like having two doctors, one who has done a lot of surgeries, and another with a 4.0 GPA, but never touched a single patient. To which doctor would you go? If you exclude practice from teaching, it is no longer a profession; it is just a bunch of scientific instruments that you learn in theories” (George, 08050702).

Lara, Elias, Fadi and Roger even mentioned that they are more senior than some full-timers, and thus have more experience. Some even stated teaching same loads as any other full-timer. Richard (ex-part-timer) and Serge mentioned that some full-timers have done nothing much to develop themselves, unlike them who always try to be up-to-date in their

fields. Freddie pointed out that the security full-timers enjoy is destructive to their ambitions, since it makes them more complacent. Sara declared that she does things voluntarily without anybody asking her to do them, out of her feelings of responsibility and duty. Maria and Sasha (ex-part-timers) admitted that they had reached the climax in their teaching proficiency while still part-timers.

Part-time to Full-time

Part-time participants aspired to become full-timers. All of the 18 instructors who were forced into part-time work seem to be particularly interested in becoming tenured. They were attracted to the many advantages of permanent status. They did not seem to mind the administrative and advising work handled by full-timers, as mentioned by Samir, Sara and Lolwa. “I spend long hours at the university, teaching, preparing for lectures and doing research for the sake of my thesis. I see and watch full-timers most of the time. Their work is not really that hard. It doesn’t bother me to do it at all” (Samir, 28060701). They believed that the job description might be slightly different and more encompassing for a full-timer than for a part-timer, but the job specification for the candidates themselves did not seem to differ much. “Maybe I’m more like a full-time instructor, but with part-time salary” (Sara’s diary, 25050702). The clear distinction between full-timers and part-timers seems to fade away. There is a widespread view among both full-time and part-time participants that there is no difference regarding the methodology of teaching. Danny and George even claimed that the split between personal and academic life is nonexistent for both full-timers and part-timers, since preparation and correction follow them wherever they go, unlike non-academic work. Samir and Sara even mentioned staying long hours at the university just as full-timers. Nour and Fadi mentioned abiding by the same by-laws enforced on full-timers out of their dedication to the university.

While part-time seems attractive to the few participants who had chosen it, full-time advantages seem overwhelming for most participants. Almost all believed that full-time is a better and a more secure place to be. This finding is like that of Felstead et al (1998). “If

they offer me a full-time position here, I will drop everything right away and take it” (Jack, 18060705). The benefits, the higher rate, the office facilities, the higher involvement and the peace of mind are just a few of the full-time advantages noted. Furthermore, the full-time chores of advising and administrative work seemed not much of a burden for many participants. Even the psychological contract between the university and the full-time academics seem to be more balanced and rewarding. “When you become a full-timer, you start feeling part of the system that is going on. You feel more responsibility towards the system and the system towards you” (Richard, 04050703). Monia and Denise explained that even as part-timers they are supposed to show commitment and involvement in the university’s life outside their classes. These obligations, whether actual or psychological, added to the part-timers’ responsibilities with no direct return.

Full-time, when experienced, by ex-part-timers, did not disappoint them. It gave Maria, Richard and Sasha wider perspectives, in terms of research and development potentials. It changed their priorities for their own good. Time became better invested in one site, which resulted in more commitment, loyalty and exposure. Richard even mentioned that full-time gave him more time to pursue other important activities. However, the road to full-time does not seem easy and straightforward, as many inside the academic field already know. Masters degree holders tried to achieve tenure mainly by earning a PhD degree. Those of them who were not able to pursue such a road sought security by working in multiple places within academy or outside it. As to PhD holders, such as Danny, Monia and Denise, they tried to trigger things in their own ways, by proving themselves, getting positive feedback from students, doing some publications and assigning more time to the university. They knew, however, that tenure demands certain conditions both within and outside a person’s control. Maria mentioned that it needs a lot of hard work, dedication, years of practice, and efforts to prove one’s abilities in terms of teaching and research. Nevertheless, it also needs in Lebanon a vacancy, good connections, and right conditions, such as a needed major, as explained by Danny and Richard. Unfortunately, these conditions could be manipulated for management’s purposes, since there are no binding

guidelines when it comes to change of status from part-time to full-time situation (AOU, 2006). The power to change one's status is vested in higher management which has a lot of discretion in appointment decisions (AOU, 2006).

Conclusion to Part-time Situation

The part-timers' situation is not to be envied. The part-time work advantages seem to be scarce when compared with the abundant drawbacks. In its best case scenario, part-time work provided more meaning, variety, freedom, and shelter from unemployment as explained by some participants. However, once achieved part-time drawbacks become the most felt. The disadvantages of part-time work are varied and of different natures, hitting participants in their most fragile spots. Insufficient salaries, instability, insecurity, stress, invisibility and lack of growth opportunities and benefits are only some of its shortcomings. Some of these are direct and short-termed, and others are of a longer-term and more implicit nature. Shortage of money and the absence of medical insurance are prominent examples of the short-term type of drawbacks, whereas the lack of growth potentials and the absence of retirement plans are examples of the second type. Teaching leftover courses that full-timers do not wish to give and the spillover effects of all the sited drawbacks on the participants' personal lives could be felt directly on the lives of people whereas feelings of stress and insecurity build up largely in an unconscious way thus deteriorating the quality of health and living of its sufferers.

Familial situation, character traits (Nolan et al, 2000) and financial independence were major factors that played their role in how well participants accepted part-time work conditions. Single individuals with no family obligations showed more easiness, since they did not need the benefits of full-time. Those with working spouses, such as Hadi, Elias and Samir again showed more acceptance for part-time work, since they sought security through their partners. "My wife works as a school teacher. She does not earn much, but at least we can count on her income in the summer time when I am not working" (Hadi, 16050703). Optimistic personalities showed more tolerance for their situation, since they lived day by day and tried to make the best of what they had.

Participants were impacted differently by the drawbacks of part-time work. Female participants, mainly married ones, suffered less guilt feelings from the shortage of money, since they are considered in Lebanon to be a secondary source of income in the support of their families. Lolwa, Nour and Farah showed more contentment with part-time, since they placed their familial obligations as their highest priority. Farah mentioned that she is forgoing big advancement in her career for the sake of her family, reasoning that one can not have it all at once: “Slowly but surely” is her motto. This comes as no surprise, since according to the norms of the Arab world, men are the main supporters of their households. The other single female participants were still living with their parents and thus were not the ones to pay for their major living expenditures.

Similarly, PhD holders felt more secure and confident of themselves than Masters’ holders. This might be due to the fact that their acquisition of a higher and greatly demanded degree in the academic terrain makes it easier for them to market themselves and to have better chances of future promotion. The clue to that was supplied by the fact that 11 out of the 12 PhD participants were teaching at different sites. The only PhD holder that was teaching at one University only was Michel, a retired part-timer. On the other side, those Masters’ holders that had another job were either self employed or working at a less prestigious academic institution. However, PhD holders showed less approval of their state than Masters’ holders. The former saw no reason for staying part-timers given their qualifications and the long years of hard work spent in earning them. They wanted tenure sooner than later and that is the main reason behind their frustration. The latter were more accepting for part-time work conditions, since they felt that they are not eligible for full-time status yet.

Senior participants who had been working for more than three years at the University felt worse than new recruits, especially those of them who are very dedicated to the teaching profession, and thus would like very much to become tenured such as Magda, Lolwa and

Elias. New recruits, particularly those who have been part-time for a year or so, showed remarkable acceptance for their situation, probably because they are still in the honeymoon stage. Those who worked at only one University experienced mental exhaustion and stress, since their state depended upon what happened in one place over which they had no control. While those who taught at multiple sites complained about physical tiredness, mainly because of commuting back and forth among campuses and because of the universities' conflicting demands.

Those who picked part-time as a personal choice felt more at peace with their decision than those who were forced into part-time. The experiences offered by part-time work did nothing to upgrade its standing in the eyes of those who were forced into it in the first place. All of the 18 participants who were forced into part-time work were eager to get done with it as soon as possible. However, they knew well that the road is difficult and beyond their control. Moreover, fourteen out of 23 participants believed that their status of part-time has nothing to do with professionalism, a double edged notion which added to their pride and agony. The different sources of stress experienced by participants did not seem to directly affect their performance negatively; however, this rendered the relation with the University atypical and in need of major modifications (Nelson, 2003).

Variations in opinions and stress levels were very evident even among the members of the same group. This is the case, since the criteria upon which groups were chosen are not mutually exclusive in any way. Each participant was a member of different groups at the same time, for example one could be a male PhD holder or male Masters Holder. Thus, each of the 26 participants could be considered a special case that entailed particular study. However, commonalities among participants sharing the same profile could be spotted rendering comparisons among different groups sometimes possible.

Exploring Part-timers' Professional Identities

The heart of the thesis lies in this section. A close look of the part-timers' professional identities is presented after an examination of the part-time work conditions of instructors had been made in the previous section. Part-timers are treated by the university as marginal in some ways. This is reflected in the university's documents which scarcely mentioned matters pertaining to part-timers. The university's bylaws booklet pertaining to the academic work force amounting to 29 pages mentioned part-timers three times at most when it indicated their presence, their titles and end of contract in no more than a couple of words (AOU, 2006). However, 60 out of every 100 academics at the University under study are part-timers. These part-timers' actions are greatly a result of their presumed identities (Hatch and Schultz, 2000), which largely influences their teaching patterns and effectiveness and thus their students.

A comprehension of these identities seems crucial for building successful and productive work relations (Busher, 2005). However, this seems to be not an easy job, given the interrelation of various forces impacting their identities, mainly the participants' biographies, outside societal forces, modern societal influences and the way these are all woven in the memories and narratives of their holders (Kearney, 2003). In the coming pages a detailed look at the factors impacting identity construction is presented, in accordance with participants' perspectives and experiences. Past experiences, social forces and actions with all their divisions and sub-parts seem to have immense influences on the participants' identities. This section is ended by a concluding note on the complexity and consistency of identity issues, especially when it comes to different contexts, professions and situations.

Identity as shaped by Biography

There is no one single story to tell about part-time instructors, since each one of them is differently comprised (Anderson and Williams, 2001). Participants' biographies have a great effect on their professional identities and teaching styles and habits (Busher, 2002).

Five participants (Nour, Sara, Fadi, George and Michel) believed that the majors they had studied had a great impact on them. “Graduate students don’t just learn history or English or physics; they learn to be historians, literary scholars, or physicists” (Shumway 2003, p95). This was revealed in the love of some participants for the materials they taught and the time they dedicated to it. “Math and I are like twins. I’m a very organised and systematic person, both in my teaching and in life. I think this is because of the precision found in Mathematics” (Nour, 11050702). Fadi, similarly, explained that he supports all the unpaid extracurricular activities out of his love for the language he teaches. Sara and Denise mentioned that they have chosen their fields of studies, because they wanted to prove to themselves that they can excel in particular topics that they were fond of. Richard stressed that he had a liking for the materials he is teaching, since he was a student and even before they were offered on campus. Checking variations in part-timers’ professional identities based on subjects taught might have been an interesting path to follow, however the researcher has purposefully ‘ruled out’ this factor, since she was more interested in part-timers’ identities as a function of gender, seniority and other criteria already pursued in this study. Stake (2005) justified such an option.

“We might rule out studying a father who takes his own child as hostage. Such kidnappings actually may be more common, but we rule out the father. We are more interested in hostage taking accompanying a criminal act, hostage taking in order to escape. The researcher examines various interests in the phenomenon, selecting a case of some typicality but leaning toward those cases that seem to offer opportunity to learn” (p 452).

Another seven participants stressed that their own teachers had either positively or negatively impacted on them. Lolwa stated that she is trying to relive the same good relation she had with her teachers with her students. Serge mentioned that he is trying to correct all the mistakes done to him by his teachers. Jack stated that he is greatly affected by a teacher who taught him to trace every concept back to its roots. This concept of past

teachers' influence on professional identity shaping was tackled and supported by Busher (2005).

Still another group of four participants traced events back to their school years or family life. Hadi and Sara mentioned that the scout's life had made them responsible individuals and equipped them with leadership qualities. Lara also stated that she is greatly affected by her mother who used to be an artist. Jack also discussed the impact his school system had on him, by saying that he is a product of a regime where only the fittest survive. Still another group of participants saw no entity of particular influence on them. Monia mentioned that she has no ideals; Dina believed that she has idiosyncrasy in her style.

Migration seems to have subtle but strong influences on people's personas. The interviewees, who received their education or worked abroad, kept on comparing Lebanon to other countries in their discussions. Kearney (2003) argued that having personal knowledge of different cultures, equip people with strong comparison skills, and more comprehensive and intricate views regarding their selves and those entities around them. Coming back to the country and tolerating its unstable state, was mainly possible because of their commitment to Lebanon, their homeland, as explained by seven participants. George, Maria and Denise believed that the conditions of part-time work coupled with those prevailing in the country are pushing many to leave the country, seeking more stable and secure places. They have sensed this through recalling their own experiences and through observing others mainly their students who had graduated from Lebanon and left for another country later on. However, those who used to work as researchers abroad as Monia, Denise and Danny saw more comfort in working in the educational field inside Lebanon, due to the increased competition and the instability of their research contracts and funding over there. Some even saw that the bad situation is affecting them positively. "Since no one dares to come and work in this hostile environment, I'm in great demand" (Freddie, 13060706).

Part-time participants started their careers in the university in different ways. Seven participants started by coincidence. They finished their degrees, wanted to make money, found an opportunity and entered into the academic sector, without much deliberation. Ziad mentioned that he liked to do more than one thing at a time, and that is why he proposed to teach. On the contrary, another group of four participants joined the academy after much thought. Samir mentioned trying different jobs in the private and public sectors, before being convinced by teaching. While Jack stated that he always had this longing for education, but tried to suppress it. “Our society tells us to be engineers, doctors or lawyers but not educators” (Jack, 18060702). Another three participants chose teaching not for its own sake. Hadi and George stated that their commitment to come back to Lebanon was the main motivator behind choosing teaching given that other work opportunities were scarce and unrewarding. However, what is common among the majority of these entities is that once they have tried teaching, they fell in love with it. “If I am reincarnated, I want to be an educator again” (Jack, 18060702). This agrees with O’Dair (2003) beliefs that career changes become harder, “since one’s investment and reinvestment constitute a process of socialization by which one internalizes a specific professional identity” (p 193).

Biography thus seems to have an influential impact on the later lives and mentalities of the participants, a fact that is undervalued by post-modern theorists (Kearney, 2003). Probably, participants’ experiences as students and as cultural immigrants were the most prominent, besides their families and early childhood activities. Participants who studied abroad as revealed in table 4.8 were the most affected by their cross-cultural experiences.

Identity as Influenced by Societal Forces

Societal influences seem to impact the academics’ identities in intense and varied ways, especially in a small country as Lebanon, where social connections and extended family structure are prevalent. “Many Eastern cultures stress the importance of a collective self, where a person derives his or her identity in large measure from a social group” (Solomon,

2007). Socialising in Lebanon is a pressing force that academics have to assign time for or otherwise suffer social isolation.

“We are supposed to be social human beings, if we live underground in our books, I think it will affect us on the social level, and you need to always remind yourself that you want to be in the social circle to be socially accepted, already PhDs are considered as nerds, so you don’t want to convey that picture further” (Danny, 14050703).

Social involvement, thus, is a high priority item in the lives of dedicated academics in the Lebanese environment. However, this is not the only route by which society interferes in people’s lives and conceptions. Participants seemed to adhere to those identities that are perceived to be of higher status. Ziad explained that he would identify himself as a university teacher instead of a businessman since it is more valued socially.

“An identity of a teacher in a university is something, very prestigious and nice, when the army stops you and asks you what you do, I teach in a university, they don’t search me, what do you do, I run a business, they stop me on the right, society sees you differently, so it is giving me a lot of comfort” (Ziad, 05060706).

Likewise, Samir identified more with being a system designer rather than teacher or programmer, because of its higher importance. In addition, Elias adhered to the identity of a university instructor more than that of an engineer, since he explained that the profession of engineering has lost status. “When you used to say long before you are an engineer, it was something important, not anymore” (Elias, 01050701). This confirms with Anderson’s (2001) arguments that identities are not totally defined by social structures, “but neither are we free to just pick and choose identities at will. Social structures impact upon the possible range of identities available to us” (p 134).

Identity is a non-constant that evolves in unpredictable ways depending on a person's experiences. As Anderson and Williams (2001) traced the identity changes that took place upon the entry of mature students into higher education, the shift from part-time to full-time, entailed similar changes. Farah wondered whether professional identity is a suitable term to be used for part-timers. "For professional identity I can think more in terms of full-timers. I find it stronger with full-time" (Farah, 10050702). She thus indicated that identity changes are likely with different statuses. This was revealed in the altered discourses of all the full-timers interviewed (prior part-timers) concerning the university, their roles and actions. They mentioned experiencing clearer missions, more self-confidence and more stability. "I feel more valuable and self-confident, especially that I was picked from many more senior part-timers to become a full-timer. Now I have a position, I'm a lecturer at the university, not just a part-timer here and free-lancer over there" (Richard's diary, 20050701). Maria, too, referred to the different possible impacts on identity due to renewal versus non-renewal of contract. Changes to identity might be positive or negative, depending on what happens to one's position. "Experience wise it will be always positive; however, if they didn't renew my contract for example, it might have a negative impact on my identity in terms of who I am" (Maria, 21060704).

Society impacted the participants' choice of profession. It seems to look less favourably at some majors because of prevailing stereotypes. Jack said that the society values some professions over others. Similarly, Lolwa mentioned that her parents objected to her choice of major, since it was considered inferior to others. Richard also brought up the subject that society appreciates degrees accumulation.

"I have masters I don't have PhD people won't understand that in my field there is no PhD, so if they compare you with someone who has PhD they say that he is better educated, if one has PhD in physical education, or PhD in history of arts maybe socially it is better for him, but actually personal

projects and research are far more important in our field” (Richard, 04050705).

Social stratification even affected instructors’ teaching practices. Denise explained that her dealings with the students depended on their personality traits, which is a function of their background and social class. She was mainly making the distinction between the private universities with a majority of affluent students versus the public university with a majority of middle to lower class students.

“Students here let us say are rich they are client so we have to take that into consideration. In the Lebanese university there are over 200 students in class if anybody bothers you you can tell him to go out or go to the administration, if he complains about the teacher nobody would listen. They don’t have strong confidence because of their background; however, here they have stronger personalities, but since they pay they assume that they have to pass and they are not serious enough there is very big difference” (Denise, 14060701).

Similarly, Ziad pointed out that he enjoyed teaching at AOU, because students and their parents came from a reputable background. “Working here extends my web of social relations, since students and their parents are all good families” (Ziad, 05060706).

Memberships and Identity

The self seems to be socially constructed to great extents “in the ongoing processes of social interaction within which individuals define and redefine themselves and others throughout their lives” (Jenkins 1996, p 20). Identity matters are complicated, since they are much affected by one person’s memberships and companionships (Rock and Pratt, 2002). Social sphere of a person is one of the key forces impacting a person’s identity, since many values and norms of behaviour become the standard practice. Five

interviewees talked about revealing different facets of their identities, depending on encountered people.

“My identity is affected by the person I’m talking to, and by the conversation I’m having. At the end of the day, I’m what I’m. I do not make up stuff about myself and tell them to people. It is just that there are different aspects to my identity and I reveal only that one I want to show” (Richard’s diary, 23050703).

