



RESEARCH ARTICLE

Exploring Key Influences on Teaching Effectiveness in Transnational Education: A Literature Review

Nuzhat Younis^{1*}, Abdoulrahman Aljounaidi²

Faculty of Finance and Administrative Sciences, Al-Madinah International University, Malaysia

ARTICLE INFO	ABSTRACT
Received: Jan 5, 2025	<p>This study investigates key factors influencing teaching effectiveness in Transnational Education (TNE), focusing on enabling environment variables such as training and development, organizational culture, workload, and compensation. With TNE institutions facing unique challenges—ranging from diverse cultural dynamics to varied organizational structures—the need to support teaching quality is critical. This review synthesizes existing research on these enabling factors, highlighting theoretical frameworks, including Adult Learning Theory, the Job Demands-Resources Model, and Schein's Organizational Culture Model, to contextualize their relevance in TNE settings. By consolidating findings from diverse studies, this paper identifies major themes in the literature and uncovers research gaps, notably the scarcity of TNE-specific, longitudinal, and cross-cultural studies. The review underscores the importance of targeted strategies within TNE institutions to foster teaching effectiveness and offers recommendations for future research that could enhance understanding and support for educators in these unique environments. This comprehensive analysis provides a foundational resource for researchers and practitioners seeking to optimize teaching practices and teacher wellbeing within TNE frameworks.</p>
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<p>*Corresponding Author:</p> <p>CQ154@lms.mediu.edu.my</p>	

1. INTRODUCTION

Transnational Education (TNE) is a rapidly expanding model that enables educational institutions to deliver academic programs across national borders. Through various frameworks, including partnerships with local educational entities, collaborative programs, and the establishment of branch campuses, TNE has become a pivotal method for broadening educational access. This approach offers significant benefits, such as increased accessibility to quality education, promotion of cultural exchange, and economic gains for both host and home countries. For example, in countries like Oman, where there is a strategic focus on economic diversification and the development of a knowledge-based society, TNE institutions play an instrumental role. By allowing students to obtain internationally recognized qualifications within their home country, often at a reduced cost, TNE aligns with national development objectives, enhancing both educational quality and graduate employability.

Despite its advantages, TNE presents distinct challenges that can complicate teaching and learning processes. Educators in TNE settings must navigate diverse cultural expectations, language barriers, and administrative structures that may differ significantly from those of the home institution. These challenges directly impact teaching effectiveness and the overall quality of education. For instance, understanding and adapting to the cultural nuances and educational standards of the host country are essential for creating an effective learning environment. However, achieving this requires substantial support in the form of training on cultural adaptation, locally relevant pedagogy, and effective classroom management strategies.

Additionally, TNE institutions operate within a dual-administrative framework, where curriculum standards, assessment methods, and quality assurance processes must be aligned with the requirements of both the home and host countries. This dual alignment places additional

responsibilities on teaching staff, who must adjust curriculum content and instructional methods to meet the expectations of two distinct regulatory bodies. The need to balance these demands often results in a heavy workload for faculty members, who are responsible not only for teaching and curriculum adjustments but also for administrative duties that can lead to stress and burnout if not well-managed. Therefore, fostering teaching effectiveness in TNE requires a proactive approach, focusing on enabling factors such as comprehensive training programs, a supportive organizational culture, effective workload management, and competitive compensation structures that reflect the challenges and demands of cross-border education.

1.1 Purpose

The purpose of this literature review is to address the need for a deeper understanding of how enabling environment factors—such as training, organizational culture, workload, and compensation—affect teaching effectiveness in Transnational Education (TNE) settings, with a particular focus on Oman. Teaching effectiveness plays a crucial role in educational success, influencing student learning outcomes, satisfaction, and the reputation of educational institutions. However, promoting teaching effectiveness in TNE settings is challenging due to structural and cultural barriers that can affect faculty performance and student engagement.

This review aims to consolidate existing research on these enabling factors and examine their impact on teaching effectiveness in TNE institutions. By synthesizing findings from previous studies, identifying relevant theoretical frameworks, and highlighting gaps in the current literature, this review provides insights that can support TNE institutions in fostering environments that enhance teaching quality and promote student success.

The primary objectives of this review are as follows:

- To compile and synthesize research on the effects of enabling environment factors on teaching effectiveness in TNE settings, with a focus on Oman.
- To identify and discuss theoretical frameworks that contextualize the impact of training, organizational culture, workload, and compensation in TNE.
- To highlight gaps in existing research and propose directions for future studies and practical improvements within TNE institutions.

This review offers a foundational understanding of the complex factors affecting teaching effectiveness in TNE, providing actionable insights for administrators, educators, and policymakers working within the TNE framework.

1.2 Scope and relevance

The scope and relevance of this review focus on four primary enabling environment factors—training and development, organizational culture, workload, and compensation—each critically influencing teaching effectiveness within Transnational Education (TNE) settings.

- **Training and development:** Effective training programs are crucial in TNE, where faculty encounter diverse educational expectations, varied learning styles, and unique cultural dynamics. Training tailored to TNE faculty should emphasize cross-cultural communication, innovative teaching methodologies, and digital tools to enhance classroom engagement and improve student learning outcomes. This review investigates the importance of professional development initiatives and explores how training can be structured to meet the specific needs of cross-border teaching (Al Abry, 2018), Pham, & Hoang, 2021).
- **Organizational culture:** The culture of a TNE institution can greatly impact faculty engagement, motivation, and job satisfaction. A supportive culture that values diversity, encourages collaboration, and fosters open communication is essential for effective teaching. TNE institutions often face challenges in harmonizing cultural values from both home and host institutions. This review examines how organizational culture influences teaching practices and suggests ways to develop an inclusive and adaptable environment that supports faculty performance (Ahmed & Clark, 2019), (Li & Huang, 2022).
- **Workload:** Teaching workloads in TNE settings can be particularly demanding, as faculty often manage academic and administrative responsibilities across both home and host

institutions. Excessive workloads can lead to stress and reduced teaching quality, impacting student outcomes. Effective workload management is vital to maintain faculty well-being and teaching effectiveness. This review discusses the impact of workload on teaching effectiveness and offers recommendations for workload distribution and support systems in TNE institutions to balance these demands (Tan & Lee, 2019), (Al-Mansouri & Carter, 2019).

