

The Level Of Morale Among Arabic-Subject Teachers In Kuwait Public Schools

Dr. Mohammed D. Al-Dhafiri

College of Educational - Kuwait University
Kuwait

ABSTRACT

This study seeks to determine the level of morale among Arabic-subject teachers in Kuwait public schools. It also investigates how teacher and school characteristics influence morale. A 51-item questionnaire was developed, divided into four dimensions and applied to a random sample (n=1,402). Results suggest that the level of morale for Arabic-subject teachers in public schools was high in general, only moderately affected by salaries, incentives and promotions. There was no statistically significant difference in the level of morale that can be attributed to gender. However, statistically significant differences were found in the estimation level of morale that can be attributed to nationality, educational experience, educational level and school district. In conclusion, recommendations are cited, designed to promote and enhance the morale of Arabic-subject teachers in order to increase job satisfaction and loyalty to the profession.

Introduction

Morale contributes to either the success or failure of projects and organizations by fostering trust between superior and subordinates, and thereby raising the morale of individuals and groups. Success in this endeavor requires an effective administrator who can promote rewards and job security; participate in decision-making; create challenging and fun tasks; give their employees opportunities for achievement; help them attain new knowledge and guide professional growth; identify a type of structural environment; and improve general performance for the better (Abu Hadjilh & Aharahach, 2013; Altaweel, 2006).

Despite the absence of a general definition of morale, several researchers have viewed it in one of two ways: either as the feelings and

emotions formed by individuals towards each other, or as the feelings and emotions towards an organization and collective commitment to achieving organizational goals. While (Young, 2006) referred to morale as a state of mind determined by an individual's positive feelings toward his/her work and the level of work he/she produces, he also indicated that it might include negative and frustrating feelings as well as a tendency to criticize others and to be pessimistic. Smith (2008), on the other hand, defined it as the professional interest of the teacher, as well as his/her enthusiasm for achieving goals to ensure the success of his/her requirements for teaching, education and care for learners. Finally, Mackenzie (2010) believed that morale is a psychological state of mind formed within the template of interest and enthusiasm, which urges the teacher to do his/her job in the best way possible. It results from several internal and external factors (spiritual and intellectual), which leads the individual to achieve everything required of him/her.

Based on the definitions above, one may argue that morale refers to psychological feelings felt by workers towards each other, their workplace and the management of their work. If these feelings are positive, they evince optimism, friendliness and cooperation among workers, resulting in a high level of morale that induces them to work hard and increase their production. A high level of morale will also unite and increase sympathy, which may lead to harmony and balance in human relations between group members. This is consistent with the idea that morale affects not only a person's sense of belonging but also the nature of that person's relations with others and with the prevailing climate of an organization. A high level of morale will thus generate positive feelings that will increase cooperation and cohesion, while simultaneously reducing conflicts and quarrels among group members. Additionally, it will also increase loyalty towards the institution and make it easier for its members to adapt to changing circumstances, engage in self-development and strive towards the goals of the group. (Alsaaidh & AlDa'jah, 2010; Dick, Metclaffe & Williams, 2003; Oglesby, 2003). If the morale is low, however, negative feelings may arise among workers, leading to pessimism, grumbling, lack of cooperation, slow production, frequent absenteeism, lateness for work and malingerers (Abouhgelh & Aharahach, 2013; Alsaaidh & AlDa'jah, 2010; Dick, Metclaffe & Williams, 2003; Oglesby, 2003).

Teacher morale among both general and education-sector workers is thus clearly important for several reasons. When improving teacher's psychological manner and self-satisfaction with himself/herself and his/her work, tension and lack of trust in the work place vanishes. This encourages the teacher to devote himself/herself to his/her work, thus makes working conditions more favorable for creativity. A high level of morale also motivates the teacher to use up-to-date methods and exert maximum efforts on the benefit of students. This will add a positive element to the teacher's efforts to share knowledge and increase student achievement (Gunbayi, 2007; Leithwood & Mcadie, 2007).