People present in one’s workplace are an especially influential force, since they work in the same domain and aspire for more or less the same higher goals thus drawing similar career paths. Thus, both full-timers and part-timers working at the same university become a widespread benchmark against which participants compared themselves, thus identifying their victories and failures. Likewise, Anderson and Williams (2001) argued that “it is not enough to assert an identity, that identity must also be accepted and validated by significant others; when it is negated conflicts of identity can arise” (p 136). People in a person’s sphere could be a source of envy, relief, frustration, social learning or theory building. Jack, for example, explained that he failed in the professional domain, since he was different from the rest and could not adhere to their practices. They used a lot of impression management.

“I was stupid... I assumed that if you are good enough people will see you, no way you have to promote yourself always self promotion and bosses enjoy this because this is where you are scoring the points I hate people who talk about themselves I had some Egyptian colleagues who constantly talked about themselves I used to avoid them, I used to sit with people like me who talked little, the others changed faced, wore different masks and they were able to reach high places because of that” (Jack, 18060703).

Social comparison could equally result in constructive feedback positively impacting identity. Richard mentioned experiencing more self-confidence when he was chosen to be promoted to full-time from many other senior part-timers. The closer the propinquity among people and the more time they spend together, the stronger the comparison tends to become (Solomon, 2007). Samir, spending the whole day at the university teaching or preparing for his PhD, claimed that he is well aware of the differences between a part-time and full-time status. “I have seen the differences and I constantly think about them” (Samir, 28060702). Comparison escalates with movement from part-time to full-time. Maria mentioned that she had to do research in order to keep up with other full-timers; otherwise, she risks becoming underprivileged. “I have to develop myself if not you become not parallel with the others you have to stay up-to-date” (Maria, 21060705).

Comparison was mainly done according to Stacey Adams’s Equity theory which states that people judge themselves against others, by comparing their inputs and outputs against others’ inputs and outputs (Robbins and Coulter, 2005). If they perceive any injustice or inequity, they will become demotivated. Freddie compared his efforts with others and accordingly felt devastated. “I teach six courses at three different universities in order to get the same pay as one teaching three courses in one university”(Freddie, 13060701). Jack similarly pointed out that full-timers had a privilege in choosing courses. “If a full-timer has given an introductory course 5 times, he wants to give it for the 6th time, and you have to end up preparing those courses which need more work and preparation”(Jack, 18060705).

Affiliations and Identity

Relations or affiliations are key features of the academic world. Davies (2003) argued that “good work- good research, writing, teaching- will go unacknowledged if others in the academic community do not have access to that good work. To accomplish this goal, you will have to reckon with the web of affiliations that permeate academia” (p 175). This is especially the case in the Arab world, where relationship building has precedence over

work issues (Deresky, 2003). The participants' positions and attitudes revealed that Lebanon is no exception. In fact, it was so common and normal that they had no problem in mentioning it. Roger was afraid that if he left his job to pursue his PhD, he might lose his job for good, because he does not have any contacts or *wasta* as they call it in Lebanon. Lolwa believed that relations are superior to education when it comes to success. "Education could be acquired at any time if you have the will, education doesn't make us succeed in life, the skills we take, the culture, the communication, the relationships, these are the things that give me a distinguished personality and makes me successful in life" (Lolwa, 26060702). Similarly, Jack pointed out that he tried to teach at different universities, but as it turned out it entailed connections. "I tried in different places but it seemed that you had to know this guy who knows that guy, so I submitted my C.V. hundred times but it never gone anywhere" (Jack, 18060703). Danny too mentioned that becoming tenured in Lebanon needs a vacancy and connections first and foremost.

Relations impacted participants in both positive and negative ways, either paving the way for them or hindering their progress. Denise and Serge proclaimed that they first got their jobs, because they knew the chairperson. Moreover, relations sometimes lead to productive and enjoyable bonds with students, teachers, colleagues, superiors, university and even subjects taught as Lolwa, Ziad and Fadi numerously mentioned. However, relation-building or too much of it becomes a burden. Those who lacked good contacts were the most to suffer. Richard and Elias pointed to the fact that some of their colleagues were less lucky than them and thus received less work loads, since they did not have strong connections with the people in power. It also posed more pressure on participants since they had to pursue multiple routes in their career progress. They had to nurture relations besides proving themselves academically and developing themselves professionally. Jack hated the fact that he should subordinate himself to others in order to get courses to teach. "There are some people who want you to tap on their shoulders and tell them 'Don't forget me, God bless you', shit why should I say this, I'm good" (Jack, 18060703). Lara, likewise, mentioned that if she is keen on something, she would pursue it but mainly that

should be done through connections. “You need to make relations with those in power, like in any other job, it is normal, but I don’t have the time for that” (Lara, 12060706).

The intensity and variety of societal impacts on participants’ identities was paramount, given the fact that Lebanon is an Arab country where social relations, extended family systems and saving face are some of its core social norms. “Arabs value personal relationships, honour, and saving face for all concerned; these values take precedence over the work at hand or verbal accuracy. ‘Outsiders’ must realise that establishing a trusting relationship and respect for the Arab social norms has to precede any attempts at business discussions” (Deresky 2003, p 114). These social influences came from many fronts, social stratification is one, social spheres are another, social values and norms are a third, and social obligations are a fourth. These did not discriminate against any participant, because of gender, seniority, choice, degree or number of work sites. Thus, they influenced almost all without distinction.

Identity as influenced by Actions

Identity conceptualisation is important, since by understanding it, one can better understand actions. However, instead of experiencing a causal set of linear relations, emotions, actions and identity seem to be interconnected in a complex web. This model works in different directions, as identities impact actions, and actions partially determine identities (Hatch and Schultz, 2000). The relation between the cognitive (mind) and the affective (feelings) and the conative (actions), as well as those different sequences of causation is well documented in different fields (Clow and Baack, 2007). The actions could be caused by changes in emotions, or emotions trigger actions or even still actions could trigger emotional and cognitive changes.

Emotions or inner feelings might affect actions. Farah’s experience indicate that variations deep in the self might influence work related decisions such as taking new challenges or refrain from taking them. “Sometimes, I just take another course, because I would be

willing and ready to take a challenge for the next semester. When I don't want to take a challenge, I just don't" (Farah, 10050704). Equally, Anthony explained that he is not taking any research endeavours, because he feels no commitment or belongingness. Whether these feelings are based on concrete grounds such as no right environment or psychological ones, still they sum up to no research done. Thus, outcome is influenced by feelings. A more positive example is supplied by Fadi, who because of his love for the language he teaches, all his extra curriculum activities circled around its sphere.

On another level, actions do affect identity in addition to many other things. Several participants identified more with their current professions rather than with their past experiences. "In the U.S, I used to be an engineer, here I'm more of a teacher" (George, 08050701). Samir mentioned identifying with a programmer previously, then with an analyst because the actions and jobs performed changed from programming to analysis. Because of Freddie's constant run among different universities, he felt he resembled a commercial rather than a professional. Denise felt she was still a student, because of the intensity of preparation she had to do for the different courses she taught at different universities. "When you are working in different sites you have different commitments and each school has its own rules and requirements. Nobody can believe it, but I feel like I am still a student. My parents don't see me I don't have any social life" (Denise, 140607008). Similarly, seven PhD holders mentioned that they are teachers, more than researchers, because this is what they do most of the time. "Now I wouldn't identify myself as researcher. I would say I'm a teacher cause to do true research you need to dedicate months and maybe 2 years to get results, and this is something I'm not doing, so I'm not a researcher no" (Hadi, 16050704).

Conformity to identity is a key thing on which many other decisions are based. Elias explained that he had refused many work opportunities because he did not want to leave education. Roger, too, explained that he did not pursue a PhD degree, since he thought of himself more of an engineer rather than educator.

“ I always said to myself that I like to be in this area, in the factories, in the production, being in a team, that is why I was always searching for a job, this is the reason why I was not doing any big steps in PhD, because I was always searching for this, ahaa” (Roger, 21060703).

On still different grounds, feelings affect actions and those bounce back on feelings. Lara explained that if she is down, she resorts to using the same course notes, which in turn makes her feel more down. “Some years pass and you get tired repeating yourself, maybe those next to you don’t feel it, so sometimes in same class same projects I change everything. Depending on your morale, if you are tired you repeat them but you become even more down, so you do a reshuffle again” (Lara, 12060702). To further complicate things, when one has different degrees and experiences, loyalty or identity to one strand becomes weaker.

“I have different faces, all the degrees and the experience I have, I have a very broad experience, and every position I filled like teaching, every class I do, 2 or 3 days I get used to it, so that how I consider myself, a person who pretty much can do anything, because of my experience and my education” (Ziad, 05060702).

Teaching and Identity

Teaching is intertwined into the lives of the instructors, where a clear spillover effect is realised between instructors’ personal and work lives in both directions, whether in intentional or unintentional means, to a lesser or greater extent. This is especially the case for part-timers, since they spend most of their working time teaching or preparing for lectures. They talked relentlessly about what it means to them, how they interact with others and how it makes them feel. “Everytime I feel I can not teach well I get in pain” (Jack, 18060701). Teaching, for some of them, is the cure and consolation from the harsh part-time work conditions. “When I’m in class, I feel equal, I don’t see any difference

between me and any other tenured instructor. Outside the classroom, their voices might be more heard, but the classroom is my stage” (Nour, 11050703).

The interviewees mostly spoke about the personal and interpersonal skills that their job demands. Six of the participants even claimed that teaching is an art that not everyone is capable of practising. “It has to do with charisma, the character of the teacher, and how much she is capable of loving those who are in front of her” (Lara, 12060702). Danny (14050704) equally confided “If you love teaching the way I do you will enjoy it, and only then you will be able to tolerate the negative aspects of it”. Young age was cited by Monia, Sara, Richard and Serge as a positive factor in their dealings with their students. Communication, interaction, presentation, and the relations were all stressed as important ingredients of a successful teaching experience. The fact that they are not being judged according to those personal qualities was particularly bothering, as explained by Jack, Lara and Dina. Degrees and research are given more weight than their passion and love for the job which though less visible, but of more value as those interviewees explained.

Students in Instructors’ Lives

Teaching students is the core of part-time instructors’ job. This was evident in the participants’ discourses, since they kept referring to students and teaching them in their answers. This is particularly true for part-timers, maybe more than full-timers, who spread their time between research, teaching and administration. Teaching is part-timers’ main product, and students are their main publics and consumers. Students are also their judges, since they are the ones that appraise them either formally through filling the performance evaluation forms or informally through sharing their views about them. Students’ interests and numbers are the ones to be taken into consideration when recruiting new instructors, opening new courses or sections or otherwise ending contracts and closing classes. Students are also a source of inspiration, satisfaction and joy for their instructors. “I forget about all my worries once I step into the classroom” (Lara, 12060704). Nabil similarly explained: “I derive satisfaction from building better people, and seeing my students

succeed in life” (25060702). For some teachers, students took even deeper meanings. George values them as human beings. Lolwa takes them as friends and fears for them as if they were her own children. Ziad finds prestige in knowing them while Sara sees in them the portrait of her God.

Equally, students could be a source of frustration and demotivation for their instructors. Nine participants thought their students to be negligent, lazy, irresponsible, not devoted to their studies and impatient. “Everything is instant, instant coffee, instant milk, instant pictures, they also want their education to be instant, they want to take the minimum needed and want to work for the minimum” (Jack, 18060702). Denise explained that students at AOU come from relatively affluent backgrounds and that is why they are pampered, and feel they have the right to pass just because they are paying. While Jack and Ziad thought students here to be nice and serious, unlike others studying at less prestigious universities.

“There are achievers here as opposed to those damaged goods, who just want a degree. They ask you to pass them in the exam, to give them higher grades, they feel they can ask this of you with all confidence and they think cheating is a privilege. I’m giving you education, give me some respect. I feel I’m working in a shop, and I need to shower because I feel I’m dirty” (Jack, 18060701).

These students are not the one to blame alone for how they have become. The general situation in the country is volatile and stressful and the future of their country is not promising. They are the generation of the war. They have been born in it and raised up through it, and now they have grown up to witness a dismantled state economically and politically. Since 2005, things in Lebanon have particularly been in a continuous turmoil: killings, assassinations, war, endless strikes, terrorism, explosions, sharp political cleavages, immigration and worsening economic conditions (full details in chapter One).

The students in this situation became distracted by the events, very politicised and lost interest in their studies and hope in their future. The most likely formula that might work for them is getting a degree, by any means and trying to get a work visa to any country or be lucky enough to have good contacts that might get them employed somewhere. This poses an added responsibility and unease for instructors, who have to deal with a distracted and unmotivated generation, which is harder to manage as almost every participant believed.

Conclusion to Identity Issues

Identity issues seem to be unpredictable and challenging, not solely because of the multi-layered and multi-faceted nature of identity, but also because of the diversity of factors impacting identity. As revealed by participants themselves, some of the forces impacting professional identity are partly work-related, such as teaching and students, while many other are non-work-related such as social forces and past experiences. This agrees with Busher (2005). These realities render identity work complicated, given the multiplicity of forces impacting it and their mostly implicit nature. This is revealed in Pullen's (2006) explanation of her book 'Managing Identity':

“The overall approach of Managing Identity is not to look at levels of identity as such (e.g., individual, role, group, professional, organizational, community, regional, national) although some of these considerations will surface, but to consider identity as a project – a process rather than a product- a process which involves societal factors, psychological factors, interaction, reflection, practice, and performance....But the book is also about reading identity as project in a way that enables us to move beyond the presentation of identities as changing but relatively stable, as found in existing studies on managerial identities, towards the recognition of identity construction as a form of first order accounting characterized by paradox, fluidity, inconsistency and emergence”(p 5).

Participants reflected those complications, by not being able to clearly identify their commitments and priorities. Ziad and Roger, having double careers both in the academy and outside it, mentioned being both instructors and professionals. While Elias, Jack and Serge who had their passions and professions lying in one place, felt keen to mention one and only one identity, either that of an instructor or that of a professional. Those were usually more content with themselves, since they felt no contradiction between their inclinations and actions. “I do not like my career outside teaching. I refused many work opportunities because I did not want to leave teaching”, (Elias, 01050704). Likewise, Serge said that he never felt a teacher. He felt that he is an architect both at the office and at the university. Another thing to be noted is that the emphasis of most participants on being teachers rather than part-timers. Those who did not like the status of a part-timer, refrained from mentioning it or simply talked about it as a temporary state that they were ready and setting up to change whenever possible. The minority who had chosen part-time work comprised of Farah, Lara, Roger, Fadi and Serge had no problem in citing it, since they were fully conscious of their decision and its implications.

Despite all the frustrations of part-time work, participants seemed unwilling to leave the academic domain or the university so easily. “I will not leave academy despite everything. I will keep trying in two, three different places, and I will do my best to get them satisfied from me. When the opportunity comes, it will come” (Magda, 21060701). The more time individuals spend in graduate school preparing for teaching, the more they identify with the identity of a teacher and the less likely they will be ready to leave academy (Shumway, 2003). Shumway (2003) argued that “instead of seeking to take his or her valuable skills elsewhere, a candidate may endure years of uncertainty and near poverty rather than give up that identity” (p 95). Monia and Sara further adhered to the academician’s identity, because of its many attractions, among which are feeling young, cool, intellectual, up-to-date and important. Moreover, the absence of other work opportunities makes people cling

to the one or few available options regardless of their shortcomings, as explained by George, Serge, and Denise.

Sixteen out of 26 interviewees admitted that they are pretty much the same both inside and outside the university. Lolwa cited having the same biases wherever she goes; Farah said that she is a perfectionist in everything she does; while Monia mentioned that she is always a happy and positive person at work and in life. Nour even mentioned that she is so fond of the principle of fairness and tries to apply it both when grading her students, and in bringing up her only daughter. Despite believing that each has a single identity, they mentioned however, that they are somewhat more formal and serious at the university than in their personal lives. “As an academic, I have to set the good example, whereas in my personal life I can be a little bit less constrained” (Danny, 14050701). Thus, they are sometimes obliged to shy away the intensity of their real characters, because of situational circumstances. This is confirmed by Kearney (2003) who argued that individuals had “to negotiate a variety of different situations in which they have to build up multiple repertoires of identity, depending on the formality and the cultural framing of the context” (p 41). Clear differences across different cases based on gender, educational standing, institutional work sites, seniority and type of decision behind part-time work choice are not clear-cut, for the same main reason identified previously. Participants are members of different groups, and thus are simultaneously impacted by different hallmarks rendering sharp segregation among different groupings unattainable and unreasonable (Leathwood, 2005; Stake, 2005).

Professional Development Practices

This section tackles the professional development practices followed by participants. It also shows those development practices perceived by participants to be superior to others, however are not pursued, mostly because of reasons beyond the participants’ control. The degrees issue is highlighted, because of its highly controversial nature. Participants’ views regarding degrees’ accumulation and their perceived benefits are revealed. Discussion of

the relationship between teaching and research is brought to the forefront as well. Then, national and local contexts are tackled to show their impact on participants' professional development endeavours. The country situation in general and the university context in particular seem to be of great impact on academics and their development practices. The university is blamed for being a sample of the society as well as for its highly bureaucratic structure. Part-timers seem to be equally impacted by lack of peer support which in some ways hinders their development practices even further. The section is terminated by tackling development and identity interrelations, and the impact of each on the other.

Routes

Part-time participants, or at least a portion of them, seem to be doing something to professionally develop themselves, and thinking of something else as a better route for that. "If I were given the chance and freedom to choose what I want, I would have probably chosen something else, I'm mainly pursuing a PhD for the sake of my job" (Sara's diary, 02060703). Eight participants gained experience from teaching, improving their notes, updating materials and syllabi, and developing courses. They thought that by renewing their notes and courses, they would gain new ideas and learn more about their fields. Thirteen participants said that they used reading journals and books, and research using internet as means to do that. Part-timers, who practice other professions besides teaching such as Serge, Roger and George, relied on their real life experiences, projects and shows to give them a good baggage of practical knowledge that will improve their teaching practices. Those that gave courses that have to do with technology mainly believed that they can improve themselves by staying up-to-date and acquainting themselves with new softwares and techniques. "I do not call it professional development, it is a matter of keeping up. I do not teach stuff that does not change like history. In two years, if I do not keep up I become obsolete" (Richard, 04050704). Seven participants used research to improve their skills, and that was mainly done with their students or something related to their own theses. Another four participants pursued degrees, mainly PhDs.

When asked about what means they thought are best to professionally develop themselves, 18 participants replied that it has to be through research, publications and conferences. Danny and Michel stressed that by doing research and presenting it in a conference, one gets the chance to get some feedback on ideas, comments, acceptances and rejections from peers, which help in developing one's ideas. Another six participants answered that becoming updated with recent educational practices and teaching skills are extremely useful in the academic profession. "There is a Lebanese metaphor that says that the intelligent guy learns from his mistakes, whereas the brilliant one learns from the mistakes of others, so once by going to a conference I learnt about other faculties' problems and ways to overcome them" (Nabil, 25060702). Real life experiences, technology, degrees, reflective exercises on past teaching practices and books were not discounted as potential means of development, stated in the same order of significance. Thus, interviewees mainly believed in some routes of professional development and pursued others, mainly because of factors beyond their control. Those pursuing a degree mainly followed this path because of promotion-related reasons, such as obtaining a full-time position. Others emphasised renewal of notes and material, not solely because of their belief in its benefits, but because they had no other option. It is either the lack of time, money, university support or chances to pursue research and join seminars.