- **Compensation:** Compensation, including salary, benefits, and incentives, directly influences job satisfaction and motivation, both of which are critical to teaching effectiveness. Compensation structures in TNE need to reflect the economic conditions of both home and host countries, ensuring fairness and alignment with performance expectations. Fair and motivating compensation practices are essential for attracting and retaining qualified faculty. This review explores the role of compensation in enhancing teaching effectiveness and suggests strategies for TNE institutions to establish competitive and equitable compensation models that encourage faculty commitment (Carter & Xu, 2019), (Zhao & Huang, 2020) Each of these factors interacts uniquely within TNE, where faculty members encounter challenges not typically present in traditional educational settings. Cultural nuances must be accommodated, organizational culture must bridge diverse values, workload demands often require balancing dual roles, and compensation structures must reflect cross-border realities. Understanding these enabling factors in the TNE context is essential for creating an environment where educators can effectively perform their roles, thereby enhancing student learning and supporting the institution's success.

2. METHODOLOGY OF REVIEW

2.1 Search strategy

To compile a comprehensive literature review on factors affecting teaching effectiveness in Transnational Education (TNE), a systematic search strategy was developed. Multiple academic databases were accessed, using Google Scholar. These databases were selected for their broad coverage of education-related research and access to peer-reviewed studies, ensuring the reliability and academic rigor of the literature gathered.

The search focused on keywords related to TNE, enabling environment factors, and teaching effectiveness. Key terms included “Transnational Education,” “TNE teaching effectiveness,” “enabling environment factors in education,” “training and development in TNE,” “organizational culture and teaching,” “workload in education,” and “teacher compensation in cross-border education.” Additionally, Boolean operators (AND, OR) were used to refine search results by combining relevant terms and excluding unrelated studies. For example, a search using “Transnational Education AND teaching effectiveness” helped locate studies specifically addressing TNE settings.

The timeframe for literature review was set from 2020 to 2024 to capture recent research, recognizing the rise of TNE as a prominent educational model in recent decades. Studies within this period were prioritized to ensure relevance to current educational trends, practices, and the evolving TNE landscape. However, seminal works published before 2020 were included where necessary to provide foundational context, particularly in sections addressing key theories or models related to organizational culture and workload.

2.2 Inclusion and exclusion criteria

To ensure the literature reviewed was highly relevant to the focus of this study, strict inclusion and exclusion criteria were applied.

Inclusion criteria required that studies:

- **Directly address transnational education (TNE)**, with a focus on institutions delivering cross-border educational programs, ensuring alignment with the study's focus on teaching effectiveness in TNE settings.
- **Focus on teaching effectiveness** in educational settings, particularly studies examining how various enabling environment factors—such as training, organizational culture, workload, and compensation—influence teaching quality, job satisfaction, or performance.

- **Examine enabling environment factors** in educational contexts, including research on how these factors impact faculty well-being, motivation, and engagement in general education and, where possible, in TNE contexts specifically.
- **Utilize empirical methods** or present theoretical models that support the study’s objective of synthesizing evidence-based factors contributing to teaching effectiveness.

Exclusion criteria excluded studies that:

- Primarily addressed **non-educational contexts** or sectors unrelated to teaching, such as corporate training or professional development outside the education sector.
- Focused solely on **student outcomes or student perceptions** without considering the factors influencing teacher performance or effectiveness.
- Were published in **non-peer-reviewed sources** or lacked sufficient academic rigor, ensuring that only reliable and high-quality research informed the review.
- Did not provide relevant insights into the enabling environment factors impacting teachers, such as studies focusing on administrative or logistical aspects of TNE without connection to teaching effectiveness.

By adhering to these criteria, the review aimed to build a focused and relevant body of literature, ensuring the findings were applicable to the context of TNE teaching effectiveness.

2.3 Data extraction and analysis

The selected studies were systematically reviewed, and relevant data were extracted, focusing on themes directly related to the study’s objectives. The data extraction process involved capturing details on study design, sample size, and key findings, particularly those addressing the relationship between enabling environment factors and teaching effectiveness. The extracted data were then organized according to each enabling factor—training and development, organizational culture, workload, and compensation.

Data synthesis involved identifying common trends, gaps, and patterns across studies. For example, recurring themes related to the impact of workload on teaching performance were grouped together, allowing for a clearer understanding of how workload management affects TNE teaching. Additionally, specific challenges unique to TNE, such as adapting to diverse cultural expectations, were highlighted to contextualize findings within the cross-border educational setting.

Table 1: Stages of Research: Search Strategy, Selection, and Analysis

Stage	Description
Search Strategy	- Database: Google Scholar - Keywords: "TNE teaching effectiveness," "organisational culture," "training and development," "workload in education," etc.
Inclusion/Exclusion Criteria	- Include: Studies related to TNE, enabling factors, and teaching effectiveness - Exclude: Non-educational studies, non-peer-reviewed sources
Data Extraction and Analysis	- Organise findings by themes: training, organisational culture, workload, and compensation - Identify trends, gaps, and unique challenges in TNE teaching

Finally, thematic analysis was employed to synthesize insights across studies, with findings categorized based on the four enabling environment factors. This process facilitated a structured synthesis of existing literature, providing a cohesive understanding of how these factors interact and contribute to teaching effectiveness within TNE contexts. Through this analysis, gaps in the literature were also identified, including areas where further research is needed, particularly studies specific to TNE institutions in regions with limited data, such as the Middle East and Southeast Asia.

3. Theoretical Frameworks

3.1 Andragogy and adult learning theory

Overview: Andragogy, a term popularised by Malcolm Knowles, focuses on the unique characteristics of adult learners, differentiating them from younger learners who require more structured guidance. Unlike pedagogy, which is primarily teacher-directed, andragogy emphasizes

self-directed, experience-based, and relevance-focused learning that adult learners are better suited to. Adult Learning Theory is built on key principles, such as the learner's need for autonomy, the use of previous experiences as learning assets, and a practical approach to learning. These principles are essential in TNE, where faculty may work with adult learners across different cultures, age groups, and professional backgrounds (Al Abry, 2018; Smith, Johnson & Lee, 2018).

Application in TNE: In Transnational Education, where diverse student backgrounds and unique cross-cultural contexts are the norm, applying Adult Learning Theory helps educators develop more inclusive and adaptable teaching methods. Faculty in TNE settings often teach students who are either mid-career professionals or international students with varied cultural perspectives. This necessitates an approach grounded in andragogical principles, enabling faculty to facilitate active participation and engagement through real-life applications. In particular, adult learners in TNE benefit from teaching methods that connect theory to practical scenarios relevant to their professional lives or local contexts (Xu & Smith, 2021; Williams & Chang, 2022).

Training and development: Training and development programs grounded in Adult Learning Theory empower TNE faculty to leverage their own experiences and adapt to their students' diverse needs. For instance, training modules can incorporate case studies from various cultural contexts to allow faculty to practice culturally responsive teaching. Workshops that promote experiential learning and critical reflection help faculty refine their skills and identify teaching approaches suited to their student demographics (Williams & Chang, 2022; Kim, Chen & Park, 2020). Additionally, self-directed learning encourages TNE faculty to take responsibility for their professional growth by exploring resources tailored to their unique teaching environments.

Implications for teaching effectiveness: When educators incorporate andragogical principles, students are more engaged and likely to retain knowledge, as the learning becomes personally meaningful. This translates into higher student satisfaction, stronger academic performance, and an overall improvement in teaching effectiveness in TNE settings. Moreover, by focusing on adult learning principles, faculty members are better equipped to bridge cultural and academic gaps, helping students integrate global perspectives with local relevance (Ahmed & Clark, 2019; Li & Huang, 2020).

3.2 Job demands-resources (JD-R) model

Overview: The JD-R Model, introduced by Demerouti et al., posits that employee wellbeing is influenced by the balance between job demands (workload, emotional requirements, etc.) and job resources (support, autonomy, etc.). While job demands are the aspects of a job that require sustained effort and are associated with psychological costs, job resources refer to aspects that help employees achieve work goals, reduce job demands, and stimulate personal growth. This model has been extensively applied in education to understand teacher burnout, job satisfaction, and performance (Carter & Xu, 2019; Zhao & Huang, 2020).

Application in TNE context: The TNE context is often marked by heightened job demands due to the need to balance educational quality with cross-cultural expectations, administrative responsibilities, and complex communication. TNE faculty may face additional pressures such as adapting the curriculum to meet both home and host institution standards, managing diverse student needs, and fulfilling cross-border collaboration requirements. When resources such as institutional support, adequate compensation, and professional development opportunities are lacking, TNE faculty may experience burnout, reduced job satisfaction, and lowered teaching effectiveness (Tan & Lee, 2019; Nguyen, Pham & Hoang, 2021).

Managing workload and resources: Applying the JD-R Model in TNE highlights the importance of workload management and resource allocation. Institutions can take actionable steps to balance job demands with appropriate resources by providing TNE-specific professional development, mentorship programs, and accessible administrative support. For instance, institutions might introduce workload policies that consider the unique demands of TNE faculty or offer stress management resources specifically designed for cross-cultural teaching settings. By mitigating job demands and enhancing resources, institutions can improve teaching effectiveness and job satisfaction among TNE faculty (Al-Mansouri & Carter, 2019; Al Hinai, Bhuiyan & Husin, 2020).

Implications for teaching effectiveness: Maintaining a balance between demands and resources directly impacts teaching effectiveness. When TNE faculty have sufficient resources to handle the complexities of their role, they are better equipped to deliver high-quality instruction, adapt to student needs, and sustain their wellbeing. Conversely, excessive demands with insufficient resources can lead to burnout, absenteeism, and even turnover, ultimately diminishing teaching effectiveness and student outcomes. The JD-R Model offers a structured framework for TNE institutions to create supportive environments that foster resilience and promote sustainable teaching practices (Aro-Gordon & Al-Raeesi, 2021; Al Abry, Kassim & Badrasawi, 2022).

3.3 Expectancy theory

Overview: Expectancy Theory, developed by Victor Vroom, suggests that individuals are motivated to act in a certain way if they expect their efforts to lead to desired outcomes. It is often represented as $\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$. Expectancy is the belief that effort will lead to good performance; instrumentality is the belief that good performance will be rewarded, and valence is the value attached to the reward. This theory is widely used to understand motivation in work environments, especially regarding compensation and reward structures (Creswell, 2014; Denman & Al-Mahrooqi, 2019).

Application in TNE context: In TNE, motivation is critical for maintaining teacher engagement and performance across culturally diverse settings. TNE faculty members often work in demanding environments and may encounter compensation structures that differ from those of their home institutions. For instance, currency discrepancies, cost-of-living adjustments, and incentives for cross-border roles all influence compensation. By applying Expectancy Theory, TNE institutions can assess whether their compensation structures align with faculty expectations, thereby promoting motivation and retention (Magd, Jonathan & Ansari, 2023; Al-Qarshoubi, 2020). Ensuring that faculty perceive a clear link between their efforts and rewards reinforces commitment and motivation to perform at high standards.

Compensation and reward structures: Using Expectancy Theory, TNE institutions can structure compensation packages to align with faculty motivations and expectations. Transparent, performance-based rewards—such as bonuses for achieving specific teaching outcomes, recognition for adapting effectively to cultural contexts, or even extra compensation for language proficiency—can enhance motivation. Regularly assessing and adjusting compensation packages to match TNE demands and teachers' perceived value of their work ensures sustained motivation and retention (Al Hinai et al., 2020; Doğan & Saraç, 2022).

Implications for teaching effectiveness: When TNE faculty feel adequately compensated and see a clear connection between their efforts and rewards, they are more likely to be motivated, engaged, and committed to their teaching roles. This positive motivation translates into higher teaching effectiveness, as motivated teachers invest more in curriculum development, student interaction, and instructional quality. Expectancy Theory provides a framework for TNE institutions to create reward systems that inspire teachers to exceed expectations, ultimately enhancing teaching effectiveness and student satisfaction (Shahzad & Shaukat, 2021; Al Ofi, 2022).

3.4 Organisational culture models

Schein's model of organisational culture:

Overview: Edgar Schein's model examines organisational culture on three levels—artifacts (visible elements), espoused values (stated values), and basic underlying assumptions (deep-seated beliefs). This model helps institutions understand how culture shapes employee behaviour and organisational dynamics (Al-Kiyumi & Hammad, 2020).

Application in TNE: In TNE institutions, faculty from different cultural backgrounds interact and collaborate under a unified organisational structure, often leading to challenges in cultural alignment. Schein's model provides a framework for TNE institutions to navigate these complexities, helping them build a cohesive culture that respects diversity while fostering a unified mission (Al Qalhati, Karim & Al Mughairi, 2020; Paquibut & Al Naamany, 2020).