Degrees

Degrees seem to be a big issue when it comes to professional development in the universities of Lebanon. The Lebanese universities have to comply with certain standards put by the ministry of education in Lebanon dictating the acquisition of a PhD by the full-timers (AOU, 2006). Having more PhD holders among the university's academic staff reflects positively on the accreditation and the reputation of the university. Moreover, a PhD acts like a certificate for practicing research, in times when the AOU is becoming more research-oriented, as stressed by participants. Thus, a one obligatory step for moving from a part-time situation to a full-time one is earning a PhD.

Part-timers had different views regarding the necessity of degrees. A majority of part-timers with PhD believed in the necessity of their degree. Michel and George argued that it added to their skills and helped them in marketing themselves. Danny, Lolwa and Hadi argued that it is a good way to prepare academics, by achieving a reservoir of ideas and by acquiring research-oriented methodologies. Fadi believed that it is an indication of a higher level of proficiency. “It is quality move, a higher step than Masters, a very fruitful period where I built a big portion of my education” (Fadi, 15050704). Even Ziad, a non-PhD holder, believed that a PhD is an indication of the ability, commitment and discipline of the person achieving it. However, most other Masters holders felt that they are at a competitive disadvantage. They sensed that their teaching capacities, years of experience both inside and outside academy, and other development approaches followed are not taken seriously into consideration in tenure decisions. Elias, Serge and Lara who pursued their studies in Lebanon especially felt underprivileged, since they spent the same number of years studying to earn a lower degree than those who studied abroad. “I studied here seven years to get DES, with one more year it becomes equivalent to a PhD earned abroad, three years for BS, two for masters and three for PhD, but here they do not understand that this is the maximum we can get in Lebanon” (Serge, 01050704).

Enlisting in a PhD program did not seem easy, given that respectable PhD programs are not accessible inside the country. Some participants argued that PhDs are just titles. George, Richard and Roger believed that degrees are overemphasised socially and overstated academically. Richard thought that they do not add much on teaching capabilities, especially when a course is given outside the person’s direct specialisation. Dina, Michel and Jack added that PhDs are solely needed when teaching graduate courses or when pursuing research. Serge and Jack even argued that practice and experience are worth more than a PhD. Danny and Ziad argued that a PhD might be of more importance in some fields rather than others.

As apparent in the recommendations and the policies of the deans and chairpersons, the university is becoming more research-oriented. Participants greatly reflected this in their explanations, which in turn raised another argument about whether teaching and research are related or not. Opinions varied on this issue. Six participants, mainly PhD holders, believed that teaching and research complement each other. Nabil explained that the benefits of research accrue mainly to students, especially if these participated in it. Monia and Michel reasoned that by doing research, one has to read up-to-date materials and discuss it with students. This is especially the case when research and teaching are done in the same field, as highlighted by Serge. Danny went beyond that to state that research is part of teaching, since in some domains teaching is impossible without following up on current issues.

Maria believed that some instructors might excel in teaching more than research or vice versa. Another group saw that research is indirectly related to teaching. Sara and Samir believed that researchers get to learn many things and meet a lot of professionals and academicians in the field who might be of great benefit. Lolwa, Monia, Farah and Maria saw that research enlarges their horizons, enriches their explanations with illustrations and gives them access to different courses. Still a third group saw no relation between the two, since a further degree or another research project can not benefit teaching, especially if one lacks the talent of teaching in the first place. They explained that research might take time from teaching and students, where academics become obsessed with publications and personal growth on the expense of their real job.

National and Local Contexts

Country Situation

Professional development and the identity of the person pursuing it do not seem to be detached from the context in which they are set. “We also need to be fully aware of the depth and complexity of identities in the modern world and the considerable extent to which past joys and painful struggles of communities and individuals are part of that

process. Identities can not be merely subsumed into comfortingly bland notions of citizenship” (Kearney 2003, p xiv). The turbulent situation in Lebanon in the past few years and in turn its impact on the university and its constituents had greatly influenced the personal and professional lives of academics. Lebanon is back on the world news, almost everyday, listed with Iraq and Palestine as the three hot areas of the Middle East, after a long period of relative serenity. Insecurity, political cleavage, and economic deterioration are the three landmarks of the recent period, which were greatly felt both in the public and private sectors (full details in Chapter One). This had great impact on people’s lives, in different ways and varying intensities. Academics, among others, are suffering from the current conditions. Professionals and some PhD holders were forced into academy in the first place, because of the absence of non-academic opportunities, as 10 interviewees commented. Serge and George confessed that if there were decent work in the industry, they would not have time for teaching, not even on a part-time basis. Jack still commented on the hardship of getting loans and the high costs of credits, in case anyone decided to do certain entrepreneurial work, besides part-time teaching.

Even though some claimed that the educational field is less affected by the prevailing situation than other sectors, still it was generally agreed that everyone is touched somehow.

“The trouble we are living in affects your whole being. The regional situation affects the state, the country, the university and the academics. Although academics are accused of living in their ivory towers, in their books and theories, they can not get away from reality, they can not separate themselves from the rest of the population, or distance themselves from what is happening around them” (Danny, 14050703).

Giddens (1991) similarly argued that any crisis, no matter how remote it seems to be from the individual, can create “a general climate of uncertainty which an individual finds disturbing no matter how far he seeks to put it to the back of his mind; and it inevitably

exposes everyone to a diversity of crisis situations of greater or lesser importance... which may sometimes threaten the very core of self-identity” (p 184-185).

It was generally agreed by participants that the insecure economic situation affects every entity inside the educational regime: the university, the students, the staff, and both full and part-time instructors. Students lose the most according to Nabil and Ziad, because they are easily distracted and they are losing time from learning. Monia and Michel pointed out that the university is also suffering, because it is losing part of its students, who decided to study abroad given the instability in the country. It also failed to attract students from neighbouring Arab countries, especially Syrians who stopped coming to Lebanon after the political clashes that took place between the Syrian and Lebanese governments. Fewer students mean less income for the university and thus fewer funds for recruitment.

“After the July war in 2006, half of my students did not come back. They were sent by their parents who work abroad to continue their education here because they do not want them to be raised outside Lebanon. However, with the current security situation some stopped sending their children. Also at the university we have a special program for Arab students to upgrade their foreign language skills. Those were good sources of money, money for everything including us” (Monia, 09050706).

Part-time instructors are especially hit, since their working instability piles up with the insecurity in the country to make life harder. They have to work in multiple sites to earn a living. They do not have any work benefits or insurances to protect them in the harsh times and their contracts are the easiest to manipulate. “All my contracts were cancelled when the war broke, and I spent two months doing nothing” (Denise, 14060703).

Part-time instructors felt the strain of the situation differently, each depending on his/her personality characteristics. Sixteen out of 26 participants stressed the fact that the worries

did not affect their performance, rather their emotions, thoughts, and psychological state. Their nerves, thoughts, plans, inner feelings and emotions suffered. It touched the participants on the deep level propelling their vision, plans, attitudes, moods, understandings and perceptions. The combination of which affected their identities one way or the other building a bond among the Lebanese that is unique to their situation.

“Yeh, we can separate between my performance and my thinking. It doesn’t affect my performance, only my thoughts. On the outside, I stay in full gear no matter what is the situation, but on my thoughts... sometimes I think of travelling, or leaving the work and coming back to the university, or doing my PhD...this endless list of scenarios” (Roger, 21060705).

The negative effects on health and mental capacities are not visible to the outside but somehow felt on the personal side. Lara used the class as a haven from the outside hassles of life. Jack tried to protect himself by shying away from political debates.

“I don’t want to deal with anything that has to do with the news, because you can not watch news and still have any breath to do anything. We are like performers who can not afford to say the situation is not good, so we will not perform. We have to pass our hats to make a living, so when we enter the class we can not bring with us anything from the outside” (Jack, 18070703).

Positive and cool personalities (Monia, Sara, Dina, Freddie, Nabil) as they liked to describe themselves were the least affected by the unfortunate flow of incidents, while others were more susceptible to them. “If something happens I don’t feel well inside the classroom” (Fadi, 15050705). Others could not decide the impact it had on them, and explained that their reaction depends on their personal state. This is the case of Sara and Monia. Lara mentioned experiencing some behavioural disorders, like eating and sleeping

more than usual, which could affect her performance indirectly. Sasha, Maria and Richard (ex-part-timers) explained that their current position gave them more confidence and strength in confronting events. “With part-time there was a question mark, but once I got my stable position, finish, that is what I want, even if the situation is not good, it only affects me psychologically, like the rest of the people”(Maria, 21060702).

The University

Instructors’ identities are partially shaped by the university (Nelson, 2003).The university is their employer, workplace and their source of living. Part-timers’ relationship with the university is extremely important to understand for the sake of the two parties. Part-timers need to track the university’s developments and orientations to see how they fit with its general plans and vision. For example, Monia, Denise and Hadi feared that there might be no fit between their skills and degrees and the future orientations of their departments. By the same token, the university management should be aware of the part-timers’ attitudes towards it, especially that more than half of its academic force is made of part-timers. This relationship gains more weight in times where the psychological contract between the two parties is no longer balanced (Heery and Salmon, 2000). Security was historically given by the employer in return for commitment and loyalty on the side of the employees (Lassiter, 2002). This is no longer the case, since universities can not give security to their part-timers, nor those are ready to give their full dedication to the universities they temporarily work at.

There seemed to be general liking for the AOU and to what it represents. George, Maria, Ziad and Fadi looked at it as a reputable university with a promising future, a nice place, with a pleasant ambience and a lot of attractive social activities. There also seemed to be devotion to the university, in the classes of both young and senior part-timers. The former revealed gratification towards the institution that first welcomed them and believed in their skills. The latter’s dedication was mainly due to the fact that they felt part of a family, since they witnessed and shared in its growth and development, as Elias, Fadi and Roger

explained. A significant number of participants showed contentment that their courses are steady and increasing. Jack is one of them who compared AOU to others where he teaches.

“These people appreciate you, they make sure to keep you secure, and you know how many courses you will get each semester at the right time. They give you enough time to take a breath, and if they promise three courses, they will give you three, not they say three and then when you get to the three, something happens, and then it becomes tutorial and then all your variables will change” (Jack, 18060701).

Among the other mentioned advantages of the university, were the good coordination and the fine relationships part-timers enjoyed with the chairpersons and department heads, as emphasised by Nour, Freddie, Monia and Jack. Six other participants showed understanding for the university’s difficult situation. Being impacted directly and indirectly by the bad economic and political circumstances in the country, and the resulting increase in the number of immigrants and thus the decrease in the number of students and the decrease in their living standards, many accepted the fact that the university can not offer much more. “I see sacrifice on the side of the university, when classes are opened with three or four students only, which is not economic to the university, but what more can be done” (Michel, 02050708). This comprehension for the bad situation in the country, and the high-priority expansion projects that the university is up to, did not erase the part-timers’ refusal for the conditions of part-time itself. For example, Monia, Dina and Densie could not accept that there is no need for more full-timers given that many part-timers already have full loads.

Sample of Society

Part-timers were especially bothered that the university is a sample of the society they lived in.

“So, like the rest of society, the university mirrors society at large insofar as issues around class, race, gender, sexual orientation, and normative bodies are concerned. On the positive side, things tend to be more enlightened in the university community than in some venues, but the fact is that you may be well held back in your career because of the same kind of discriminations practiced in the larger culture”(Davies, 2003 p 175).

Participants believed that the university could not protect itself from the general state of the country, with all its disillusion. Personal relations with superiors, associations, leverage, or *wasta* as it is known in Lebanon have its say, although not on the expense of quality, Fadi contended. Others blamed the system for being abusive and mistrustful, as it is the case with the wide held conception of politicians in Lebanon.

“They do something, but they hide the true reasons behind doing it. They promise one thing and then change their minds with no regard for the implications of that on one’s career. They also cheat the system and bend the rules, if it runs in their favour. Let me illustrate, it is against the university bylaws for part-timers to give more than two courses per semester, but they do often give us more than two, because it is more affordable for them, and this is the case with respect to all other universities” (Freddie, 13060704).

Another area that they were disturbed about is the centralisation of power, as pointed out by Lara, Freddie, Roger and Elias. Davies (2003) confirms that “because academia is a kind of hierarchal bureaucracy, it does punish those who do not fill in the forms correctly” (p182). When it comes to key issues, such as their promotions, it is mostly placed in the

hands of the president of the university and the board of trustees. Department heads and chairpersons, who interact mostly with part-timers and who are aware of their performance and needs, lack the authority to make them tenure. Part-timers are thus finding it difficult to build direct bridges with upper management where the centre of authority lies.

Eight out of 23 part-time participants saw that the university is becoming more research-oriented, but believed that its actions should be more in line with its orientations. They thought that the university asked for research, without providing the means for that. There seemed to be a conflict between the university's and the part-timers' points of view. The interviewees believed that full-time is a precondition for research, whereas the university is asking for degrees and research as conditions for tenure.

“They asked me to bring a PhD, so I did, then they told me to do research and get published and then they will make me a full-timer. As if they are telling me to go to the sea, to throw the net and if I got fish, they will buy it from me, if not then it would become my problem” (Freddie, 13060702).

The university wants part-timers to be involved in research, in fact it is demanding that for any promotional possibilities, but want the part-timers to carry the whole burden of the process. Michel, Hadi, Anthony and Danny believed that research is still un-established, due to the absence of its cornerstones. Ziad believed that the university should play a more active role in skilling its workforce especially that it can make contacts with universities abroad thus rendering the road easier for those interested in improving themselves. Michel pointed out that any research intention should be coupled with enough support on the side of the university, which should be mainly revealed through a less teaching load. The teaching load of full-timers is four courses per semester at AOU, whereas it is two at most in top leading universities.

The university is still a young one, where laboratories, facilities, research assistants, access to journals, conferences and sabbaticals are still limited. Denise and Hadi feared that they might not be able to do much difference in terms of research, even if they became full-timers since the number of full-timers in faculties is small, and group work is needed to make any noticeable progress. Moreover, while funding for research carried by full-timers is considered to be insufficient, it is totally absent when it comes to part-timers. “How can we develop our departments if we do not have a budget to improve ourselves” (Denise, 14060710). Almost all participants thought that the role of the university in supporting their professional growth could never be overvalued, especially that their development should be continuous instead of a one shot event. Thus, development entails their internal motivation coupled with external support.

“I was very happy to attend this seminar in England and be able to help my student with his research, but I can not do this every time. I did it once and finish. I’m still single and my parents are helping me out with living expenditures, but I’m not ready to do it again” (Denise, 14060703).

The country in general and the university in particular are blamed for being unsupportive of research. “I do not believe in research in Lebanon. I had made seven publications when I was abroad. If I were here, by that time, I would have done probably just one” (Anthony, 13060703). In order to get some supplies for research purposes, you need authorisation and you need to prove to the government that they are demanded for research, rather than military actions. This takes time and effort, as explained by Maria, Denise and Hadi. Internet service is not as cheap and as fast as abroad, as complained about by Anthony and Freddie. George further explained that the amount of stress, from the unstable political, economic and security situation, makes it difficult for any researcher to concentrate on research. The availability of funds for research is negligent, due to the scarcity of private and public agencies that sponsor research for commercial or educational purposes, except

for the Research and Development Board which has limited potential and some other few international funding sources.

Peer Support

Lack of peer support is another hallmark of part-timers' work realities. It makes part-timers more susceptible to stress and seclusion, since they feel that not many share them their worries and frustration (Robinson and Murdoch, 2003). Being on their own, in turn, makes them a weaker entity that is incapable of enforcing its demands or proclaiming a common agenda. Meetings among part-timers seem rare and superficial, where conversations are occasional and social etiquettes-related, as explained by 15 participants. Neither action nor mere release of tension results from the process. "I do not have much contact with other part-timers, I know them slightly. I do not spend much time here" (Dina, 07060706). Thirteen out of 23 participants said that they just come for their classes and then would leave. Their main relation is with their students, rather than their colleagues. Seven participants believed that they better relate with full-timers, mainly coordinators, department heads and chairpersons who supervise their work and assign their loads.

This lack of contact or support among part-timers is mainly due to their dissimilar work schedules, and their other commitments outside the university. Some even purposefully avoided other part-timers. Michel mentioned isolating himself. Dina talked about feelings of envy and resentment among part-timers, especially when they competed over courses' distribution. Lolwa mentioned observing others without getting engaged with anyone. Nine out of 23 participants thought that they are different from the rest of part-timers, for various reasons. Samir, Nour and Fadi said that they spent long time on campus, unlike most part-timers who just come for classes and leave. Lara, Fadi and Dina thought that they felt more secure than the rest, since they had secure contracts at other schools. Reflecting on his past experiences, Richard mentioned that part-timers are different in terms of what they are doing to develop themselves. Farah stated that part-timers have

different conceptions regarding work and achievements. “I know some fellows who will not reject taking any course offered to them. They think the more they work the better” (Farah, 05060704). Monia said she felt superior to others, since she had better English. Jack refused comparing himself to anybody else but himself.

Development & Identity Interrelations

A large number of participants were personally motivated to develop themselves; however, they cited different reasons behind their personal motivation. Some said that their motive behind doing research is personal; especially that research is not financially rewarding in Lebanon. George claimed that his studies affected his views regarding development, but also said that it is the philosophy of the world. Sara and Nabil said that it is their mission to advance and to be up to a certain level in teaching. Denise and Monia thought of development as a necessity to improve their skills and push them in their careers wherever that might be. Still others mentioned the pleasure of working on a certain project or a research paper. Monia even missed the days when she was abroad doing research. She believed that she owed it to herself after all the long years of studying. “I like numbers, I live in them, I can make them talk” (Lolwa, 26060701). Maria and Samir believed that once they had a PhD, they should not limit themselves to teaching. They felt that they have to invest their knowledge somewhere and use their acquired skills. Fadi, Farah and Jack mentioned that learning makes them feel richer.

Another main group of ten participants did not hide that getting a secure job and being promoted was the other main reason for pursuing development, besides their personal motivation. “The only way to become a full-timer in a Lebanese university is by finishing my PhD degree. My long years of experience are not counted when it comes to making me tenure” (Nabil, 25060702). Four participants cited that their students are the main reason behind developing their skills. Richard believed that students expect instructors to be up-to-date and to know all the details and not just teach them common knowledge. Previous

teachers seemed to be another source of motivation, especially when those believed in their students' abilities and skills, as explained by Nour and Dina.

Providers of education have to continually invest in themselves (Damrosch, 1995), otherwise they risk becoming obsolete. This investment seems to have a variety of influences on its pursuers, and others impacted by them, mainly their students. Eleven participants believed that the developments undergone mainly influenced their skills as opposed to nine of them who stated that it mainly impacted their personalities. The latter group stated that the influence of development mainly showed in their increased self-confidence and stronger selves. "I became stronger and more confident in my self. I used to be naïve; now, I can better predict, more down to earth and stronger. I learnt that things might not be the same as they seem to be" (Monia, 09050703). Nabil cited having newer perspectives, which greatly enhanced his personal and work lives. Similarly, Serge argued that he became more realistic, rather than idealistic. Jack mentioned feeling richer, as if he owned new powers to control things. Jack even cited becoming a more capable judge in balancing matters. Denise was sure that development should have affected her somehow somewhere, but was not sure exactly how. On the other side, four respondents saw no influence of their development on their characters. Lara said that growth opportunities had no impact on her personality, since it is too late for that. Elias cited that deeply he is untouched, since he still enjoys the same calm character.