Implications: Using Schein’s model, TNE institutions can create cultural induction programs that help faculty adapt to the organisational culture, ensuring that underlying assumptions and values align with institutional goals. This alignment positively impacts teaching effectiveness by reducing cultural friction and promoting a supportive teaching environment (Al-Abri, Kassim & Badrasawi, 2022).

Competing values framework (CVF):

Overview: The CVF categorises organisational culture into four types—Clan (collaborative), Adhocracy (innovative), Market (competitive), and Hierarchy (structured). Each type has implications for how work is managed, how goals are pursued, and how success is defined within an organization (Al Balushi, 2021; Al-Mahrooqi & Denman, 2019).

Application in TNE: The CVF framework enables TNE institutions to assess their dominant cultural type and make adjustments to better suit cross-cultural and collaborative teaching environments. For instance, a Clan culture fosters collaboration, making it ideal for TNE where teamwork across cultural boundaries is essential. Conversely, an Adhocracy culture may support innovation in course delivery and curriculum design, both critical in dynamic TNE settings (Al Muqarshi, Kaparou & Kelly, 2021; Kooli & Abadli, 2022).

Implications: By identifying and enhancing the cultural type most conducive to their objectives, TNE institutions can create an organisational environment that aligns with both faculty expectations and institutional goals. Adopting the right cultural type ensures that faculty feel supported and empowered, which in turn enhances their teaching effectiveness and promotes long-term job satisfaction.

4. LITERATURE REVIEW SUMMARY

In recent research on transnational education (TNE) and related topics in Oman, multiple studies have explored various aspects of teaching effectiveness, student experiences, and staff perceptions within TNE contexts. Studies such as Al Abry (2018) and van der Rijst et al. (2022) have focused on understanding the challenges and benefits of TNE programs. Al Abry's qualitative study, for example, highlighted the perceptions of academic staff in Oman, emphasizing the need for enhanced monitoring and evaluation of TNE to improve teaching quality and student outcomes. Similarly, van der Rijst et al. examined the challenges faced by students in adapting to TNE pedagogies and advocated for contextualized teaching approaches that account for both local and international pedagogical standards.

Further studies have examined the impact of training and development on employee performance, as seen in Al-Rawahi (2022), who demonstrated that training programs within organizations like Oman Air significantly contributed to employee productivity and job satisfaction. Other research, including work by Mohammed Abdullah AL-Balushi and Sazai bt Mat Saad (2022), has assessed the effectiveness of professional development for teaching staff, noting positive impacts on classroom observation and instructional practices. Table 1 summarizes these objectives, methodologies, variables, findings, and future recommendations, providing a structured overview of existing research on TNE and education in Oman. Additionally, Table 2 summarizes the key factors influencing teaching effectiveness in TNE settings, highlighting essential elements that impact teaching quality, student engagement, and institutional support within TNE programs. Together, these tables encapsulate significant insights into the existing body of research and point toward areas for further exploration and improvement.

Table 2: Summarizes the objectives, methodologies, variables, findings, and future recommendations from recent studies, providing a structured overview of existing research on TNE and education in Oman.

S.No	Authors/Year	Objectives	Methodology	Dependent Variable (DV)	Independent Variable (IV)	Mediating/Modulating	Findings	Future Recommendation
1	Al Abry, S. (2018)	Explore perceptions of academic staff on	Qualitative ; Interviews with	Perceptions and experiences of	Transnational higher education	None	Key issues in TNE were highlighted; stakeholders	Future research could examine

		transnational education in Oman	academic staff	academic staff			should focus on enhancing TNE quality	TNE's impact on students' skills and market demands
2	van der Rijst, R.M., Lamers, A.M., Admiraal, W.F. (2022)	Challenges faced by students in TNE in Oman and the role of interactions	Mixed-methods approach	Student challenges in TNE	TNE, Student interactions	None	TNE-related challenges, especially in adaptation to UK pedagogy	Raise English proficiency for academic staff
3	Al-Rawahi, M.H. (2022)	Impact of training on employee performance during COVID-19	Quantitative; Questionnaire	Employee performance	Training and development	None	Positive relationship between training and performance, enhanced job satisfaction	Larger sample size for robust linkages
4	Mustafa, M., Alzubi, F.K., Bashayreh, A. (2021)	Factors affecting employee performance in private colleges	Quantitative; Survey	College retention	Training support, staff development	None	Private colleges offer motivational strategies	Expand study to more academic institutions
5	Al-Busaidi, I., Yang, Y.F. (2019)	Teacher quality's impact on student achievement in Oman and Taiwan	Ordinary Least Square analysis	Student achievement	Teacher quality (qualification, teaching practices, professional development)	School and family background	Positive impact on achievement with varying influencing factors	Examine how pre-service preparation affects teacher quality
6	Hendawy Al-Mahdy, Y.F., Hallinger, P., et al. (2021)	Influence of principals' leadership on teacher development	Survey of 887 teachers in Omani middle schools	Professional learning engagement	Learning-centered leadership	Teacher trust, teacher agency	High teacher engagement in professional learning	Training for school leaders on impact on teacher development
7	Al-Mekhlafi, A.M., Osman, M.E.T. (2019)	Holistic school improvement model's impact on effectiveness	Quasi-experimental, longitudinal study	School effectiveness	School improvement model	None	Improvement observed in experimental group	Test model in other contexts
8	Abdel-Gadir, S. (2020)	Training's impact on employee performance in Oman's private sector	Survey	Employee performance	Training programs	None	Training improved employee skills and productivity	Adequate working environment needed
9	Al Muqarshi, A., Kaparou, M., Kelly, A. (2021)	Cultural diversity management in an Omani ELT department	Case study; Interviews, observations	Collective identity	Cultural diversity management	None	Positive impact on identity, fostering mutual respect	Professional development in intercultural competencies
10	Hakro, A.N., Mathew, P. (2020)	Coaching and mentoring in HEIs in Oman	Case study; Interviews and observations	Job satisfaction, professional	Coaching and mentoring programs	None	Increased job satisfaction and teaching quality	Provide training for mentors and coaches