The group, who felt the influence of development mainly on their skill-building potential, experienced a relative surge in the amount of their information. Monia explained that information started to build up mainly in graduate school, and spoke of the unique experiences she received with every degree undertaken. Samir spoke that he had no previous knowledge of research and that he had learnt to think more reflectively. Lara stated that she thought she knew almost everything, until she enlisted in curricula preparation program where she learnt particular methodologies of great importance. Roger mentioned that practice and experience gave him proof and greater understanding for the

theories he had learnt. These participants believed that their higher level of skills achieved is channelled towards their students, who are their second best beneficiaries. Dina mentioned that her teaching has improved tremendously. Richard praised his capacity to answer more questions and to go into more details while lecturing. Lolwa spoke of her capacity to give higher level courses. Farah spoke of her capacity to encircle a subject of discussion from all sides, by delivering a synthesis of different courses in one. Moreover, four of the informants who believed in the development-skills formula cited that they also retrieved personal satisfaction and happiness out of their endeavours. The most natural impact for them seemed to be a higher self-esteem and personal fulfilment.

Participants spoke of growth opportunities, with more or less dedication. Some felt strongly for them, and even equated their importance with life itself. “If we do not develop, we die. This is nature, this is what the first and second laws of thermodynamics tell us. If I like the temperature to be 27 degrees, and I stay under this temperature I will die” (George, 08050704). On the other hand, two informants argued that developments merely added to their credentials, in terms of meeting the requirements and being able to better market themselves. Moreover, some participants specified some measures to be of greater influence on them than others. Jack explained that a PhD pursuing has the power to discipline him, since he is undisciplined in his work. Similarly, Elias argued that a PhD can change his perspectives and add to his maturity, as he witnessed those changes with his wife, after doing her PhD. Hadi spoke of research to be a powerful practice tool to achieve patience and experience. “Sometimes you get negative results when doing research, so you have to repeat. This might take months, but you learn to be patient, and you try to invest your experiences in different walks of life” (Hadi, 16050705).

Conclusion to Professional Development Issues

Participants at the AOU seem to believe in research, seminars and conferences as some of the best development techniques, yet few are practicing them for various reasons. Some of those reasons are work conditions related, others are country related and still others are

university specific. Part-time work's variable schedules, inconsistent incomes and time pressures seem to be contra-research. The country's unstable economic, political and security situation renders the environment research unfriendly with all the stress and psychological pressures caused. The university's limited finances, facilities and support cause research to be even more cumbersome. The AOU has probably succeeded in being a good teaching establishment, but it failed to the moment in ascertaining its place in the research domain. Participants under the circumstances substitute major development practices with less audacious training ones, retrieved mainly through updating notes, book reviews, technology follow-ups and internet search that are merely course-specific rather than development-targeted.

Participants that are working only in the educational domain seem to be particularly interested in research and development measures. However, the road to research and development is not paved for them given the conditions prevailing. Those of them who are teaching at AOU alone seemed more dedicated to pursue a PhD, thus substituting current financial outcomes that could be retrieved from working at multiple sites for better future promotional and security possibilities. This is the case of Sara, Samir and Nour, who only teach at one place and are all pursuing a PhD. Thus, one may conclude that working at multiple sites render any research and development activity difficult, since it consumes people's time and energy.

Other participants who pursue a professional career outside the academy seem less interested in research and seminars. They measure their success and add to their professional profiles by their projects and business dealings executed, rather than by their academic publications and achievements. However, these professional achievements remain undervalued in the academy which is research focused. Under the circumstances, this latter group has minimal chances of becoming tenured, and most likely will remain part-timers teaching selective courses in which they have practical experience. PhD holders seemed more enthusiastic to research than Master's holders who often questioned the

benefits of research and objected to the high value placed on it by the University. However, both PhD and Masters holders complained about the unsuitable circumstances for research.

Participants pursuing development practices were internally but not entirely motivated to do that. A secure job was cited by ten participants to be a strong motive for any development effort. In turn, development practices seemed to affect both the skills and the personalities of people, impacting each participant differently. Eleven participants witnessed an increase in their skill-base versus nine who declared a change in personality. The two-ways relation between development and identity concepts, plus the interference of outside forces on the formula renders it difficult to state in strict terms, or make firm distinctions among various cases.

Conclusion of Thematic Analysis

Part-time experiences seemed frustrating for most of its dwellers, which in turn impacted their identities and thus their professional development endeavours in some positive and many negative ways. The modern identity concept describing identity as a “process constantly changing, in flux, ambiguous and fragile” (Pullen 2006, p 1) coupled with the part-time features of variability, insecurity, and instability rendered each part-timer’s identity unique sharing with other part-timers’ identities certain features rather than exact duplications. Thus, definite statements about relationships among gender, seniority, degree, or other factors from one side and identity on the other are overly simplistic and naïve. However, previous analysis had succeeded in supplying an educated guess, a preliminary concept of what to expect and why to expect it. It did so by revealing the complex interplay of different major forces impacting all participants, regardless of which group they belonged to. The masks worn were so colourful and special that no one turned to be a carbon copy of another. Gender, academic standing, seniority, work locations and work program choice all failed to erase individual identities and replace them with group

or common identities. This was revealed in participants' comments and beliefs which were not exclusive to any particular group of a particular gender or standing.

Each participant's identity studied was in defiance to all the identity explaining theories, whether those might be social, psychological or rationalist ones. Each identity was bigger and more comprehensive, bringing volumes of factors and influences tackled in multiple theories under its wings. Synergy resulted, with the output greater than the sum of the inputs. Each character offered "an extended overview of how he sees his own identity, which is far more complex than the theorists' picture of identity construction" (Kearney 2003, p 109).

The professional identities and professional development practices of part-timers seem to be interrelated in a multiplicity of ways. First, the professional side that is the work related aspect is a common feature of both notions. This indicates that a lot of the underlying factors impact both identities and development practices simultaneously, whether that might be workplace practices, actions, motivations, personal factors and others. This was revealed in the results. The University, for example, was a key player in sketching the professional identities of part-timers. Concurrently, it was revealed that it played or should play an unprecedented role in how part-timers sought their professional development. From another perspective, the research outcomes also showed that professional development was the result of internal motivation, a sub-product of selfhood. In turn, professional development bounced back to impact personality in a chain reaction format. The equation is rendered more interesting by the inclusion of part-time variable.

Chapter Five: Presentation and Analysis of Data by Discourse Analysis

A conventional form of Discourse Analysis (DA) was used alongside thematic analysis in an effort to provide a complementary analytical framework for this study. Gilbert and Mulkey's mode of DA (1984) was used to relate participants' views to the contexts in which they are living or working. This approach seems to be especially useful in cultures prevailing in the Middle East, the Arab world and the Mediterranean (Deresky, 2003).

In this study, DA was carried out primarily on an individual level, then within the same group, then on a collective level mainly across different groupings. Interviewees' transcripts were approached one at a time and read more than once to check anything that appeared to be weird, different, contradictory or important. This was done in light of the key research questions that had to be answered. Then, commonalities and contradictions were spotted among different interviewees' transcripts to come up with possible important contexts for each case group. A thorough explanation of how DA was carried out in the study is provided in the methodology chapter and referred back to in Appendix B2. A thorough explanation of this method is needed, since there is no one way in which DA could be carried out (Potter and Wetherell, 1987). However, it is crucial to note that data is approached differently under DA from the way it was handled under thematic analysis. The analysis here is driven by the data itself rather than triggered by the researcher looking for consistency and coherence. Thus the division of the data under three key research questions is not as solid as in the thematic analysis chapter. For example, the modern societal influences under professional development section seem to simultaneously affect the professional identity construction. However, this specification of the method does not undermine its importance. It definitely renders the work more difficult to group and organise, but surely adds to the work's trustworthiness. As to the within case and cross-case analysis, these are provided for as much as possible. However, they are not always strongly highlighted since clear-cut comparisons seem overly optimistic and definite. Each case is permeated by other factors rendering participants in the same case different

from each other, and thus specific common conclusions about particular cases unlikely (Leathwood, 2005).

Exploring Part-time Situation

The participants' discourses disclosed the great miseries of part-time work that transcended the mere material means of living, but went even further to affect the soul, the heart and horizons and sketched a big question mark on every facet of their life and existence. The words participants used, such as dragged, TBA, fill in the blanks, distributed and others, spoke volumes about their internal struggles that they had to battle on a daily basis because of work-related circumstances. Maria, for example, had doubts about living in Lebanon if she had to continue working on part-time basis, thus touching on more serious thoughts of citizenship and national identity issues. She continued using the word 'scattered' referring to the fact that she was teaching on multiple campuses. This might imply having divided existence, in terms of both body and soul. She even said that "this tour between campuses was tiring and I couldn't give all my strength when I was 'distributed' in such a way, so I felt I was 'missing something somewhere'" (Maria, 21060704).

Similarly, Jack had explained that some universities used him to 'fill in the blanks'. Thus, indicating that he could be anybody, replaced by anyone else that happened to fit, indicating the triviality of his role or status in the work place. In a similar sense, Freddie mentioned the university's practice of putting TBA (To Be Announced) near the name of the courses he was supposed to give on the course program sheet. Freddie explained that the university do this in order to hide the big number of credits they are giving him, in contradiction with the university's bylaws which state that the maximum number of credits to be given by part-timers is six credits. Freddie mentioned this, since he seemed very affected by this university's practice. He felt that he was nobody, anybody, anonymous. Likewise, Anthony used the term 'dragged' to indicate the persistence of his sufferings from one semester to the other and from one year to the other with his stalled status of a

part-timer. He was pulling himself, towing his efforts against his will and desires with no taste or enjoyment whatsoever.

Nabil used the term ‘probationary’ to reflect on his status as a part-timer, but he knew very well that this contingent and stand by position could linger on for more than desired. “I call it probationary period even though being a part-timer you will stay your whole life in that probationary period” (Nabil, 25060701). Similarly Dina, while reflecting on her part-time colleagues’ experiences who do not teach at any other place, said that ‘they don’t have anything but this University’. This indicated their contingency on what happened in one place over which they had no control, and thus reflected feelings of powerlessness and despair. On the other hand, when Roger talked about finding work outside the academy which he has desired since his early days, he mentioned ‘finding himself’ as if he was lost and then found; as if he was referring to multiple twin selves, when one found another they finally felt at ease.

Organisational status impact on identity is more profound once one pays attention to the choice of words used to explain identity changes. Richard, for example, talks about the possession of a business card indicating those material artefacts that came with the change in status from part-time to full-time. The business card acted as a marker of the shift and an important extension of a person’s identity (Solomon, 2007). “Now I have my own office, where I can work harder stay longer and concentrate on different things, they gave me business cards (laughs)” (Richard, 04050701). Similarly, Jack wondered whether a full-time would change his spirit. “How much a full-time will change your spirit, because as a part-timer you have to prove yourself repeatedly” (Jack, 18060705). If Jack is hinting to a possibility of a change in spirit, then a change in identity is likely on the way. Spirit is the core and identity is the leaf that engulfs it. If this view is to be adopted, then no change in the former can happen without causing alteration in the latter. Freddie too hinted to the issue when he said that it is probably better to stay a part-timer for the time being. “My dad has his own business I’m gonna take over eventually, that is why I find it better for me

to stay a part-timer not to get connected”(Freddie, 13060705). As if he is saying that part-time equates no connection, no commitment, no deep impact; whereas full-time equates immersion. Similarly, Anthony talked about his will to move to another place and have a better position. The first to come to his mind is the appreciation he will receive and not the quadrupled salary he will get, indicating the importance of appreciation for his persona that the new post would offer him.

Part-time work seems to negatively impact males more than females. Upon scanning and analysing the interviewees’ transcripts, few comments uttered by females were spotted that hinted to hidden injuries relative to the many comments made by males and which were largely revealed in the preceding paragraphs. The terms ‘fill in the blanks’, ‘TBA’, ‘dragged’, ‘change in spirit’, ‘probationary’ and others were all uttered by males. This observation was made inspite of the fact that females are usually the ones who reveal their feelings. Outspokenness was found through the field work to be a women’s trait rather than a men’s one. Despite being a women’s trait as indicated in the researcher diary, males are the ones who expressed their feelings of annoyance and hurt from the part-time work conditions. This might be so, since being a breadwinner is one of the most prominent roles a male can play in an Arab context. Male participants felt that they are not performing to the levels they aspired to. They are especially hit in the spot that hurts the most. Discourse analysis had revealed those feelings that transcend the mere working conditions to touch upon their masculinity roles.

Investigating Professional Identity

A variety of internal and external forces, current and past, real and illusionary, close and far interplayed together to paint a unique rain-bowed identity. Even though identity is often comprised of see-through textures, it is the intensity of these textures that renders it opaque; opaque not only to its viewers, but also to its inhabitants. The participants understudy found difficulty in talking about their experiences and in labelling themselves. This was revealed in their talk, and what is language but “one of the most sensitive

indicators of our identity” (Kearney 2003, p 41). Talking about one’s self seemed an uneasy job, probably because one is forced to contain the ever-changing self in a box of set measurements. “Far from being viewed as fixed and immutable, the concepts of community, identity and culture are seen as fluid, multiple, hybrid, syncretic and often contradictory” (Kearney 2003, p 36).

Fadi found difficulty in labelling or describing himself. “With respect to the successful teacher, I might not be successful...” (Fadi, 15050703). Similarly, Farah failed to answer the question on her identity status. “With professional identity we can think more in terms of full timers. Professional identity you find it stronger with full timers. Maybe the part-timer can’t define his or her identity” (Farah, 10050702). This might carry some wisdom, since part-timers are less in control, less sure and that is why they might experience more fluctuations and variability in their identities particularly those which are specifically work related. To the same question, Freddie replied that he does not know how to label himself. “Nothing, I don’t say anything. I’m a part-timer, a teacher, I’m doing it like a hobby, I’m starting to like it, but I’m becoming more commercial, not more professional” (Freddie, 13060703). Saying something and its contrary revealed hesitance, irritation, and a sense of being lost. Identity is a function of tendencies, functions, jobs, roles, social contacts, circumstances and many else. It could evolve with time. This was revealed in Samir’s explanation, when he said first that he is a programmer then in a few moments time, and after some reflection he negated this position.

“I’m a programmer. I worked few years programming. Programming has a definite time, afterwards if you want to advance you don’t stay as programmer, writing codes, you start analyzing systems, studying softwares and building and integrating softwares. Computer engineers who start programming, expect to leave it. Now I’m a very good programmer I don’t worry about programming. I do something better, if there is a certain programming I need to do, maybe I hire somebody else to do the code, but I

do the schema and the design, this is not programming, this is analysis, so I'm not a programmer, I'm an instructor or a software analyst or something like this" (Samir, 28060703).

Different Subjectivities

Dealing with issues related to identity seems more complicated than initially suspected, since not only subject positions, perceptions and feelings change over time, but also one can adhere to opposing views in no time.

"Subjectivities (the term used to highlight personal understandings of the self) are constituted through language; language is the arena where forms of social organization and individual subjectivities are defined and contested...Individuals then have contradictory subjectivities constituted through their participation in a range of discourses. Postmodernists and post-structuralists argue that we need to examine these changing forms of self as they are experienced in differing contexts"(Anderson and Williams 2001, p 7-8).

This contradiction in subjectivities was greatly revealed in most interviews, where participants said something and then uttered its opposite. Inconsistency in positions could be the result of common sugar-coated efforts to hide one's true opinions. That could be due to conformity to social etiquettes, lack of trust in the interviewer, or one's will of not disclosing inner thoughts or beliefs. Nour said that all teachers are good, but hinted to the fact that good ones could be spotted from bad ones, negating her prior position and confirming that there are some good and bad teachers. "From the time I came here, I didn't see anybody leave because of a bad evaluation, thank god the teachers here are all good, but you can tell who the good teachers are"(Nour, 11050703). Similarly, when Ziad wanted to comment on the behaviour of a fellow academician, he used the word 'childish', but as he went on in his description of what happened, he settled to say that "most of the

people in this university are not like that. Maybe only 5%, which is not that significant, but you see them in every other organization, personally troubled, low self-esteem, you can do psycho analysis, they have a certain deficiency, they want to prove something”(Ziad, 05060705). Similarly, Samir wanted to hide how much he wanted the job, but failed to since he confessed and in the same sentence that he had planned for it. “I wanted to teach, I had an opportunity, and I entered, I was working on it” (Samir, 28060701). This is probably due to the high saving-face cultural value which is present in the Arab world (Deresky, 2003). People care much about how they are perceived in the eyes of outsiders. Samir probably did not want to appear in need or in an inferior state wanting the job so much.

This contradiction, however, might also be the result of individuals embodying different positions and having contradictory inclinations at once. This was apparent in Farah’s dialogue which showed that contradictions are simultaneous and happening within no time differential, an indication towards variability of concepts related to self, such as self-concept, self-image, inner-self and work related self. Farah explained that she felt at peace with her self, since she had a stable character, but suddenly retreated to say that she is not better than others who often question their choices.

“When you are doing something and internally you are comfortable, anything you do will make you feel comfortable and vice versa. You will be in harmony with yourself. There is a kind of trust or personality status you have reached that doesn’t need updating or add value to it. It is the value in itself, and whatever you do it remains constant, but if you feel that the ground is shaky, whatever you do to decorate it, it will remain unstable.

-Like many people!

And like myself I don’t pretend to be solid sometimes I pass in situations where I ask myself what am I doing” (Farah, 10050703).

Similarly, Freddie changed positions by once saying he is a commercial and then professional. He explained that his behaviours are that of a commercial, since he teaches at multiple sites and accepts any teaching assignment he is offered. Then, he said that he does not allow students to cheat during exams, because any professional teacher would act as such. Likewise, Jack experienced an internal struggle between forces of good and evil, between his ideals and the real world practices.

“What should I teach students? How can I help in raising them? When they graduate to the real world, I’ll be disturbed for them, because if they turn out well bred and mannered they will not be well treated, so here I have a problem of what I am giving them I’m telling them don’t lie don’t cheat and don’t...” (Jack, 18060702).

Contradictions were apparent when tackling different matters, those pertaining to the self and others that entailed other entities as well. Sara, for example, changed her opinion regarding how she viewed herself relative to other part-timers. In the beginning of the interview, she believed that all good part-timers are pretty much the same. However, after talking about herself for half an hour and revealing more about herself and after answering questions that pushed her to be more reflective and analytical of her attitudes, style, values, and teaching practices, she herself confessed that she is not the same. “With respect to all the part timers who have the biggest work charges, they are the same once they trust you they trust you” (Sara, 07050701). Later on, she claimed that “No, it is not about being a part-timer, not all are like me” (Sara, 07050705). One is thus pushed to generate different implications about part-timers depending on whose views are considered. Administration thinks retained part-timers are pretty much the same, while part-timers see themselves as occupying a unique place on the grid. Moreover, Sara’s second statement reveals that being a part-timer is not a strong enough catalyst to neutralise the other persistent elements of the self.

Contradictions in feelings were also exposed, especially when there was a mismatch between internal convictions and external forces. Anthony, for example, said that he is not well appreciated for his degrees, although those were achieved at some of the best universities in the world. “I feel lower, nobody is better than me, especially if he has his degree from the Soviet Union, or didn’t publish anything, but still I feel lower” (Anthony, 13060704). Anthony knows that he should be feeling proud of his accomplishments, but that is not the case, and primarily because he was unable to reap the fruits of his efforts and hard work. His degrees were not good enough to earn him a respectable job or a better treatment. Similarly, Denise wants to be a full-timer to get settled and to have more time for research, but she is not sure whether she can be of any great benefit to her department, knowing that research must be done in a team.

“I want to be a full timer to have the right conditions to do more research, to read articles, but we should be more than one in the field cause one hand alone can’t clap. Two opposite things, I want to be a full timer for my own good cause I want some stability, but I’m not sure I can give the university what it wants, that is research”(Denise, 14060710).

This disclosed conflicts between personal agendas and management goals. Similarly, Serge showed a lot of confusion when asked about professionalism. First, he said that part-time is step number one to become full-timer and thus professional. Then, he added that he is more professional than many other full-timers who did not have any practical experience.

Having different subjectivities at once seems to be common among all cases. This indicates that this trait is not exclusive to one group rather than the other. Sachs (2003) talked about two types of teachers’ professional identities, the professional and the managerial, but explained that one could easily swing between these two due to different contexts and contingencies.

Identity as a Function of Age

Age seems to be a prominent feature of one's identity. As people age, they become more conscious of their age and they tend to speak more of it. This was evident in the discourses of mid-age and elderly participants. They came back to age-related issues several times in their explanations. Jack clarified how it was too late for him to change career. He also explained how it impacted his marriage and his family size. He also hinted at age and its accompanying financial burdens. Michel, too, explained that he still seeks professional development although he might not have the opportunity to practice or benefit others from his acquired skills.

“Work for your world as if you will live for good, now I'm going to Italy on a training course (laughs) yes you always read scientific journals though the courses I'm teaching here are not that advanced, but keep on doing literature review especially in the subject I had for my thesis previously I still like to see what is happening” (Michel, 02050702).

Michel seems to be well aware of his age, and the university does not seem to be doing much to lessen this awareness. Michel's major seems to be highly in demand; however, AOU did not think of offering him a full-time job. This was revealed through the discourses of other participants. Michel pretended not to be aware of this vacancy, and he kept on saying that he is not needed by the University more than the two courses he is teaching.

“No, no it is not that they don't understand me, I'm realistic I know for example (laughs) I know I can do a certain service to you and if you don't need it if you don't need it, what is the use or why should I think oh I can do this to you but you don't need it, so what I feel here is that I can teach or train, but still this is not needed yet here, so it is not that I'm neglected or

that sort of thing no... Here I'm a bit isolated, I'm isolating myself"
(Michel, 02050703).

Michel is trying to make it sound like a personal decision, but the contradiction between his words and the clarification received from the other participants paint a more complete picture of the anxieties and sorrows of being unwanted. Michel's colleagues in the department had clearly explained the high need for Michel's major, but throughout the whole interview with him nothing was mentioned of the sort. Instead, his occasional laughs hid underneath them no personal conviction of what was going on.

Not all age-bound experiences seem to be as gloomy. Lara equated age with experience and maturity. This gave her more power in refusing certain practices or deeds. "I'm too old in education, I'm not young, I have more than 16 years of experience, I won't take any nonsense from no one" (Lara, 12060701). Farah, too, implied that there is a tight but naive relationship between identity and development on the one hand and time and age on the other. It is considered naïve, since age is used as package for all the experiences accrued over a certain life span. "One does still change with time and age" (Farah, 10050703). As for the younger participants, as Richard and Monia, young age was considered as a privilege in their dealings with their students.

"I enjoy teaching, I really do, I get really good feedbacks, I feel close to students cause I'm young and they are young', so there is not a big gap, there is a gap of 10 years, but it is different from someone coming at the age of 50 teaching students at 20, I feel they are comfortable from this side, they are comfortable with me, I joke with them, if they go beyond their limits I would shout so they say she is sad we don't want to make her feel sad, she is nice we don't want that , so they back off quickly, I really like this contact, I enjoy it a lot"(Monia, 09050703).

Sara had noted that young age is a two-sided blade, since it is considered an advantage in the case of her students, but a disadvantage when it comes to relations with her supervisors. “My age helps me in better communicating with my students, however it doesn’t help always when communicating with my colleagues and supervisors. Being young, I’m sometimes underestimated” (Sara’s diary, 27050706).

Age alone seems neutral, however when combined with other notions, it gets rather visible. Mid age in addition to part-time and development practices seemed rather uncomfortable for Jack. Young age with Sara’s supervisors was not the right formula. Young age with students for Richard and Monia looked great. Thus, age gets its positive or negative appraisal from its specific application. These different applications hold true for all participants regardless of which case they are a member of. However, one has to be aware of other permeating factors that enter the formula and change its results. Thus, definite conclusions could not be made under all conditions.

Identity as a Function of Gender

Gender differences seem to be paramount in a strictly masculine society. Society seems to draw clear distinctions between male and female roles and it is apparent that a majority of the people do conform to these set roles. The male role is glorified in a strictly masculine society. Nour when discussing the forces that motivated her to pursue her studies, she first mentioned her husband, although it was quickly understood that her teachers were the greatest motivators. “My husband played a role, but my professors had the greatest impact, I graduated with my masters GPA 4.0, so they said I should continue my PhD...”(Nour, 11050704). Nour represents many other women who feel that they owe their success to their husbands.

Despite the fact that Samir was feeling more secure with his wife having a full-time job, he was a bit annoyed by the way society looked at their situation. “Yeh, yeh I feel more secure, but you know here how they look at things the man and the woman” (Samir, 28060704). He implied that according to the accepted cultural perspectives, he should be

the one who has a stable job, and not his wife. These roles are so entrenched in the culture that some equate them with science facts ‘naturally, normally, spontaneously’. These are Farah’s words used to describe the division of roles in the family.

“A part timer can accommodate what he wants to teach in his life. For males, I think theoretically they will not refuse any load, not to be sexist, but there are some tasks usually distributed naturally, normally and spontaneously between males and females in the family. Maybe my husband has less patience to teach the children, or less patience to take my son to the swimming pool to shower him and bring him back, etc and I’m comfortable in this role that is why I prefer if somebody ask to give me a full time position, I would ask him to take my husband instead cause we are in the same field. This way we will feel more comfortable” (Farah, 10050702).

As such, a career, a position, financial stability, and later retirement benefits, are all dwarfed when speaking of motherhood and maternal duties. A part-time choice is welcomed when there is inner conviction that a woman’s priority should be her house. For Farah, roles are set, the husband is the bread winner and she should be the nurturer. If there are many who share similar beliefs, no wonder there is such a small percentage of women joining the labour force in the region.

It seems that female instructors are more impacted by their gender than males, even if in subtle ways. They do not seem to be discriminated against in terms of their recruitment. This is evident in the large numbers of recruited females at AOU. However, what is expected of them by society impacts a lot of decisions they make, including their teaching styles and female nurturing roles. Nour did not afford to take another part-time work somewhere else, because of her little child, something that her husband did not face.

Denise's choices were similarly curtailed due to the fact that the cultural context would not accept her to live in the Arab world on her own.

"I won't go to any Arab country to work on my own, when the woman is single, they won't appreciate. You are always taking the risk. A woman living by herself is... you are not secure in these countries. If you are in Europe or in the States there is no problem. All the time they think bad things of you" (Denise, 14060704).

The nurturing style of teaching is emphasised by Nour and Lolwa. Their motherly role seems to be influencing them in their teaching and on the job.

"I can't but look at my students as my children, even in university, I wouldn't accept them missing anything, I feel they are my kids I feel worried about them, this is good and bad at the same time, we have this evaluation, the blue and dark blue are the ones that are strongly apparent, this is not because I'm so good, but because of this touch... they tell you that if they miss classes they have to drop the course, I don't have the heart to do that, you have to talk to him once and twice and this takes effort from the teacher... you are always in struggle"(Lolwa, 26060701).

The colours Lolwa referred to corresponded to her student evaluation forms, which indicated that students too appreciated this motherly touch in her teaching style. Feelings seem to be perceived as a woman's specialty. Nour explained that taking the decision to come back to Lebanon was perceived differently by husband and wife. "It was a very very big decision, it is O.K for me since I'm a woman and I have feelings, but it was a big decision for my husband, my husband believes in something known as homeland" (Nour, 11050703).

Males are reminded of their gender only when it acts against them. When Richard talked about the dangers of being friendly with his students, he mentioned that girls might take advantage of this, without hinting any of this towards male students. Similarly, Serge is reminded of his gender only when it was a reason behind his failure in one of the courses while he was still a student at the university.

“What I’m interested in changing is the terror that was prevailing, my parents used to pay the fees amounting to 13,000 dollars, but there was no improvement what so ever, we were not happy with this teacher, he was old aged 1000 years, but we had to bear the consequences, I was not alone, we were 7 students, the girls made it but not the boys he had a complex” (Serge, 01050705).

Gender seems to be curtailing females, especially married ones in their choices. Where to work as in the case of Denise, how many sites to work in as in the case of Nour, part-time or full-time arrangement as in the case of Farah, and how to teach as in the case of Lolwa. Thus gender appears to be entrenched in the females’ most important work decisions. However, males seem to be marginally affected by their gender, as in the cases of Samir, Serge and Richard. Thus, given a woman’s gender, part-time might be more acceptable to her given the limited margin of freedoms she can move and strategise within.

Checking Professional Development Practices

As mentioned in the beginning of this chapter, the analysis here is driven by the material itself rather than divided clearly under themes and headings. Discourse Analysis follows the contexts of the text, the hidden meanings, the implicit forces, always checking for variability rather than consistency. Thus, the coming subheadings under this section serve to clarify the contexts prevailing for these part-time participants, including capitalist practices revealed under late (post)-modern influences section, the financial and less visible cultural contexts, the unbalanced power relations and others. These are summed

under the professional development practices heading, but they nevertheless greatly and simultaneously influence the professional identities of part-timers as well.

Late (Post)-modern Influences

Upon digging into the transcripts using DA magnifying lenses, the developed modern influences were greatly felt. (For a discussion of the late/post modernity distinction, refer to pages 38-39 in Chapter Two). According to these, identity appears to be a moving object (Kearney, 2003). “Post-modern thinkers eschew grand narratives of historical progress and see identity, culture and community as mutable, hybrid and diverse and open to conscious change” (p 36). Proponents of this theory talk about the great effects of capitalism, materialism and profit-oriented institutions on identity shaping. Interviewees implicitly revealed a lot of scorn and anger towards the University practices. This was mainly mirrored in the number of times the issue was raised by the participants without being directly asked about it. This was the case of Elias, Nabil, Denise and Freddie. The latter, for example, objected to the university’s practices five times, as when he pointed out to the dishonouring of its promises, its recruitment problems, its dishonest treatment, uncaring nature, and lack of motivators. Thus, the fact that the University was the first to come to their minds implied that it is a high priority issue for them.

The university seems a major site for the observation and manifestation of advanced modern influences. Webb (2006) suggested that “the organizational sphere provides an important middle range conceptual link between political economy on the one hand, and personal and social identities on the other. It is through interactions with organizations that people experience the political and economic forces that structure daily life and shape understandings of themselves and others”(Webb 2006, p 15). More than half of the participants claimed that they are ready to change their courses of action to meet the University’s orientations and expectations. Interviewees believed that the university has to meet its goals and they in turn have to adhere to the management agenda. For example, they did not mind concentrating on one line of research rather than another to please the

administration. “A self-identity has to be created and more or less continually reordered against the backdrop of shifting experiences of day-to-day life and the fragmenting tendencies of modern institutions” (Giddens 1991, p 186).

Discourse Analysis revealed that the post-modern influences are more prevalent than previously reflected in the thematic analysis chapter. It also revealed that participants are not so happy with these influences. Participants avoided talking negatively about the university, its agendas or policies; instead they put the comparison object in a better light, as if they are implying that this university is worse off without saying it.

“I don’t like to become full-timer here, because at the school I have the grown-up students who are almost as old as here, and I’m more in control of the *space*, if I want to talk to the administrator I can in the same instant, if I want to order anything it will come right away, I have the office boys who are very helpful, it has to do with *space* and quality” (Lara, 12060704).

Repetition of the term ‘space’ by Lara has deeper inferences, since space is a substitute for unbounded horizons, where lawless instincts wander freely (Gove, 1993). This space (freedom) is not present at the AOU; at least, it is not available for this part-timer. Michel too when making a point that any academic would aspire to become a full-timer, gave the impression that the status of a full-timer is the attractive part of the equation and not belonging to AOU in particular. “Of course everybody wants to be a full-timer in *aaa university*, not running around, one hour they teach here and another they teach over there this is labour” (Michel, 02050705). Monia pointed to the fact that certain University decisions are based on wrong grounds, but tried to hide her true beliefs and stopped herself by talking about different possible factors impacting on the recruitment of a full-timer.

“Here they are very loyal to their full-timers, some of them have been here for 5 years, but they also teach somewhere else, maybe they say we won’t

make this one tenure because he is coming from a far place, we prefer someone, I don't know... there is budget wise, expansion wise, and here there is a new dean, who is really focused on research, so if he want to recruit someone who is an established researcher, for us it is very hard, the idea is improve yourself, get moving and show me that you are interested don't just come and give these courses without caring about the university"(Monia, 09050702).

Coming from whatever place should not be a prerequisite for recruitment. Monia implied that full-timers are favoured by disregarding the fact that they work somewhere else, which is not an allowed practice or at least an unpreferred one. Part-timers, on the other hand, are demanded to give more and more despite the fact that it is not compensated. Moreover, there is a feeling of annoyance from the University's administration, since it is enforcing its argument without taking into consideration part-timers' longer-term perspectives.

"There is an opening now, but this is not my major, in fact this major is not present among any of the part-timers in our department, so they are asking for something which is not present in their part-timers, so they are aiming at something else, I have been told that they have somebody coming from abroad and they started with their bla, bla, bla" (Denise, 14060706).

Participants hid their true opinions, but soon the reality shone with the inclusion of some details on their part. When asked about her work load, Maria said that it is fine, but soon contradicted herself. She then explained that research is time-consuming, demanding much more time that she is afforded with her prevailing work load.

Part-time is a one of the manifestations of post-modern influences (Kearney, 2003). It has been greatly used as a cost reduction device for the sake of management purposes (Heery and Salmon, 2000). "The emergence of the insecure workforce is prompting a change in

the balance of expectations within the employment relationship and is associated with the erosion of employer commitment, encouragement of opportunistic bargaining, higher transaction costs and a disincentive for employers to train”(p 6). It is considered acceptable by employees in very few cases, particularly when employees are well remunerated, skills are developed and when it is a personal choice (Crouch, 1997). However, none of these circumstances seem relevant among a majority of participants. Sixteen of whom showed contempt with their situation, because they had no control over it. They felt powerless in a world where control had passed to external forces, such as economic, political and institutional players (Giddens, 1991). They showed less tolerance for the part-time situation the more they lived it, as their capability to deal with their state weakened with time. “Every semester passes, I feel dragged” (Anthony, 13060704).

In light of these managerialist practices (discussed on pages 29-30 in Chapter Two), the part-timers find themselves driven by situations they played no role in setting. They objected to these practices in implicit and explicit ways numerous. The pool of participants showing their scorn to the prevailing situation is varied in terms of gender, age, seniority, educational standing and institutional status, thus no clear comparisons could be made among cases.

Power Relations

There is a general sense of being in a state of mercy or a power disadvantage in the university’s hierarchy. This translates to feelings of helplessness to change their state or to enforce any breakthrough in their condition.

“Where an individual feels overwhelmed by a sense of powerlessness in the major domains of his phenomenal world, we may speak of a process of engulfment. The individual feels dominated by encroaching forces from the outside, which he is unable to resist or transcend. He feels either haunted by implacable forces robbing him of all autonomy of action, or caught up in

a maelstrom of events in which he swirls around in a helpless fashion”(Giddens 1991, p193-194).

This powerlessness to exert any change or push in a certain direction was coupled with a sense of refusal for the university practices across the classes of participants. However, they could not talk openly about it, since their job is at stake. One had to read between the lines and to examine the structure of their sentences and arguments in order to pinpoint these power relations. There was a feeling of helplessness among participants to do anything since the university had more power at its disposal in the workplace. Monia explained that there is more supply than demand for academics and thus any part-timer could be easily replaced. “Take from the country situation, they have a lot of applications, if you won’t accept another will, cause there are a lot of people who hold similar degrees” (Monia, 09050703).

One of the most important things revealed through DA is the indication of power relations at the university. Political tensions, for one thing, seemed to affect part-timers and their work lives in indirect but strong ways. Richard pointed out that the internal politics are a hidden but decisive factor in running the university. “As I understand, there is tug of war inside the administration, these things should not be talked about, but our dean is mainly doing this so that we can have more say and autonomy”(Richard, 04050704). Denise, equally, believed that things sometimes happened for reasons that are less than crucial, which added to her bitterness. She believed that the social and professional contacts of people in power are a decisive tool in her future.

“Our dean is a graduate of this university in Italy, he has strong contacts with it, and these guys are dedicated to this project, that is why he is introducing this new program to our department and actually all our courses and activities centre around it, so I’m obliged to conform” (Denise, 14060709).

The relation between the university and the part-timers appeared to be unbalanced, where more powers are invested in the first rather than the other. Participants themselves seemed to accept this reality and take it for granted. Even for those who had chosen part-time, they feel they have no right to make such a choice. They feel deep down they should be receptive for any work load that they are offered and if it did not come, they also have to accept. Making a choice such as how much to work and when and where is a luxury that they are not supposed to afford. They are at the mercy of their employer's will, whose wishes are their commands. "Part-time is a choice for me, but I will not publish it cause they will run away from me" (Farah, 10060701).

These power relations were revealed in various subtle ways. Often, participants tried to hide their true negative opinions by avoiding direct questions about the university or by making referral to a third party other than the university. Hadi, for example, when asked about whether the university was supportive of research, he tried to talk in a positive way about its practices. "I think there is a trend towards doing research in this particular area, so instead of doing research in different fields, the efforts would be more concentrated on one thing, and then the research process might go faster"(Hadi, 16050705). However, this is not his true opinion, since in a previous comment, he pointed out that research would be particularly helpful if done in the field of interest of its pursuer. When asked again about the university practices regarding research support, he referred to himself and to other universities thus avoiding any criticism to the University.

"I don't feel myself concerned with research right now, but I know some universities, and here I'm not talking about this university, put pressure on their professors to make publications with no big interest if the results are valid or not, just for the sake its name to appear on the publications, but this is not how things should be" (Hadi, 16050704).

Similarly, Elias when asked about whether the university takes the students' appraisals into consideration, he made sure to talk about another university. "Some do, some don't, for

example I used to give a course at another university parallel with another teacher, if they had seen the output of the two sections, they wouldn't let me go, but because he used to be more senior, they kept him without looking at the output" (Elias, 01050704).

The subordinate status of part-timers with respect to the university was further disclosed in the participants' indirect criticism to the latter's role, agenda and actions. Michel, when explaining the reasons behind the university's refusal for his proposal, tried to hide his anger and dismay, by putting the blame on some other entities, talking in the plural, and using mockery.

The university here and the municipalities, although they know the immediate and urgent problem in our community, you see them talking about more rosy projects, I don't say that I don't like or don't appreciate but what is the more urgent issue!

-You feel it is the responsibility of the university to do something like this!

When they talk about helping the community maybe...

-Did you propose it?

I did once and I don't know what happened to it, they are expecting some funds from certain sources, they went to some other rosy projects rosy I'm not saying that my project is not needed or it is not good, but not rosy, I'm not saying they dropped mine but as I told you they want to avoid the bad smell... (Michel, 02050704).

This use of anonymity, plurality and ambiguity seemed to be intentional, since in other circumstances when participants aimed to speak positively about something or somebody, they made sure to call things by their names. Nour, for instance, when talking positively about her dean, she mentioned his name. Equally, Dina specified the party that has been good with her. She made it a point to show that her teachers are the good ones and not her

employer, since she used to be a student of the same university she works at. “This is the push that they give, mostly I’m talking about the teachers” (Dina, 07060704).