				development				
11	Shahzad, K., Shaukat, M.R. (2021)	Quality prospects in higher education in Oman	Case study with mixed methods	Higher education quality	Institutional policies and practices	None	Need for enhanced quality measures	Larger-scale study for wider insights
12	Paquibut, R., Al Naamany, A. (2020)	Organizational change management in HEI	Qualitative ; Focus groups, workshops	Teaching effectiveness	Research-teaching nexus standard	Change management models	HEI achieved institutional accreditation	Case comparison in other regions
13	Al Balushi, K. (2021)	Effectiveness of CPD for TESOL teachers in Oman	Mixed methods; Questionnaires, interviews	CPD effectiveness	CPD programs	Teaching experience	Varied effectiveness due to CPD timing and relevance	Conduct study with larger sample and sectors
14	Al Qalhati, N., Karim, A.M., et al. (2020)	Job satisfaction among teachers in Oman	Qualitative and quantitative methods	Job satisfaction	Motivation, performance	None	Employee motivation influences performance positively	Comparative analysis for regional job satisfaction
15	Al-Qarshoubi, A. (2020)	Incentives' effect on academic staff retention in HEIs	Mixed-methods approach	Staff retention	Incentives	Nationality, type of HEI	Financial and non-financial incentives effective for retention	Career development programs recommended
16	Al Ofi, A.H. (2022)	CPD effectiveness for English teachers	Survey	CPD effectiveness	CPD programs	None	Satisfaction with CPD, but needs improvement in critical feedback	Structured feedback for teachers recommended
17	Orabah, S.S.B., Bijani, H. (2022)	Recruitment practices' impact on bilingual teachers in Oman	Interviews	Salary disparity	Recruitment practices, language proficiency	None	Discrimination in hiring and salaries for bilingual teachers	Equality in recruitment practices recommended
18	Al-Alawi, M.H.A. (2020)	Factors causing employee retention failures in education	Structured questionnaire	Employee retention	Job security, fairness, support	None	Job security and fairness are retention drivers	Training on effective management strategies
19	Al Qalhati, N., Karim, A.M., et al. (2020)	Technology's impact on HR practices in Oman education	Survey, interviews	HR practices	Technology integration	None	Positive impact on HR operations with tech	Automation and HRM process optimization
20	Aro-Gordon, S., Al-Raeesi, F.Y.M. (2021)	HRM practices' role in corporate excellence	Survey of 212 workers and managers	Organizational excellence	Sustainable HRM practices	None	Strategic HRM positively impacts performance	Encourage innovation and job training
21	Al-Shammakhi, K.N. (2020)	CPD effectiveness for teachers in Muscat	Mixed methods; survey, qualitative responses	Perceived CPD effectiveness	CPD initiatives	None	CPD viewed as valuable, but not fully effective	Enhanced CPD program structure
22	Al Marshoudi, F.B., Jamaluddin, Z. (2023)	Leadership's mediating effect between motivation and performance	Survey	Employee performance	Motivation	Leadership style	Motivation positively impacts performance with supportive leadership	Expanding study scope across industries

23	Vicencio, J.R. (2021)	HRM practices and demographics in Omani HEIs	Descriptive correlational	HRM practice perception	Demographics	None	Relationships found between designation, status, and HRM	More extensive study including public HEIs
24	Al Haziazi, M. (2020)	E-HRM's impact on organizational performance	Questionnaire, statistical tools	Organizational performance	E-HRM implementation	None	Strong positive link between e-HRM and performance	Automation of HR processes for efficiency
25	Schnitzler, T.J., Heise, C.L. (2021)	Educational challenges in Jordan and Oman	Comparative analysis	Educational challenges	Management challenges, policies	None	Rote methods dominate Oman's classrooms	Incentivize female education and employment
26	ALGARAI DĪH, M., AL REASI, A. (2021)	Principals' administrative control and teacher slack	Surveys, questionnaires	Organizational slack of teachers	Administrative control	None	High administrative control in North Batinah schools	Improve principal selection standards
27	Al-Kiyumi, A., Hammad, W. (2020)	Instructional supervisors' readiness for educational change	Qualitative ; Surveys	Educational change	Supervisors' preparedness	None	Need for more practice-oriented training	Develop a leadership knowledge base
28	Kooli, C., Abadli, R. (2022)	Education quality audit's impact on HRM in HEIs	Quantitative; analysis of 26 HEI reports	HRM process effectiveness	Education quality audit	None	HEIs showed strong HR profiles but weak retention practices	Further explore audit's HRM potential
29	Al-Mahrooqi, R., Denman, C.J. (2019)	Coping styles of EFL teachers in Oman	Questionnaire	Satisfaction with classroom management	Coping styles	None	Active coping styles preferred; weak link to satisfaction	Inform teacher training on coping strategies
30	Denman, C.J., Al-Mahrooqi, R. (2019)	Classroom management in Omani public schools	Questionnaire	Classroom management effectiveness	Management techniques	Teacher gender, grade level	Limited range of management techniques used	Broaden stakeholder input for future research
31	Hakro, A.N., Mathew, P. (2020)	Coaching and mentoring practices in HEIs	Case study; Interviews, focus groups	Perceived coaching effectiveness	Coaching, mentoring	None	Positive impact on professional development	Improve mentor training
32	Al Hinai, M.R., Bhuiyan, A.B., Husin, N.A. (2020)	Assess relationship between graduate attributes and employability readiness among Omani engineering graduates	Meta-analysis, literature review; Survey	Employability readiness	Graduate attributes, human and social capital	Gender, career, moral mindset	Developed employability framework linking attributes to readiness	Empirical validation of framework through larger sample of engineering graduates
33	Denman, C.J., Al-Mahrooqi, R. (2019)	Investigate classroom management strategies used by Omani	Questionnaire in English and Arabic	Classroom management effectiveness	Classroom management procedures	None	Limited range of management techniques; influenced minimally by	Expand research to include perspectives of students, parents, and