This power imbalance between the University on one side and the part-timers in general on the other side revealed that those latter are not in a competitive position to market their skills as mentioned by Monia (supply of academics is greater than demand) or to exert any manoeuvring tactics to upgrade their status or situation. Thus, on the personal side they will definitely feel lower and weaker, and on the professional development front, they are the most entity to be impacted by the University’s practices of cost-cutting and business management models. No part-timer was able to offer any way out to end this dilemma. They knew too well that it is beyond their scope of powers. This further leads them to be initiative takers rather than makers in many aspects of their professional lives.

Financial Context

The financial context seems to be a dominating one for most of the participants. It appeared to be more important than they would like to admit. Serge, for example, mentioned that he is ready to work for free in the University just to show his gratitude for picking him up from all the other graduates to teach. However, he mentioned money matters in his discourse seven times. Similarly, Fadi, Hadi, Richard and Jack mentioned money and its impact in their talks nine, eight, six and four times respectively. Roger, Elias, Ziad, Denise, Lara and Sara showed similar concerns over monetary issues. Money had to be there for other advantages to be realised, as Richard and Serge indicated.

“When I was a part-timer, money was the major thing on my mind, but now since I became a full-timer I realised that in fact a lot of things had changed, I have an office, I have my own computers, I’m more relaxed, I’m less anxious about things, I’m not forced to do things I don’t like to do”(Richard, 04050705).

This confirms with Herzberg's Two Factor theory of motivation, which indicates that money is not a major motivator; however, its absence could be greatly demotivating (Robbins and Coulter, 2005). Ziad mentioned that financial instability rather than personality matters is a major cause for people's anxieties.

“It is all about putting your eggs in one basket, if you have just one job, everything would be reliant on it, and this could put people under a lot of stress...It doesn't have to do with personality, it has to do with the fact that I have my own business...If I stop teaching here, maybe it won't be as fun, but nothing would happen to me...” (Ziad, 05060703)

The financial context seemed to embrace the lives of participants in many ways. Many of their decisions, plans, choices and feelings rested upon it. Fadi admitted that the decision to become a full-timer or remain a part-timer centres around financial considerations. “To become full-timer here, I have to leave public teaching and then I will lose a big portion of my retirement pension. However, if I don't take the decision soon, it might be too late” (Fadi, 15050704). Hadi made the point that he is pushed to work as hard because of the money issues. “The Lebanese University doesn't pay on yearly basis, so I'm forced to work in another private university which will sum up to 800 hundred dollars. I'm married it doesn't make a thing, so I'm forced to take another university in parallel, so I end up consumed in terms of energy, time and research potential” (Hadi, 16050703). Jack implied that the main barrier against his pursuing of a PhD is money. “I know that a PhD will discipline me I'm very undisciplined...I told the dean that there are two ways I can become a full-timer, either by winning the lottery or through inheriting some distant relative, but otherwise my chances are nil.” (Jack, 18060707). Anthony mentioned still taking money from his parents, which he felt that is something wrong and immature.

Those who needed the money most seemed to be the most critical cases. Fadi, for example, seemed to be haunted by the issue, because of his big family size and its high living and

educational demands. Richard, Roger and Serge seemed to be impacted largely by money issues since they are at the start of their careers. Despite its wide-scale influence on participants, finances seemed to be a male issue rather than a female one in Lebanon. This concept was set forth by Burchell (1994) who argued that since women depend on their partner's income as their main source of living, they thus feel less threatened by job insecurity. Maria, for example, noted that part-time work would be a preferable choice only for women who are married to a 'wealthy husband'. Roger, similarly, implied that women are obliged to work only when their husband's salary is not enough to support the family and not because of career aspirations. This indicated that males are supposed to be the main providers for their households, a resultant of the masculine Arab culture (Deresky, 2003).

The financial context becomes even stronger with age as indicated by some participants. Jack made the point that any financial investment in one's professional development becomes harder, since its return would not be guaranteed. "How can I save 50,000 dollars or get a loan at the age of 52 to make an investment in myself, I ask myself, is it worth it? By the time I'll become a phder I would be 55 years old, given the load I'm teaching I can't do it on all grounds" (Jack, 18060706). Lara, too, made a strong statement about the prominence of the financial context. "Whoever you ask, and whoever theorise for you, the monetary aspect is the basics. I used to do two shows per year, I was very motivated even if it was unpaid, but now finish maybe because I'm older or the situation is harder..." (Lara, 12060702). The bottom line was provided in Jack's diary: "It is all about money, money, and more money" (15070705). This pressing financial context was vivid with thirteen out of 26 participants, with varying degrees as indicated previously. However, it is worthy to note that professional growth and self-actualisation through professional development initiatives are greatly hindered if not endangered under such pressing living conditions.

Cultural context

Cultural forces seem to have profound impacts on a large number of participants. More than half of the participants have completed their studies abroad, as revealed in Table 4.8. In the process, they had spent a considerable time of their life studying and working outside Lebanon. Then they came back to their homeland to either get married, make a family, raise their kids, or simply to live and die among family and friends. “As Lebanese we don’t only stay abroad, because of work, but there are also some other reasons. The decision to stay abroad is probably related to those other reasons and when we decide to come back; we take our parents into consideration and many other factors” (Danny, 14050703). Danny referred to the tug of war many Lebanese are going through. They are often obliged to flee the country because of political, economic and security reasons, and then lured back to it because of its family life and unique socio-cultural context. Similar remarks were made by Denise who claimed that she is ready to forgo family life in Lebanon if she was guaranteed a safer and securer job abroad.

Coming back to Lebanon and integrating themselves in the social and work lives left few or many years ago was not without problems. “New formations of terms of identity are neither unproblematic, nor painless” (Kearney 2003, p 112). Returnees had brought with them their experiences and notions acquired abroad which often contradicted with prevailing Lebanese values and norms. Some even experienced reverse cultural shocks upon re-entry to their home land.

“I for sure get annoyed by the insecurity, let me put it this way in Arabic, I’m a long and wide doctor it is enough how much we burnt to get our degrees and we don’t have security even we don’t have insurance what is this? Yeh, you wanna tell me it is not ridiculous when I was a student in the US, not when I was in the professional field, I had more security than what I have here, absolutely”(George, 08050703).

When George wanted to speak in Arabic, he wanted to go back to his roots and use his motherly native language to refer to the pain and the injustice of part-time work. He tried to show the mismatch between his efforts to become a doctor and the unsuitable outcomes and rewards that he received in return. He tried to be rational and to maintain his composure throughout all his explanations of why he had left the States, leaving behind him a good job that he liked very well and to start all over again, all for the sake of his love for his country. He was able to bear all the consequences of working part-time in multiple sites, having no time for research or rest, and starting from scratch in building his teaching equipments. He started his explanation as an optimistic rational person, but was suddenly unable to hide his disappointment any longer when he started to talk about the lack of equity.

This exposure to different cultures through studying, working and living abroad makes people more analytical and maybe less satisfied with their own culture. Part-timers who had studied outside Lebanon experienced such dilemmas. What added to their frustration was their incapacity to change a thing.

“Compare US to Europe, why US is richer? Because they are hard workers and I think they like being hard workers. My supervisor in America told me that the US is not France and here Christmas and Easter holidays are for one day only, not 2 weeks! In the summer I used to remember that everybody used to work in America. Only my supervisor took some time off with his family during August. I don’t like this too much, but think of it if you like your work so it is fine! I’m not saying this is the best, but why are we the third world because we have to close at 12 and smoke *nargileh* (Hubble Bubble)!” (Denise, 14060710).

Serge, too, was shocked when he found out that the theories and ideals learnt abroad at the university where he studied in France were not applicable on the ground in his home land. “I feel now that I’m more real, I used to be very idealistic, respecting due dates. In

Lebanon, all these understandings have changed, I doubt everything, I don't believe anybody, nobody can seek me revenge or get me even, no lawyer" (Serge, 01050704). He was mainly referring to work practices that are prevailing in his profession which he practices besides teaching. Similarly, Richard made the comparison between the U.S and Lebanon, where in the former they judge people by their outputs and achievements rather than by their degrees and titles. The cross-cultural experiences thus made participants more reflective of culture, identity and their situation in general (Kearney, 2003). They were well aware of the difficulties standing in their way of progress and advancement. They have seen and lived the differences among their homeland and the other countries. They know too well that their professional advancement is stalled at the moment and very slow at best in the future. Participants who had particularly studied in the United States seemed the most affected by these cross-cultural experiences. This was evident with Denise, George, Richard, Freddie, Jack and Michel. This might be due to the extended periods of time they stayed away from their homeland, the far distance between their homeland and the States and/or the big cultural differences between the two countries. The Lebanese are more accustomed to the European cultural and work habits, due to their geographical proximity, particularly France which has colonised Lebanon for many years in the first half of the twentieth century. The Lebanese educational, legal, accounting and tax systems are greatly affected by those of the French.

Conclusion to DA

Discourse Analysis work has unveiled the meaning behind the sentences and beyond the words. It had illuminated concepts that seem to be in hibernation, but very much alive and valid. DA has succeeded in performing various functions. It reflected the miseries of part-time work, not only by tracing its impact on the lives of its pursuers but by exploring its impacts on the self. That self which echoed, reflected and moaned with every change in schedule, load or track. DA had made it clear that people's personas reflected their living and work circumstances in deep ways.

“Being a part-timer will fringe on your lifestyle in strong ways that the style becomes the driving force for the self rather than the other way around. It cramps your work habits as you are in constant spree preparing for the next new course, or hurrying to the other university” (Jack’s diary, 03070703).

DA has also revealed that people hold contradictory subjectivities, which renders identity work a complicated endeavour. One can stick to one opinion and its opposite, believe in one thing and its contrary, say something and act against it. Furthermore, DA strongly showed that participants’ professional identities are greatly affected by post-modern influences, mainly material and management-related ones. In the pressing economic situation in the country, the financial context was on the frontline for all part-time participants, especially males. Political or power relations were highly stressed by most participants without exclusivity to any particular group. Because of these managerial and profit-oriented practices, individuals are forced to put on different masks and presume different selves despite their wills.

“Masks are necessary tools for individuals to achieve social and managerial success. Masks are simultaneously false representations of ‘identity’, and yet are essential to the creation of ‘selves’. They conceal, exaggerate, accelerate, displace and separate. They enform and inform, and occasionally deform. They mark the boundary between things and define those things themselves-and often they form what is held to lie beyond and behind the masking” (Pullen 2006, p 6).

Moreover, DA had showed that gendered identities came into the picture in strong but subtle ways, impacting the lives and careers of female participants more than males. DA also exposed age as an important factor lurking in the participants’ consciences and affecting their identities in both positive and negative ways depending on their actual ages.

Finally, the participants' memories and discourses revealed the great powers of cross-cultural experiences in crafting and modelling of their identities, especially those participants who pursued their studies abroad, particularly in the United States.

A Concluding Note to Both Thematic and Discourse Analysis Work

DA has often supplied a different perspective from that reached through thematic analysis, or more likely provided a complement to it by the addition of more subtle forces. Issues of political conflict, post-modern influences, relations, and socio-cultural issues were further revealed through DA, because of their implicitness. For example, thematic analysis revealed that participants objected to some University practices manifested in being a sample of society, research unsupportive and of hierarchal structure. However, DA went beyond that to touch upon political struggles and power relations. Moreover, identity appeared in thematic analysis to be largely influenced by biographical, social and behavioural factors; whereas, under DA, postmodern influences gained more weight in the construction of professional identities, along with age, gender, financial and cultural context.

Some key research questions, however, mainly those centring around professional development issues, were answered mostly by means of thematic rather than discourse analysis. It seemed that interviewees were relaxed to talk about professional development issues with ease and openness, the thing that made their analysis through thematic analysis a more productive and rich venture. On the other hand, identity matters got additional clarification through DA, because of their highly complicated and inconsistent nature.

In conclusion, the two levels of analysis have helped in drawing a real and comprehensive picture of the professional identities and professional development practices of part-time instructors teaching at one Lebanese University which applies the American system of teaching. The joint work had revealed the complexity and variety of impacting forces upon the lives, identities and practices of part-timers proclaiming their experiences tough and

erratic, in an era which is characterised by global transformation, country unsteadiness, and work environment enmities.

Models of Part-timers' Identities

There is no one model of part-timers, not even two models as contested by Day and Sachs (2004). Analysis has shown that there are many versions of the part-timers' professional identities. Instead of the managerial and democratic types presented by Day and Sachs (2004), there is a continuum of identities stretched between these two ends. Part-timers lie in between, some tending more to the professional end and others tending towards the managerial end with no two part-timers occupying the same point on the spectrum. However, the prevalence of the neo-liberal forces tends to make professional identities more inclined towards the managerial end (Apple, 2003). The situation resembles the contemporary economic models where there are no pure types of capitalist and communist regimes, rather mostly mixed economies lingering in the middle, with no country exactly the same as the other.

These professional identity statuses on the scale are not acquired haphazardly, rather a multiplicity of forces, both past and current interplay together in scoring the average and defining each individual model. An overview of these forces could provide a hint of this one of a kind process. To start with, the biography of the person acts like a skeleton on which events build up and grow (Giddens, 1991). Since it is unlikely for individuals to have totally conforming histories to each other, the structures turn out to be quite unique. This makeup is further developed with each learning experience a person goes through, whether it was accidental or deliberate. The ongoing and peculiar style of learning experiences makes tracing their impact on one's growth rather hard (Kelchtermans, 2004). One form of learning is the CPD experiences an individual goes through. These could, in turn, be of different kinds, difficulties, stages and purposes (Friedman and Philips, 2004).

Of no lesser importance or level of complication, are the contexts in which the person grows and develops. These encompass the worldly changes, the national environment, the

societal and cultural forces, the communities of practice, the university and other people in one's sphere. The world today is marked by its global capitalism, and the university is nothing but a reflection of the outside world (Davies, 2003). These changes were behind the birth of part-time work schedules, which entailed regret and uncertainty for almost everyone who experienced them, regardless of whether their decision was forced or optional (Mallon, 2000). The university with its competitive practices had led full-timers and administrators to be ruthless rather than rigorous to say the least (Nelson, 2002).

Societal and cultural expectations do not have much milder effects. Participants are greatly impacted by society's outlook and beliefs. They are penalised in cases of non-conformity (Solomon, 2007). This scenario is particularly evident in Lebanon where social pressures such as the saving face syndrome are so strong (Deresky, 2003). As if not enough, the turbulent political situation coupled with the deteriorating economic situation and the fragile security situation in the country all come together in painting darker and less pleasant surroundings. These macro and micro contexts are not stable. They change and ebb with the flow of time, and with every change, the part-timers' professional identities change positions on the scale as if they are in a constant swinging motion between the two ends (Sachs, 2003).

Professional or work-related identity is thus complex, diverse, variable and multifaceted (Viskovic and Robson, 2001). However, it is not without hope. Identity today is more achieved than ascribed (Giddens, 1991). Part-timers are expected to develop a good understanding of the contexts encircling them and their direct and less direct influences on them (Bottery, 1996). They are also expected to trigger some positive developments, for others before them had done just that and had succeeded in becoming full scholars despite their circumstances (McMillin, 2004). They could achieve this by proclaiming empowerment through their knowledge and expertise (Ingvarson, 2000). They could exercise reflection for the purpose of studying the past in order to improve the future (Giddens, 1991). After all, reflection is about real people's lives and real situations (Fowler

and Robins, 2006). They could also benefit by teaming up with their colleagues for better collective and individual learning and development experiences (Hargreaves, 1992).

The university is too invited to exert some positive changes for the sake of everyone involved. Under harsh struggling forces on the outside, the university is expected to play the role of the protective shield, for the university is the mediator between the wider national and political forces on one side and the individual ones on the other (Webb, 2006). It should play a role in reshaping identities thus models and ideals for a new cohort of intellectuals (Nelson, 2002). It must finally realise that the indirect costs of employing more part-timers might be higher than the benefits accrued from employing them (Kimber, 2003).

The five groups of part-time participants interviewed had surely succeeded in showing the variety of part-timers present in the larger population. However, they have failed to a great extent in devising five or any other finite number of identity models of part-timers. What they merely were able to do was showing some of the specifications of part-timers' work, which could flavour their work-related experiences slightly affecting the participants' acquired models or positions on the scale. Gender, seniority, educational standing, number of work sites and type of choice behind the part-time decision acted like the fruits in a cocktail. No flavour turns out to be exactly the same as any other, because of the concentration of the ingredients, their ripeness, amounts and sources.

Chapter Six: Conclusion Chapter

Summary of findings

This research was initially triggered by a deep-seated need born out of personal experiences with part-time work. This need evolved to become a purely academic endeavour aimed at comprehending the part-time situation, investigating the professional work-related selves of part-timers and exploring their professional development practices. The research process stretched over more than three years, and passed in many tedious primary and secondary data collection phases coupled and followed by extensive documentation, analysis and presentation. The route was characterised by many loops and revisions instead of linear progression and lump sum achievements. However, different parts were woven with the same objectives in mind, integrating the parts into a unified and more significant whole.

The situations of Lebanese part-time instructors seem rather gloomy, as most of the interviewees had been obliged to work as part-time instructors rather than taking the option on their own. The shortcomings of part-time work had outweighed the few advantages cited mainly by new comers to the domain and those with a higher priority job. Some of the disadvantages cited are insecurity, instability, insufficient salaries, stress, fatigue, powerlessness, no growth opportunities and spill over effects of all the previous on the participants' personal lives rendering them less satisfying. However, the participants did not tie their professionalism to their part-time status which was somehow personally rewarding for them. As to the future path, most participants showed willingness and eagerness to become tenured, however they knew well that the road is cumbersome and filled with complications, many of which are beyond their control.

The results also revealed that there is no one professional identity model for part-timers. Instead there are plenty and they are present on a continuum ranging from high professionalism to strict managerialism. This is so because of the intensity, multiplicity and sometimes uniqueness of forces impacting professional identities. These forces are

partially biographical, social, and action-related. Moreover, impacting forces such as post-modern influences, power relations and cultural forces, besides the less implicit forces of age and gender all share turns in shaping particular models of identity. Part-timers are also greatly impacted by their teaching practices and students of the present, plus their experiences as students in the past. Cross-cultural experiences are particularly important for those participants who had learnt and worked abroad, since they became more reflective of identity and cultural differences (Kearney, 2003). In general, participants do not seem satisfied with their current professional identities and unable to label or reconcile with them, because they liked to consider part-time work as a temporary stage and not a major constituent of their inner personas.

The professional development practices are greatly curtailed by the participants' part-time work conditions, country situation, and university limited support. In general, participants favoured research as a growth path, but retreated to less audacious measures related to their direct course materials and current jobs. Thus, one could think of these measures as training rather than major development steps. The issue of degrees was controversial, as PhD holders looked at it more favourably than Masters' holders. Those participants who were only working inside the academy were more prone to research than others. Those of whom who are working at one university instead of multiple sites seemed more apt to pursue their PhDs, maybe because they had less responsibilities and more time. The country situation and the university conditions seemed particularly unsuitable for research endeavours especially when it comes to part-timers. Finally, there seemed to be great interrelations between identity and development issues in a two way format. Development measures were greatly the result of internal motivation among other things. In turn, these development endeavours seemed to both impact the skills as well as the personality characteristics of the participants in varied ways and intensities.

Significance of findings

The two levels of analysis employed in this case study had jointly revealed that there is no single professional identity for part-time participants (Danaher et al, 2000). It even seems that participants' professional identities could not be grouped under the two democratic and managerial types, as claimed by Day and Sachs (2004). Instead, it seems that professional identities are present in the plural and are spread on a continuum ranging from a highly democratic end to a highly managerial one.

It looks as if it is impossible for any two identities to occupy the same place on this scale. This is so, because of the many recent and less recent forces, work and non-work factors that come together in the crafting of a unique identity (Busher, 2005). Thematic analysis has shown that biography (Webb, 2006) and pressing social forces (Jenkins, 1996) along with actions (Hatch and Schultz, 2000) interact to yield unique identities. To add more individualism to each identity investigated, discourse analysis has revealed that gender (Dillabough, 2001), cultural forces (Kearney, 2003) and late-modern influences (Giddens, 1991) along with age, power relations, finances and other implicit forces, all shared in shaping identities. Moreover, the professional development activities pursued by participants affected identities as well as being affected by them. However, the multiple routes, forms, and perspectives regarding CPD (Kelchtermans, 2004) rendered their impact on identities irregular.

The professional identities of different participants are affected more or less by the same imposing forces, but it is the varied intensities and fronts of these forces that cause varying effects on the shape of identities. This leaves identities scattered as they are between the two democratic and managerial ends. However, the neo-liberal forces prevailing in the current educational arena leave these identities more inclined towards the managerial end (Gewirtz, 2002).

The entrepreneurial and managerialistic approaches of neoliberalism (Ball, 1990) are impacting the emotional, social and pedagogical beings of academics (Gewirtz, 2002). Consequently, they are deskilling teachers, intensifying their work, rendering them insecure in their contracts and environments (Hill, 2007). Part-time instructors are pushed to live an 'existence of calculation' (Ball 1999, p 20). Under the circumstances, they occupy different subjectivities and are left in a state of constant change (Fitzsimons, 2002). "The instability stems from the requirement of the self to (re)form, (re)form [and (re)form ad infinitum], to meet the challenges of neo-liberal enterprise culture. Under this force, whatever form the self arrives at is merely an interactive moment in a process of (re)form" (p 1). Thus, the self is not destined to have a definite place on the continuum (Day and Sachs, 2004). More professional and democratic inclinations of academics could be secured only if collaboration is carried out to fight these globalised neo-liberal forces and restore justice, democracy and professionalism (Apple, 2003).

Claim to Originality

The study is situated in a field which has already acted as an attraction for many researchers and academicians. The wide review of literature on the topic is nothing but an evidence of this reality. Many pieces of research were thus done in the fields of educational management, mainly aimed at comprehending the identities of its workforce at different levels and positions. This research, in turn, came as an additional testimony to the continued attractiveness of this area. However, this study came like no other previous piece of research done in the field. It proved to be original in its form, location, application, topic, and voice.

This study gained part of its originality from the fact that it brought to the forefront the unique experiences of an ex-part-timer, who had worked in that capacity in the line of fire for about ten years. The researcher provides new perspectives on the topic, especially that she is a business graduate who practices education, but nevertheless believes in the

supremacy of the educational profession and the necessity of its independence from pure business motives. Thus, the study aimed at “contributing interesting viewpoints and insights to an ongoing public discourse” rather than trying to seek unconditional facts in a field where no one reality rules (Kearney 2003, p 61).

Another fact which adds to the originality of the study is that it is situated in a research thirsty country, where reliable data, research papers, reports and statistics are either missing or at best scarce and contradictory (El-Hafez, 2007). The Arab world, in general, is known for its many educational dilemmas and its high rates of brain drain, thus rendering most of the research done by Arabs to be conducted on foreign soils and dealing with foreign issues or being conducted at a far away distance from the actual study fields (UNESCO, 2003). More specifically, Lebanon is an unusual site for such a research, since it is known for its high unemployment rates, absence of flexible work schedules and limited part-time options to few selected sectors such as universities, schools, and some other service sectors (El-Hafez, 2007). On a still more micro level, the University where the study was done is located in the Northern part of Lebanon. This specific spot of the country is farthest from the capital where most of the research centres and development studies take place. It is an area known for its relatively lower rates of employment, and higher poverty levels than country averages. Thus, the study has touched upon some already tackled theories, but put them to the test in a new site to check their relevance.

The study is original in its application. Identity issues are widely spread in the academic debates and journals. However, most of them tackled individual identity matters specific to the West rather than the Orient which is known for its collective nature. “Many Eastern cultures stress the importance of a collective self, where a person derives his or her identity in large measure from a social group...The West tends to subscribe to an independent construal of the self, which emphasizes the inherent separateness of each individual” (Solomon 2007, p 156). Furthermore, the research involved part-timers rather than tenured academicians in its investigation, which is a rare attempt by the notification of authors in

the field (Blackwell and Blackmore, 2003). Besides, it traced the professional link between identity studies and development practices of part-timers. It thus capitalised on two issues that are under researched when it comes to part-time faculty, the thing that added to the particularity of this study. Finally, the study is uncommon since it dealt with the topics from an empirical rather than a theoretical perspective (Kearney, 2003).

“A great deal has been written about repertoires of identity, hybrid identities and syncretism. Identities are now acknowledged to be very complex, but so far very few studies have attempted any structured empirical analysis of the process through which we construct our identities. For teachers...there is pressing need to develop a thorough and sophisticated understanding of how people negotiate such a complex world and explore their relationship to it. Where do we belong? What constitutes our identity? How does it relate to our individual and collective parts?”(p xii).

The study is further characterised by its comprehensiveness. It had tackled the topic by touching upon different notions belonging to education, psychology, business, economics, management, human resource, health, political science, social and cultural fields of study in an integrative manner. For the purpose, it had applied two levels of analysis, both thematic and discourse, to get hold of the complexity and implicitness of the interventions. Moreover, the study was unusual in its results, since it had proven that many social, biographical, behavioural and post-modern influences can co-exist together instead of contradicting each other in identity construction. Identity, through synergy, is thus proven to be greater than the sum of its parts.

Some originality aspects of the study were anticipated, while others came as surprise. The results had revealed that part-time instabilities coupled with economic, political and security turbulences can be a high risk experience that can shake the inner cores of human

understandings and views. It equally showed how part-time work in the eyes of cultural cross-overs is perceived and lived. Finally, the results revealed that some of the worst manifestations of post-modernity are greatly spread and felt in a small country as Lebanon.

The study gained its importance from the fact that it brought to the open the frustrations of participants and others in a similar capacity who seem to be the main entity bearing the consequences of part-time work, the repercussions of the University's cost-cutting initiatives, and the adverse influences of post-modernity. The study mirrored the actual views, lives and pains of the participants from a close range perspective by often quoting them (Kearney, 2003). Part-timers and even more privileged groups in the academy deserve this attention, since that they are wrongly assumed to be well-off and relaxed. "Exploited workers in other industries are noble figures, but university employees deserve no defense. The barons of the academy are free to grind their bones into dust. Real activism takes place outside the academy, in that place too many of us idiotically still refer to as the real world" (Nelson, 2003, p 220).

This study had wiped the dust of a file long forgotten under a huge pile if not mountain of hot issues and cases wrapping Lebanon, distracting its citizens and occupying the agendas of its politicians and administrators. Part-time work dilemmas and their identities seem a less pressing issue, when considering the fragile security situation, depressed economic state, fractured political environment, intensified societal problems, dangerous unemployment rates and alarming brain drain figures. Investigating identities of particular individuals seem trivial in times when a whole country is declaring fractured, if not lost identity. The responsibility of academics, however, assumes a greater role in harsh times such as these. Academics should carry the flag and be the conscience of the nation in times when papers are mixed and thoughts sidetracked. "Intellectuals play an important role in establishing and codifying the dominant culture's 'regime of truth'-its method of constituting knowledge or distinguishing truth from falsity, which in turn is directly linked to its maintenance of power"(Alfox 1993, p 222).

This research was effective in answering the key research questions that triggered it in the first place. It had identified the different drawbacks of part-time work as they are felt by the participants. It had also been able to explain a majority of the causes that interplay in the setting of their professional identities. It had been successful too in investigating the realities and practices of their professional development efforts. These findings, in turn, can be capitalised on to exert some changes in the University's outlook and practices that could minimise the tension off part-timers and provide a more relaxing and viable environment in which they can grow and evolve. It is no secret that employers should be more attentive to the implications and consequences of their policies and decisions (Nolan et al, 2000). Fish (1989) argued "that the procedures and criteria by which the academy makes its judgments are in need of revision or even of a total overhauling"(p 239). These, if done, could positively reflect on the instructors and all the entities impacted by them, including their families, students, employers and the society at large. The impact of the individual on the group is well-documented (Giddens, 1991). "The discussion thus far draws in the world of social relations external to the self mainly in terms of their reflexive impact on self-identity and lifestyle. However, personal decisions also affect global considerations- the link in this case is from 'person' to 'planet'" (Giddens 1991, p 221).

Encoding the solution in a few tips or modifications on the University's side aims only at trivialising the issues at hand. The identity and development issues are beyond the scope of the university and beyond the reach of any single entity regardless of its size and powers. However, as one Lebanese saying goes 'a pebble helps in supporting a jar'. Besides, some of the recommendations given by participants themselves seemed not impossible to implement, regardless of all the University's considerations, priorities and outside larger restraints. Examples of which are manifested in more honesty and openness in communication, more clarity in the University's paths and orientations, more say for part-timers in the distribution of courses and the University's direction, and some improvement in work conditions. These seem to be only partial and temporary attempts in

resolving the issues at hand. However, these or any other recommendations are not expected to be adopted right away, since the research results should be replicated or checked by other researchers before any serious measures are taken (Oliver, 2004). The human resource department seem to stumble behind those post-modern influences and is immature to find suitable and grand solutions fit for the size of the problem.

Limitations of the Study

The work of a researcher, especially that of a novice one, is not expected to be flawless (Oliver, 2004). After much thought and critical consideration of the work, some steps and decisions could have been done differently, if that was ever possible at the time. The inclusion of a key research question on professional development had added uniqueness to the study and had helped in encircling the topic from its different sides. However, this KRQ could have been pursued alone in a different study rather than serving as an annex to the main topic of interest, which is the professional identities of part-time instructors. In an honest reflection of the researcher's original intentions, the professional identity KRQ had gained more importance and maybe a little bit more coverage and elaboration than the professional development related question.

The sample was chosen to represent the larger population of part-timers teaching at the University. That is why five case studies were chosen to fully reflect the diversity in gender, educational achievements, seniority, number of work sites and decision nature behind part-time among the classes of part-timers. However, the results had shown that some identity differences or professional development practices are not clear-cut among cases. These results, although are true reflections of reality, they nevertheless raised some doubts about the necessity of cross-case analysis. On other fronts, it is worthy to mention that the confirmed consent retrieval was a lengthy process that entailed more than one face-to-face conversation with the personnel department director. In the process, the research interests were discussed and the interview schedule was checked upon the second party's demand. Some questions were asked to be eliminated, mainly those related to the

University's practices and policies. This did not prove to be of important consequences on the research results, since upon piloting the interview schedule those same questions and many others were found to be of no need and thus eliminated. However, this incidence gave an indication to the sceptical and unwelcoming environment for this and other research activities.

Diaries were used as a complementary method along documents' checking in triangulating and backing data mainly collected through the conducting of interviews. However, the diaries were completed in very harsh times, specifically in the spring-summer of 2007. At that time, severe clashes were taking place between the Lebanese army and Fatah Al-Islam, a terrorist group that took refuge in a Palestinian camp located in the North of Lebanon at a close range from the University and the houses of all the diary participants. The highly unstable security situation coupled with rumours seemed to distract the diary writers rendering their entries in the diaries less frequent and less detailed. On still a wider national level, the hostile security situation prevailing in the country on all fronts characterised by explosions, political assassinations, wars and terrorist attacks that stretched over the entire research period had prohibited the researcher from conducting the study in different universities, thus making cross comparisons among campuses located in different parts of the country impossible.

The findings of the thesis have generally succeeded in answering the three key research questions and the researcher's inner thirst for clarification that triggered the study in the first place. However, and although this is not a direct aim of the study, an exact description of the identity formation process was not reached. Causes, factors, interrelations and complexities were all fully discussed, but the exact contribution effect of each was variable and somewhat left unexplained. Moreover, the researcher is personally inclined to believe that the findings reached with these participants at the University are not restricted to them. It is believed that they are more likely to be representative of others in similar capacities working at different sites inside the country. However, transferability of data is not

possible given the small sample size used in data collection. In addition, a majority of the respondents come from the North region rendering the sample restricted and generalisability unlikely.

Counteracting these limitations, the last two chapters that dealt with the presentation and analysis of data using thematic and discourse analysis, had jointly succeeded in giving a comprehensive, valid and fresh outlook on the topics under investigation. The analysis had revealed that part-time instructors working at one Lebanese University were engulfed with a lot of frustrations at different levels and from different sides. Some of these resulted from country influences; others were work-related and more still work-type associated. The ramifications of these unfortunate challenges, coupled with other distant and less visible forces such as biographical, social, cross-cultural, behavioural and post-modern influences, traced uneven lines on both the work styles and work-related selves of instructors. The two levels of analysis had drawn fresh yet complementary reflections of the participants' identities. They did so by capitalising on the memories, narratives, discourses, actions, verbal and non-verbal cues of the participants. They had jointly succeeded in drawing stand still pictures of the participants' identities at the time of the interviews (Kearney, 2003). However, these pictures reflected a lot of conflicting, evolving and distant details happening outside the spatial and temporal frame of the photo, rendering it an interesting and ever-changing sight.

The thematic analysis part had shown that the participants' identities are a function of some work and non-work related factors. Biographical and some social practices are examples of the first. Feelings, actions and behaviours inside the work place, mainly those related to teaching and students' affairs, coupled with some work interactions are examples of the second. Thematic analysis had also tackled the professional practices issues, their routes, types, communities of practice and interrelations with professional identities. It seemed that females are hindered in their professional growth mainly by time constraints while males are deterred by financial ones. The contexts, both at country and university

levels, were not appropriate and supportive of advancement for all parties concerned. Despite being research-oriented, the University still failed to translate its strategies to practical operating systems and tactics to help it in achieving its goals. Professional identities and professional development practices of part-time participants seemed to be highly interrelated. Academics' growth and even survival in the workplace is found to be conditioned by their practices. These, in turn, are fuelled and triggered by the internal motivational factors of their pursuers (Kearney, 2003). When ignited, the professional development flames touched not only upon the skills of participants but also contributed to the crystallising and budding of their identities.

The discourse analysis work came as a complement rather than a substitute for the thematic analysis part. Precisely, it brought more reality and cohesiveness to the work by highlighting some important but implicit factors. DA had particularly added value to this study since it is situated in an Arab region characterised by its implicit nature. Silent forces such as cultural and cross-cultural experiences were given a voice. Likewise, invisible powers such as political affairs were brought to the open. Moreover, DA had revealed the post-modern influences to be an important player in the setting of the participants' identities, although these are not an exclusivity of the region. Financial considerations, part-time work arrangements, profit motives and work-place practices of universities impacted the professional identities of part-timers in stronger ways than originally implied by thematic analysis. Professional or work related identities assumed by participants seemed to be the most prominent facet of their identities, because of their highly public and dominant status at the work site. Thus, participants' or any other entities' actions or changes at the work place seemed to be especially powerful devices in the crafting of the professional facet of part-timers' identities. Moreover, gender and age affected the professional identities of the participants in indirect but strong ways. Females were especially aware of their gender and greatly impacted by it. On the other hand, age became a more prominent issue the older the participants.

Further Research

Research is an ongoing activity that builds on past research and thrives on further research endeavours done in the same area (Oliver, 2004). Future research could capitalise on the strength and wealth of results of this piece of research. It could equally work on its limitations by trying to avoid them or finding answers to them. Following on the topic at different future times could yield important insights on its evolution. Thus, questions to whether identity issues remain to be of the same high priority in the minds and agendas of tomorrow's educators, academicians and leaders could be answered. Equally, the intensity of post-modern influences can be checked. Their current storm-like powers in bending identities and redirecting them might diminish if the storm ever sets down. The passage of time can only tell how things tend to move in light of all the external environmental influences on one's identity. Religion's influence on identity shaping might be investigated, especially that it is playing an ever increasing role in shaping cultures, uniting and dividing nations, and fuelling the wars of the twenty first century. This is an especially important factor for the Lebanese, since they are made up of seventeen religious sects with somewhat different subcultures, values, priorities and living styles. They also seem to occupy unorthodox views regarding the identity of their country.

The research efforts could be invested in different applications thus guiding potential research through different paths. The choices are many depending on variations in different elements of the research, such as time, context, sample, method, and/or research questions. It all depends on the interests of the researcher or team of researchers, their finances and audiences. The research could be done at different sites in different parts of Lebanon to check for the impact of the place and the culture on the results. The research can progress inwardly by trying to extract more precise models for identity construction. The research could be also replicated at different times in a longitudinal-like style, to check for any variations in results. It could also be conducted on one or more of the current interviewees; especially those pursuing their PhDs, to see what changes had been inflicted on them due to their development.

A new insight to the study would be the using of a still different method. Narratives seem to be a decent substitute, especially that it can help in digging past memories, and relating it to the present. It can be helpful in retrieving past histories related to culture, childhood, family, education and media influences (Kearney, 2003). Another possibility would be the following up on one key research question rather than taking the whole three together. An additional possibility would be to apply identity studies on other citizens of the academy, such as full-timers or better still one particular rank of which, such as assistant professors.

Reflections

The research work was a personally enriching experience from its beginning till its very end. It was a tedious and time consuming process, but very worthwhile and fruitful. I can not even think of one single aspect that was not beneficial to me somehow. It was characterised by plenty of give and take activities, rendering the journey balanced, long-lived and benevolent. Travelling often to Leicester, staying long hours in the library, reading, writing, reflecting, information gathering using the internet, attending lectures and seminars, interacting with my tutors, and using blackboards and discussion boards all had added to my skill base. The time spent working on my thesis with all its ups and downs had made me a more mature and patient individual. The benefits accrued were both of a direct and less direct nature. Possessing newer skills and wider knowledge base was reflected in better teaching practices, whereby a lot of the newly acquired notions were passed to my students. Many of the notions and articles read had enriched my lectures and helped me in tracing topics back to its roots. On another level, research has made me a critical thinker, whereby I came to question incidents and replace common sense with research-based convictions. Identity studies had made me more alert to recognizing identity trails in people. Likewise, discourse analysis skills taught me to better read people by relating their discourses to contexts.

On a strictly personal level, identity studies had helped me in better understanding my identity, which is an achievement in itself. It made me more focused in terms of my personalised mission statement. I'm fully dedicated to pursue my career in education, both in teaching and research. Working on my PhD has surely affected my identity, both present and future. My current identity was partially but seriously influenced by being a PhD student, which set me apart from others in my social and professional circles who are doing nothing to upgrade themselves. It simultaneously brought me closer to others in higher ranks in the academy, thus turning my aspirations to near realities. Pursuing a PhD did not simply add to my marketability and promotional opportunities, but also increased my self-confidence which was recovered from my acquired capacities and powers to exert positive changes in my life and others around me. My studies had further cultivated in me a conceptual skill that made me see the whole picture with its different elements. I came to occupy the position that things in life are more convergent and interrelated than initially presumed. Identity studies, for example, seems to be equally crucial in business, family, sociology, psychology, marketing, consumer behaviour, management and many else. Accordingly, my skills in managing or approaching any topic became more encompassing and thus more mature and objective.