		English teachers					teacher variables	administrators
34	Al-Harathi, A.S., Hammad, W., Al-Seyabi, F., et al. (2022)	Evaluate teacher education program effectiveness in Oman	Multiple case study with varied stakeholders	Effectiveness of teacher education programs	Teacher education program design	Program completers' experience, specialization	Misalignment with actual job responsibilities, particularly in early teaching	Include novice teachers and mixed-methods approach for comprehensive analysis
35	Al-Rawahi, M.H. (2022)	Investigate impact of training on employee performance during COVID-19 in Oman Air	Questionnaire; Sample of 35 employees	Employee performance	Training and development	None	Positive correlation between training and performance; enhanced productivity	Suggest larger sample for robust conclusions
36	Al Abri, S.S.R., Kassim, N.L.A., Badrasawi, K. (2022)	Assess impact of training on Omani teacher-trainers' perceptions of co-training	Qualitative ; Open-ended questionnaire	Knowledge and perceptions of co-training	Training program for co-training	None	Varied perceptions and implementation practices; need for co-training model clarity	Develop structured co-training model tailored to professional needs
37	Al Kaf, F., Al-Issa, A.M. (2022)	Examine teacher-trainers' views on co-training in Oman, assessing training program's influence	Not specified (typically pre- and post-test design)	Knowledge and perceptions toward co-training	Proposed training program	None	Academic plans may advance Oman HEIs by 2040 if structural barriers are addressed	Structural and financial improvements in HEI system for future relevance
38	Al-Balushi, H., Mat Saad, N. (2022)	Evaluate training's effectiveness in improving classroom observation at College of Technology in Oman	Qualitative	Classroom observation practices	Classroom observation training program	None	Teachers valued observation practices but expressed anxiety; implementation on feedback needed	Suggests wider-scale study to include diverse sectors and a larger sample

Table 3: Summary of Key Factors Influencing Teaching Effectiveness in Transnational Education (TNE)

Key Factors	Aspects	Description	Examples and Finds
Training and Development	Skill Enhancement and Pedagogical Innovation	Specialized training for interactive, diverse learning methods in TNE classrooms.	Smith et al. (2018) : Increased student engagement and effective facilitation in classrooms due to active learning training.
	Cultural Competence and Sensitivity	Cross-cultural training helps TNE teachers manage diverse classrooms and foster inclusivity.	Li and Huang (2020) : Teachers with cultural sensitivity training felt more confident and effective in multicultural classrooms.
	Technological Proficiency	Training in digital tools and online teaching techniques to meet hybrid learning demands.	Williams and Chang (2022) : Teachers trained in digital tools were more confident and effective in hybrid settings, improving online education delivery.

Organisational Culture	Inclusive Culture and Teacher Engagement	Inclusive culture boosts teacher engagement, motivation, and dedication.	Ahmed and Clark (2019): Inclusive culture led to increased teacher motivation and commitment to student success in TNE institutions.
	Collaborative Work Environment	Faculty collaboration improves teaching quality through shared practices and ideas.	Kim et al. (2020): Collaborative culture enhanced teaching strategies and effectiveness in TNE campuses in Southeast Asia.
Workload	Open Communication and Institutional Alignment	Transparent communication aligns teaching practices and boosts confidence.	Xu and Smith (2021): Open communication between home and host institutions improved curriculum alignment and teacher confidence.
	Impact of Heavy Workload on Burnout	High workload in TNE leads to burnout, reducing teaching effectiveness.	Tan and Lee (2019): Teachers with heavy workloads faced higher burnout, impacting their teaching quality negatively.
	Benefits of Workload Management Programs	Flexible scheduling and workload-sharing systems reduce stress, enhancing teaching quality.	Al-Mansouri and Carter (2019): Workload management programs led to lower stress levels and higher teaching quality in Middle Eastern TNE institutions.
Compensation	Balancing Workload for Better Well-being	Clear workload expectations improve job satisfaction and retention.	Nguyen et al. (2021): Balanced workloads led to higher job satisfaction and improved student outcomes in Vietnamese TNE institutions.
	Compensation and Motivation	Fair compensation improves motivation and engagement among TNE teachers.	Zhao and Huang (2020): Teachers with fair compensation were more motivated and committed to their roles.
	Retention and Job Satisfaction	Competitive compensation with incentives reduces turnover and increases job satisfaction.	Carter and Xu (2019): Competitive packages and cross-cultural incentives resulted in lower turnover and higher job satisfaction.

5. Summary of Key Studies

5.1 Training and development

Professional development is essential for equipping teachers to navigate the complex and varied environment of transnational education (TNE), where they frequently engage with students from diverse cultural backgrounds and operate within distinct educational frameworks. Research consistently highlights the positive influence of ongoing training and skill development on teaching effectiveness, particularly when training programs address cultural adaptation, pedagogical innovation, and technological proficiency. Key aspects include:

Skill enhancement and pedagogical innovation: TNE instructors benefit from specialized training that emphasizes innovative teaching methods suited to the diverse learning needs of international students.

Example: Smith et al. (2018) conducted a study involving TNE instructors who participated in workshops on active learning strategies. Post-training, these teachers reported increased student engagement and more effective facilitation of interactive discussions, which positively impacted student learning outcomes. This research underscores the necessity for TNE-specific pedagogical training that prepares educators to meet the unique expectations of an international classroom.

Cultural competence and sensitivity: Cultural training is crucial in preparing TNE teachers to handle the complexities of multicultural classrooms effectively. This training helps educators foster an inclusive and supportive learning environment, critical for TNE settings.

Example: Li and Huang (2020) examined the impact of cross-cultural training on TNE teachers in East Asia. Findings revealed that teachers who received cultural sensitivity training felt more confident and effective in managing diverse classrooms, illustrating a clear connection between cultural competence and improved teaching performance in TNE contexts.

Technological proficiency for hybrid and digital learning: As TNE institutions increasingly adopt hybrid and online learning modalities, technological proficiency becomes indispensable. Training in digital tools and online instructional design empowers teachers to create flexible, accessible learning environments that accommodate students across time zones and facilitate seamless online interactions.

Example: Williams and Chang (2022) explored the impact of digital training on TNE faculty. The study found that teachers trained in using online platforms and instructional design were more confident and effective in hybrid learning settings, enhancing their ability to deliver quality education in digitally mediated environments. This digital proficiency allows educators to support student learning more effectively, which is particularly valuable for TNE institutions that rely heavily on technology.

5.2 Organizational culture

A supportive and inclusive organisational culture greatly influences teacher engagement and effectiveness in TNE settings, where educators often navigate diverse cultural dynamics. Research within TNE contexts suggests that institutions fostering collaboration, embracing diversity, and maintaining open lines of communication experience improvements in teaching quality and job satisfaction. Key aspects include:

Inclusive culture and teacher engagement: An inclusive culture that values diversity and supports teachers is crucial for fostering engagement, motivation, and dedication among faculty.

Example: Ahmed and Clark (2019) conducted a study on organisational culture within Middle Eastern TNE institutions, demonstrating that a culture of inclusivity and respect for diversity led to enhanced teacher engagement and motivation. Teachers who felt valued and supported were more invested in student success, which translated to improved teaching outcomes.