The interaction with the respondents was a very fulfilling experience. The interviews which were entrenched with discussions and exchanges of ideas had enriched me with new points of view and valuable perspectives (Kvale, 1996). I feel very indebted to the participants, since they opened up to me and shared with me some of their most intimate matters. Discussing their private issues as finances, family matters, past dilemmas, current ordeals and future dreams somewhat surprised me especially that participants and others in the country rarely encounter such experiences if ever in a land unaccustomed to research-related activities. Furthermore, Lebanese are considered discrete when it comes to revealing their confidential or troubled facets of their lives, as it is the case with other Arabs.

Direct and unique bonds were built between the participants and me, which enriched my life with special acquaintances. These bonds were not based on family, work or friendship relations. They were simply created from few telephone calls and one-time interactions in most of the cases. They made me reflect how such minimal interaction with some people can exert such big and enduring effects on one's life and priorities. My interpersonal skills were put to the test and had succeeded in extracting needed information, by putting the interviewees at ease. This was facilitated by the genuine interest I had shown in them and in their stories. This interest instantly materialised in a couple of cases where I was able to help two of my interviewees in finding additional work at another university. This willingness and zeal to help was not merely short-lived and circumstantial, since working on a PhD had made me realise the importance of contributing knowledge to people who need guidance or help. I came to truly comprehend the saying of one of my (Muslim) teachers. When asked about his generosity in giving information, he explained that according to the Muslim faith one is supposed not only to *yzaki* (donate) money, but also knowledge. He continued to explain that he is never afraid of others knowing better, because it is like giving from a jar that will never go empty, by the forces of additional efforts invested in acquiring new knowledge and skills. This eagerness to give and teach generously outweighs any other positive feeling, because it kills emptiness and replaces it with fulfilment and richness.

The research was not a smooth and anxiety-free process. It was marked with multiple challenges and difficulties, particularly with respect to time pressures. Being a PhD student, a mother of two kids under the age of ten, a devoted wife, an only daughter of a widowed father, and a full-time instructor among other things made time a valuable resource and a scarce commodity. In the process, I have 'embraced the genius of the and, and said no to the tyranny of the or' (Collins and Porras, 1997). In other words, I tried to be a perfectionist in everything I did, which was often stressful both physically and mentally. My biggest challenge throughout the PhD period was to challenge my body clock to no avail. I used to work to my maximum capacity for a couple of days, only to

find myself wrecked the day after. Sleep was a luxury that I could not afford at many times. The days were divided among different work, study and familial obligations that I had barely any time for me.

I had moved far away from my comfort zone that I wonder whether I will ever be able to find my way back to it again. My whole life centred on the PhD during the past years, that it became an obsession and a constitution. I'm already worried about the feelings of emptiness that will accompany the post PhD period and trying to figure out some substitute research activities to pursue. I have learnt many time management skills, but grew to be very time conscious. The opportunity costs of any activity are instinctively calculated rendering fun and leisure activities costly in terms of lost time that could have been invested in more productive tasks. From another perspective, the time spent on PhD retrieval was well invested in a country where explosions, assassinations, wars and terrorist attacks mark the passage of time. I can not figure any better or more productive ways to pass those hard times the country is passing through, which makes regret an even more remote possibility.

The harsh circumstances that the country was passing through coupled with my PhD pursuing triggered some strange positions that I did not know of before. Particularly, in 2007 and after my interview conducting, a crazy wave of explosions hit the country on almost a bi-weekly basis. Then, I felt especially afraid for my kids and my records among all the other precious belongings I had. I could not do anything but pray for my children's safety and keep different copies of my records at my house and work site to have back-ups just in case any unfortunate event occurred. More strangely, my PhD brought me ever closer to Lebanon, my beloved country, like no time before. While researching the context for the introductory chapter, I had learnt a lot about the particularities of this small country which made me very fond of it and proud of my roots. Being born Lebanese is my fate, but staying in it would be a choice and an identity. Now I only realise what was meant by Khalil Gibran's (1920) words: "You have your Lebanon and I have my Lebanon"(p 751).

My Lebanon would be a messenger of peace, love, unity through diversity, beauty, prosperity and education.

I was not the only one impacted by my PhD pursuing. My husband and kids were the closest to realise its effect on my life and theirs. It often took me away from them. When under pressure, it made me somehow ill-tempered and intolerant. On the other hand, they had grown more responsible and supportive in many ways. My nine year old Serge studies alone with outstanding school results. Denise, my five year old beauty, knew very well not to disturb me while transcribing. She even knows the technicalities of the process. My husband Tony, a pampered Oriental man, does the grocery shopping and spares more time for the children. The net effect of all this is rather positive for all of us, both on the short and long run. Despite the hard work entailed, I have enjoyed every part of it and I will make sure not to miss it by keeping on practicing it. As Winston Churchill (1942) once said: 'Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning'.

Appendices

Appendix A

Sample of the Interview Guide/ Diary Guide(*)

1. Can you tell me more about you?
 - Years as a part-time
 - Previous job
 - Degree
 - Working at any other place
 - Department...
2. Can you tell me about your character? *
 - Who are you?
3. The person you are today how is he/she formed? *
 - What factors affected you most in your identity formation?
(Courses, departments, university, colleagues, religion, country, socio-political situation, gender, age, seniority, roles, ambitions, interests, others....
 - Which is the most prevalent?
4. Do you think you are the same person at work and in your personal life?
 - Does your identity show in your work and personal life?
5. Being a part-timer how is it like? *
 - Are you satisfied?
 - Is it a choice?
 - Does it affect your identity?
 - How different you feel from other part-timers?
 - How different you feel from other full-timers?
6. What is a professional in your opinion?
 - Do you think a part-timer instructor is a professional?
7. The person you are today does it affect your lifestyle and work habits?
 - In what ways?
8. Have you considered P.D?
 - Do you think your P.I. affected your P.D.?*
 - Do you think your P.D. changed or will change you in any way?*

- Is there any other factor affecting your P.D?
9. What kind of professional development seems to be a more appropriate choice for you?*
- (Degrees/ reflection/research/action research/seminars/mentoring...)
 - Do you think degrees are overemphasized?
10. What factors facilitate (impede) your P.D?
- (University/ family/time/ money/ yourself/language..)
11. Are you conscious of your Identity, and professional development issues?*
- Do you reflect on these issues?
 -
12. Now that we raised the topic, do you think it is worth to give them deeper thoughts?

Appendix B

Selections from Jack's interview transcript (180607), along with my impressions (*in bold italics*), nonverbal cues underlined, initial coding for thematic purposes in coloured markers, and margin writing for discourse analysis purposes.

1a Jack: Depending on which institution you are working in, you have the serious ones, they accumulate what you have done through the years with them, because they don't call it a career, your stay with them and there are other institutions that are unfortunately in Lebanon and unfortunately the part-timer is pushed to work with them, because you can't always apply what you have in the institutions that are respectable, so you are obliged just to eat and drink to work with these institutions that are not so good these don't accumulate what you have, because in their minds you are always a part-timer always a person that can be dealt away with, any time, any place, any where and here you have this mercy, you want mercy, in other institutions you say I will get my efforts worth, and my money worth

1c J: There are other universities, not to mention, I want to mention the good, they use you as a point to fill in the blanks, I can't blame those people (*confusion of feelings and thoughts*) but look at the way that part-timer is contributing to the university, he is not only a part-timer to fill in the blanks, otherwise you will not get the loyalty of this part-timer, so don't blame them, blame yourself he is doing his work and then goes away (*loyalty is so important for customers, it is even more important for employees –internal marketing*). Here it depends on your consciousness, if you are conscious whether you do it or not, and they are lucky they have me as a part-timer, because I can't go into a class, and go out giving them nothing on the contrary what I do is that I apply on myself some standards that are harder from others,

I don't want to compare myself to others, I compare my self to myself, so I set very high expectations, and you see me in pain. Those universities we are talking about, usually their raw material is not good, it is usually damaged, you are dealing with damaged goods the effort is either doubled or tripled. (*the frustrations of having to work under different conditions in different places*)

1d here I have another problem, even if we take them as damaged goods, let us raise them, *nrabi* in university, here the *dean O* says yes, even though I believe that at a certain age it would be too late, cause they are not flexible anymore, how can I raise someone when he gets out of here, I'm disturbed for him, because if he turns out well bred and mannered he will not be well treated, so here I have a problem of what am I giving him (*conflict between ideals and real world around*) I'm telling him don't lie don't cheat and don't and don't and I know that the world around needs all of these traits to be able to succeed. The reason I'm thrown from anything known as commercial environment, I have worked a hundred thousand thing, but the calling for you seems to be there in life, but you don't listen to it, you try to crash it (*your mission might be concealed*) I always had this nag for reading nag for explaining nag for knowing more than I should nag for knowledge, until now I apply for myself standards (*thanks for all the interviewees who opened up for me*)

2a

and enriched me with their ideas and experiences, really gratified- felt very frightened for my kids and my files and recordings when bombs started out in the country thought of these two hard work not wanted to be lost) if one day passes without me learning new thing I have a problem with myself (It all came back to me again when I was transcribing and the ideas felt fresh and analysis so vivid that I felt the importance of me doing all the steps from interviewing to transcribing) if I couldn't read one day I develop a depression I should be grabbing something, also from my students if they don't teach me anything new I get frustrated (this interview felt like unstructured, he was answering my questions beautifully without me having to ask) I knew of the presence of this kind of liking for knowledge but you suppress it, because our society tells us to be an engineer, doctor or lawyer, these are the categories it doesn't tell an educator, but now to think about it if I came in another life another world if I'm carnated I'll do education I'll do my PhD in education I love it because you are dealing with the hardest thing because you trying to form somebody this is a big challenge how can I let this one be interested and do good on his exam I'm afraid when I do them an exam and I'm afraid for him, because I'm responsible if they don't do good I'm responsible, so sometimes my heart start beating from fear, I always wander whether I should put this question or not, I start living the history again of what I have given them in class I 'm not here to trick them, I'm here to challenge them they tell me sir is there a tricky question, I'm the product of *School X*, the worst institution I hate it I suffered from it if you have the right material you are O.K. if you are the kind of people with standard intelligence if you I.Q is respectable you are O.K. any other talents you will be pass through their filtration either you have to be pressed to do better either you have to go out of the system either you develop knots, I used to be good but still they didn't work on my social abilities they didn't nurture how to deal with people, also the pressure they put on you, the story of exams, I discovered education at the university, although I was an A student all the way (the influence of school experience on oneself and career prospects and teaching practices) I discovered what learning is all about in the university when I went to America I was taking statistics, either the teacher is good or bad, no in between, your head will not catch, statistics is one of them, either it goes through, he puts it for you in the right compartment, either he messes you up I toke statistics with my friend he taught me statistics from the roots, every time he took the concept back to the roots so I started to understand that in education one has to go the roots, there was another who taught me calculus, what is very impressive every time to comes to the same thing from a different angle, now I do this game in my power point presentation, everytime I change it I take it up and down, because everytime he looks at it he will be doing like up moves body and head I want his head to be active and everytime I present it differently, and I always I give a different view, to feel always the animation in the subject and to feel that it is not put in an iron clad and it doesn't change and everytime I don't feel I can't teach well I get in pain again.

Now, you tell me why part-timer, I think my choice of a part-time (this one answered my questions without asking them) you do part-time the perfect situation is either to have your consultancy firm you do something on the side because you have to feed something in

you to stay up-to-date, nourished, energetic, searching for things he is currently doing it consultancy gives you this or

I: you mean you have to have another job

J: Yes, cause I don't have PhD, I need to be practicing, but the problem is that you can't set up a consultancy in Lebanon, because there isn't this volume of business, and all the consultancy firms are competing *situation in Lebanon* you fall in the trap of taking six courses you were a part-timer and you know you have to take six courses or take eight to end up with six or even five, life is very fluctuating all the time.

I: volatile!

3a J: Yes, volatile and this is repeated every semester, and there are those people who like to tap on their shoulders and tell them "Don't forget me, god keep you", shit why should I say this, I'm good.

I: I'm laughing because you are answering my questions without asking them, in an interesting you, from all angles!! (*I found that it is a ladies' trait more than guys*)

I: you give at *University C* and here!

J: Yes, only I tried also at *P university* but *P* problem problem has to know this guy that knows that guy that knows that guy *relationship- quanxi-politics* (moved hands and body to indicate the different turns you have to make) and here in the North I submitted my C.V hundred times but it never gone anywhere.

I: Here the campus is small!

3b J: Every semester you are living with this kind of pain, you are uncertain of the courses that you will take, so you are unsure of your salary, and do not forget the part-timers doesn't get, *here* there is no problem with pay, in others they put you on the fringes, we pay him later, let him suffer, take his breaths out, we pay him later.

I: In the summer if you don't teach you don't get paid!

J: This is the worst thing about it, that is why another business is good, but they should assess this guy on his input, the problem I don't have publications, I tell them I 'm a practitioner, PhD is about disciplining your way of thinking, it is about methodology to arrange your mind in a particular way after you do it you start seeing things in a certain sequence, steps

I: It is about critical thinking!

J: Exactly, but honey after 25 years experience in the business sector, it is worth 100 PhDs when you stand and lecture in *x topic* and I lecture about this and consistency in character, and lecture about difficulties they will face, when you work as consultant for three brothers in Saudi Arabia, and each one is different from the other, you want to do change management and everybody is putting sticks in the wheel.

3c (Interruption by cell phone-he tells his kid his mother will take him someplace- he explained)

I: Why didn't you do this, is it a character thing?

4a → J: Yes, because I'm stupid my assumption was if you are good enough people will see you, no way you have to promote yourself always self promotion (*passed experience to students*) and bosses enjoy this because this is where you are scoring the points. I hate people who talk about themselves I had some Egyptian guys who constantly talked about themselves I used to avoid them, I used to sit with people like me who talked little, *iddinit yaha min akirha* this is because they talk a lot, they changed faced, wore different masks and they were able to reach high places because of that. What do you want? I'd be happy to be a full timer in a respectable university with less emphasis on PhD, and unfortunately this is demanded by the accreditation (*understanding for university situation*) that is o.k. that is the way it is but let us look at Lebanon, to teach *this field*, look at trump university, I don't need all this research and papers to teach these courses I just need something practical to give, I think why we don't bring Ronald trump university here, I also have another point of view you can't teach..., you can practice it.

I: sense of entrepreneurialship is absent, they want to work as bankers, or may be make some capital and then come back.

J: Yes, and here it doesn't help, cause all the loan facilities for new entrepreneurs is all a big lie, there were some programs for entrepreneurs but I don't know how much it worked, you don't need all those theories to teach *this field*.

I: Having this pain that you know you have a lot to give, but you can't be taken as a full timer because of some accreditation system or titles, do you think of making a PhD?

4b → J: I can't, I'm doing this because this is my calling, this is my karma it took me time to realize it but I finally realized it, I 'm old 52, all this investment in PhD and my mind is not stable, I have to give 7-8 courses and what courses those that full-timers don't agree to give them, if a full-timer has given *a particular course* 5 times, he want to give it a 6th time, and you have to prepare those courses are needed more work and preparation, 4c → because this is a course that they have taken from some catalog of one university I don't know where in the U.S. in just one university. One time I had to prepare a course in *x topic*, given in Harvard I don't know in which semester, I had to find for it a book I could'nt, then I found one at least with some case studies, I had to order it for \$46, which was very thin, it turned out to be resource guide so I shifted the ordinary way of doing things, I was teaching in a student's guide instead of the ordinary book, so I had to fill in the blanks because the guide doesn't tell you all the story (*lack of resources*). 4d → How can I save or get a loan at the age of 52 to put an investment in myself, 40 or 50 thousand dollars, I look I say is it worth it, the time I come 55 I come a PhD, if a come a phder, given the load I'm giving, I can't. if I bring Donald trump university type, then they will not look at your PhD, they look at how much you can make things realistic in class (*effect*

of age-with age your physical capacities are less strong, you need to be promoted to get same wage with less work-part-timers don't have this privilege)

I: Are you working on this idea?

J: I wish but you need someone to support you, like the university

I: Is it good you have all those ideas?

J: I have this longing for education, my wife calls me gourmand , I steal money from her to buy books, cause she is the one that carry the finances, we are going to get divorce some day, I have to create lies, this book is given to me by *N person*, .. I love to teach, it is like a performance to me, I perform.

I: Me too, I feel on stage!

5a ↙ J: Exactly, like performer, you said something nice, how much a full time will change your spirit, because as a part-timer you have to prove yourself repeatedly.

I: is it good or bad?

J: Good and bad, it is good if somebody recognizes that and keeps on challenging you, because we are trivial, we like to be complacent when we get somewhere. No I prefer to be challenged all the time, challenge me, do things to me, change me.

5b ↙ I told the *dean* there are two ways I can become a full timer, either by winning lotto or through inheriting some distant relative, but otherwise my chances are nil. I know that a PhD will discipline me I'm very undisciplined, writing I have a problem with it,

I: Do you like to write?!

J: I expect a lot from my writing

I: Do you have any problem in writing for me in a diary? (*and I really made the proposal in a very smooth way, especially the incentive was appropriate since he liked to read a lot, I also ended by telling him part of my previous observations and findings to put him at ease, this intrapersonal skills helped*)

Appendix B1

Manual coding work made for Thematic Analysis Purposes Professional Identity Category- Part of Jack's section

Work experience	
Teaching skills	Exactly, but honey after 25 years experience in the business sector, it is worth 100 PhDs when you stand and lecture in <i>x topic</i> and I lecture about this and consistency in character, and lecture about difficulties they will face, when you work as consultant for three brothers in Saudi Arabia, and each one is different from the other, you want to do change management and everybody is putting sticks in the wheel.
Work experience	
Clash between inner & societal forces	how can I raise someone when he gets out of here, I'm disturbed for him, because if he turns out well bred and mannered he will not be well treated, so here I have a problem of what am I giving him I'm telling him don't lie don't cheat and don't and don't and I know that the world around needs all of these traits to be able to succeed.
Worldly forces	The reason I'm thrown from anything known as commercial environment, I have worked a hundred thousand thing, but the calling for you seems to be there in life, but you don't listen to it, you try to crash it (<i>your mission might be concealed</i>) I always had this nag for reading nag for explaining nag for knowing more than I should nag for knowledge, until now I apply for myself standards
Society on choice of profession	I knew of the presence of this kind of liking for knowledge but you suppress it, because our society tells us to be an engineer, doctor or lawyer, these are the categories it doesn't tell an educator, but now to think about it if I came in another life another world
University experience	I'm the product of <i>School X</i> , the worst institution I hate it I suffered from it if you have the right material you are O.K. if you are the kind of people with standard intelligence if you I.Q is respectable you are O.K. any other talents you will be pass through their filtration either you have to be pressed to do better either you have to go out of the system either you develop knots, I used to be good but still they didn't work on my social abilities they didn't nurture how to deal with people, also the pressure they put on you, the story of exams, I discovered education at the university, although I was an A student all the way

Appendix B2

**Manual coding work done on Jack's transcript for Discourse Analysis purposes
(This is the back page of Jack's transcript).**

1a- Contradiction in feelings and thoughts

1b- Financial context

1c- Contradiction in feelings and thoughts (fill in the blanks/anybody...)

1d- Conflict between real and ideal world

2a- Impact of society on choice of profession

3a- Relations/ Connections

3b- Financial Context again

3c- Gender Roles (mother is responsible for kids)

4a- Changed faces (wore different identities)

4b- Age comes into the picture the more senior the person becomes.

4c- Power disadvantage (hierarchal position)

4d- Financial burden with age

5a- Change spirit, so it affected professional identity because the latter is at a closer range.

5b- Financial context against professional development

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