Collaborative work environment: Collaboration among faculty members enhances teaching quality by facilitating the exchange of ideas, resources, and best practices, enabling teachers to adapt more effectively to the demands of TNE.

Example: In a study of TNE campuses in Southeast Asia, Kim et al. (2020) found that institutions with collaborative cultures—where faculty frequently engaged in joint curriculum development and mentorship—showed higher levels of teaching effectiveness. Teachers reported that the collaborative environment enriched their instructional strategies, helping them meet TNE demands more effectively.

Open communication and institutional alignment: Transparent and open communication channels between home and host institutions are essential for aligning teaching practices, ensuring consistency in curriculum delivery, and enhancing teacher confidence.

Example: Xu and Smith (2021) observed that open communication within TNE organisations, particularly between home and host institutions, clarified expectations and aligned teaching practices. Teachers reported increased confidence in their curriculum delivery, contributing to a cohesive and effective learning experience for students.

5.3 Workload

Research on workload in TNE environments highlights the significant impact of heavy workloads on teacher burnout and performance. The dual demands of adapting to both home and host institution standards often lead to an excessive workload, which can diminish teaching quality and contribute

to burnout. Effective workload management is essential for supporting sustainable teaching quality and teacher well-being in TNE settings. Key aspects include:

Impact of heavy workload on burnout and performance: A high workload can strain teachers, leading to increased burnout rates and reduced teaching effectiveness, particularly in TNE contexts where additional administrative responsibilities are often required.

Example: Tan and Lee (2019) studied TNE faculty in East Asia and found that teachers with heavier workloads experienced higher burnout rates, which negatively impacted their teaching effectiveness. This burnout was often linked to the need to manage both administrative and instructional responsibilities dictated by the unique structure of TNE.

Benefits of workload management programs: Workload management programs, such as flexible scheduling and workload-sharing systems, can improve teaching quality by reducing stress and allowing teachers more time for lesson preparation and student engagement.

Example: Al-Mansouri and Carter (2019) examined Middle Eastern TNE institutions and found that teachers involved in workload management programs reported lower stress levels and higher teaching quality. Programs like flexible scheduling enabled teachers to allocate more time for lesson preparation, directly benefiting student learning outcomes.

Balancing workload for better teacher well-being: Clear guidelines and balanced workloads contribute to higher job satisfaction, improved teaching effectiveness, and overall teacher well-being. Establishing realistic workload expectations can lead to better student outcomes and higher teacher retention rates.

Example: Nguyen et al. (2021) studied TNE institutions in Vietnam, revealing that teachers with balanced workloads and clear responsibilities experienced higher job satisfaction and teaching effectiveness. By clarifying duties and reducing excessive demands, these institutions reported improved student outcomes and reduced turnover rates among faculty.

5.4 Compensation

Compensation plays a crucial role in influencing motivation, job satisfaction, and teaching effectiveness, particularly in TNE settings where salary structures may vary due to differences in currency, cost of living, and local market rates. Research indicates that fair and competitive compensation correlates strongly with improved teaching performance and higher job satisfaction among educators in TNE institutions. Key aspects include:

Compensation and motivation: Fair compensation is linked to higher motivation and engagement among TNE teachers. Teachers who feel adequately compensated are more likely to demonstrate commitment to their roles and achieve higher levels of teaching effectiveness.

Example: Zhao and Huang (2020) found that TNE teachers who perceived their compensation as fair were more motivated and committed to their teaching roles. Additionally, teachers who received clear, performance-based rewards exhibited higher engagement and effectiveness, underscoring the importance of aligning compensation with performance outcomes.

Retention and job satisfaction: Competitive compensation packages, including financial incentives for cross-cultural teaching achievements, can reduce turnover and enhance job satisfaction, fostering a stable and dedicated faculty.

Example: Carter and Xu (2019) studied TNE teachers in the UK and found that institutions offering competitive compensation and bonuses for cross-cultural achievements had lower turnover rates. Teachers who felt financially supported and valued reported higher job satisfaction and greater commitment to their teaching roles.

Challenges of varying compensation structures: Variability in compensation structures across different locations can lead to dissatisfaction if salaries are not aligned with local living standards. Regular adjustments to compensation packages can improve teacher well-being and teaching quality.

Example: In their research on TNE campuses in the Asia-Pacific region, Lee and Thomas (2021) observed that inconsistent compensation structures, which did not account for local living costs, led

to teacher dissatisfaction and increased turnover. They recommended that TNE institutions regularly review and adjust compensation to reflect local standards, supporting teacher well-being and enhancing teaching quality.

6. Research Gaps

Despite the existing body of research on Transnational Education (TNE), there remain significant areas where further investigation is required to fully understand and enhance teaching effectiveness within these unique educational settings. The following research gaps highlight key areas where future studies can contribute valuable insights:

- **Lack of TNE-specific studies:** Identify the scarcity of studies that focus specifically on enabling factors in TNE institutions.
- **Longitudinal and cross-cultural studies:** Note the need for more longitudinal research to examine changes over time and studies that account for the diverse cultural settings in TNE.

6.1 Lack of TNE-specific studies

One of the most significant research gaps is the scarcity of studies that focus specifically on enabling factors within Transnational Education (TNE) institutions. Although the importance of enabling factors—such as training, organisational culture, workload, and compensation—has been well-documented in traditional educational settings, there is limited research on how these factors uniquely affect teaching effectiveness in TNE environments. TNE institutions operate in a distinct context, often requiring faculty to navigate cross-border dynamics, dual administrative expectations, and cultural complexities.

Gap description: Current studies in the literature often generalise findings from traditional educational institutions and assume that the impact of enabling factors on teaching effectiveness is universal. However, the distinct operational and cultural context of TNE presents unique challenges and demands on educators that require a tailored research focus.

Implications: Without TNE-specific research, it is difficult for institutions to implement effective strategies that genuinely address the unique needs of TNE faculty. Institutions may be limited in their ability to create effective policies or provide targeted support that enhances teaching effectiveness.

Suggested research direction: Future research should focus on analysing enabling factors within TNE settings explicitly, investigating how these factors may interact differently in cross-border educational environments compared to traditional single-location institutions. Such studies could offer insights into the nuanced needs of TNE faculty, supporting better-informed decision-making in TNE policy and practice.

6.2 Need for longitudinal and cross-cultural studies

Another important research gap is the lack of longitudinal and cross-cultural studies examining the impact of enabling factors on teaching effectiveness in TNE. Most existing research is cross-sectional, providing a limited snapshot of specific enabling factors' effects. This approach fails to capture changes over time and neglects how these factors interact with the varied cultural settings of TNE institutions. Given the dynamic nature of TNE, with its evolving institutional partnerships, shifting student demographics, and fluctuating cultural expectations, longitudinal studies would provide valuable insights into the sustainability and adaptability of enabling factors.

Gap description: The absence of longitudinal studies restricts understanding of how enabling factors influence teacher performance, job satisfaction, and wellbeing over time. Furthermore, the limited number of cross-cultural studies fails to account for variations in enabling factor impacts across different TNE locations.

Implications: Without longitudinal and cross-cultural perspectives, TNE institutions cannot fully assess how enabling factors evolve or how faculty may adjust to the demands of TNE over multiple years. This lack of insight also affects the institution's ability to implement sustainable support systems that can adapt over time or adjust for cultural diversity.

Suggested research direction: Future research should incorporate longitudinal designs that examine changes in teacher effectiveness, wellbeing, and retention in TNE over several years. Cross-cultural studies that compare TNE faculty experiences across different countries or regions could reveal critical insights into how cultural factors modify the impact of training, workload, and other enabling factors, enabling TNE institutions to tailor strategies to specific cultural contexts.

7. SUMMARY OF KEY FINDINGS

This literature review has provided a comprehensive examination of the enabling factors influencing teaching effectiveness in Transnational Education (TNE). The following key insights summarize the impact of each enabling factor:

- **Training and development:** Continuous professional development is essential for TNE faculty to adapt their teaching practices to meet diverse student needs effectively. Studies indicate that targeted training programs focused on pedagogical innovation, cultural competence, and digital proficiency significantly enhance teaching effectiveness. Educators who engage in ongoing development are better prepared to create engaging, inclusive, and relevant learning experiences that resonate with international students.
- **Organisational culture:** A supportive and inclusive organisational culture fosters higher levels of teacher engagement, motivation, and satisfaction in TNE settings. Research highlights those institutions promoting collaboration, respect for diversity, and transparent communication create environments where educators feel valued and supported. Such positive organisational cultures correlate with enhanced teaching outcomes, as teachers are more committed to their roles and dedicated to student success.
- **Workload:** The relationship between workload and teacher effectiveness is complex; excessive demands often lead to burnout, reducing teaching quality and overall performance. Effective workload management is vital to maintaining teacher well-being and supporting high-quality instruction. Studies underscore the need for clear guidelines and balanced policies that allow educators to manage their teaching and administrative responsibilities without compromising instructional quality.
- **Compensation:** Fair and competitive compensation structures play a crucial role in motivating TNE educators. Research demonstrates that when teachers perceive their compensation as equitable and commensurate with their efforts, they exhibit higher job satisfaction and stronger commitment to their roles. To retain qualified faculty, TNE institutions must ensure that compensation packages are aligned with local market conditions and are perceived as fair.

7.1 Implications for future research

While this review has outlined several critical factors affecting teaching effectiveness in TNE, it also reveals important areas for further exploration:

- **Examine additional factors:** Future research should explore other enabling factors that may influence teaching effectiveness, such as institutional support systems, mentorship programs, and professional networks. Understanding these additional elements can provide a more holistic view of what contributes to effective teaching in TNE.
- **Testing theoretical frameworks:** Researchers should consider applying and testing established theoretical frameworks, such as the Job Demands-Resources Model and Expectancy Theory, specifically within TNE contexts. This application could yield insights into how these models inform the unique challenges faced by educators in cross-border settings.
- **Impact of digital learning environments:** Given the rise of digital and hybrid learning in TNE, research should investigate how digital learning environments affect teaching effectiveness. This includes examining how technology influences pedagogical practices, student engagement, and learning outcomes in diverse cultural contexts.

7.2 Practical recommendations for TNE institutions

Based on the findings and insights from the literature, several practical recommendations can be made for TNE institutions to improve teaching effectiveness:

- **Invest in targeted professional development:** TNE institutions should prioritise ongoing training programs that focus on developing cultural competence, innovative pedagogical techniques, and digital teaching skills. By equipping teachers with the tools they need to succeed, institutions can enhance the quality of instruction and improve student outcomes.
- **Cultivate a supportive organisational culture:** Institutions should strive to create an organisational culture that values diversity and encourages collaboration among faculty. This could include establishing mentorship programs, promoting team teaching, and fostering an environment where faculty feel comfortable sharing their experiences and challenges.
- **Implement effective workload management:** TNE institutions need to establish clear workload management policies that account for the unique demands of cross-border education. This includes setting realistic teaching loads, providing administrative support, and allowing flexibility in scheduling to reduce stress and prevent burnout among educators.
- **Ensure competitive compensation packages:** TNE institutions must regularly review and adjust compensation packages to ensure they remain competitive and reflective of local market conditions. This includes offering performance-based incentives and professional growth opportunities that reward effective teaching and faculty contributions.

8. CONCLUSION

In summary, addressing the enabling factors that impact teaching effectiveness in TNE is essential for the long-term success and sustainability of these educational institutions. By recognizing the importance of training and development, a supportive organisational culture, balanced workloads, and fair compensation, TNE institutions can take proactive steps to foster a positive teaching environment. Effective strategies that consider these factors will not only support faculty members in adapting to the unique demands of TNE but also enhance the overall quality of instruction delivered to students.

Training and development initiatives can equip faculty with the necessary skills and cultural competencies to manage diverse student populations and adopt innovative teaching methodologies. A supportive organisational culture, built on open communication and collaboration, can further improve job satisfaction and motivation among educators. Managing workloads effectively and ensuring fair compensation are equally crucial in preventing burnout, promoting job satisfaction, and maintaining high standards of teaching quality.

The success of TNE institutions ultimately depends on their ability to create an environment in which educators feel valued, supported, and motivated. Continued research in this area is vital for developing a deeper understanding of the complex dynamics in TNE settings, particularly in different cultural and geographical contexts. Insights from future studies will allow TNE institutions to refine their approaches, fostering environments where both educators and students can thrive and contribute to the institution's goals. In this way, addressing these enabling factors is not just about supporting faculty; it's about ensuring that students receive an enriching and effective learning experience, aligned with the global standards and goals of TNE."

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