Educational literature has identified several factors that influence teacher morale. Crossman and Harris (2006) presented three factors that they believe will help increase teachers' morale and satisfaction: 1) the professional factor, which includes training teachers and raising their competence, motivating them professionally, and enabling them to make decisions and expand their powers by establishing humane and friendly relationships between them and other parties in the educational equation; 2) the social factor, which strengthens the teacher's relationships with the community and enables him to assess his status, and strengthens communication with colleagues and educators across societies, voluntary organizations, and associations of teachers; and 3) the psychological factor, which has several aspects, including creating a reassuring and effective school climate, supporting teachers and providing justice opportunities, adopting incentive and reward systems, offering entertainment programs, and lessening teacher burnout.

Wyne (2006) pointed to five factors that can raise teacher morale: 1) building bridges of trust between the teacher and his colleagues, on the one hand, and between the teacher and the administration, on the other hand; 2) clarifying work objectives for the teacher through management, supervision and direction, not through power and punishment; 3) enhancing the efficiency of teachers professionally and socially; 4) activating incentive and reward systems; and 5) meeting the psychological, professional and social needs of the teacher.

Batten (2000) believed that the most important factors affecting teacher morale are school effectiveness as well as an efficient communication system based on the philosophy of participation in decision-making. Goodman (1983) added another factor: the suitability of the

organizational structure of work, with authorities and responsibilities given to its members along with a system of appropriate sanctions, an effective communication system, and specific policies. Tanner and Morris (2002) pointed to physical working conditions, including lighting, noise, cleanliness, temperature, ventilation, number of work hours, work-related accidents, and healthcare as factors that cannot be neglected in terms of their impact on teacher morale. Berkowitz (1997) believed that the factors that affect morale may be internal, stemming from the individual himself/herself and affecting his/her character, or external, stemming from human existence as it affects and is affected by surrounding conditions.

Statement of the Problem

The interest of educational institutions in their employees' level of morale has increased, and is now cited as one of the most important indicators of the effectiveness of teachers' performance and motivation (e.g., loyalty and dedication to achieving educational goals; Anthony, 2003). A teacher with high morale is more enthusiastic and energetic in his/her work, and he/she is therefore often keen to improve and develop his/her performance to ensure high-quality productivity (Jawad, 2000). On the other hand, a frustrated teacher with low morale is often indifferent to the quality of work being done, performs tasks at a slow rate, and has significant absenteeism. This will reduce his/her motivation and render him/her unable to achieve educational goals, which will guarantee unsatisfactory outcomes for those in a vital profession such as teaching (Alsaideh & AlDa'jah, 2010).

The State of Kuwait, represented by the Ministry of Education, recognized that it is important to raise teacher morale by offering excellent material incentives per regulation no. (28) For the year 2012-a high material cadre is almost three times the given salary (Al-Watan newspaper, 25/1/2012). This situation gave teachers a privileged financial cadre and had a positive impact on society's perceptions of the teaching profession (applied after the application of the study tool on the sample). From a morale perspective, the Teachers Association has focused on honoring distinguished teachers annually under the auspices of the Amir Sheikh Sabah Al-Ahmad. This honor has been linked to H.E. Al-Emir in order to raise teachers' social status and recognize their

profession. In fact, all of these actions were designed to increase teachers' motivation and morale towards their profession. Decision-makers are convinced that a teacher who becomes more motivated to teach will exert a positive influence on multiple facets of the educational process, and accordingly raise the educational level of their students. This study is an attempt to ascertain the level of morale of Arabic-subject teachers in Kuwait public schools and its relationship with several variables. In addition, this study was designed to document the impact of applying financial cadres on teacher morale. The financial cadre was applied after the application of the study tool and after obtaining scientific results about high or low morale and motivation towards working in the teaching profession.

Study Objectives

The study aims to:

- 1 - Identify the level of morale among the Arabic-subject teachers in public education schools.
- 2 - Determine differences that can be attributed to: gender, nationality, years of experience and educational zone on perceptions of language teachers in general education schools in the State of Kuwait as well as the level of morale among them.

Research Questions

The study sought to answer the following questions:

- (1) What is the level of morale among teachers of the Arabic language in public schools?
- (2) Is there a statistically significant difference in the level of morale for teachers of Arabic language in Kuwait due to the gender variable?
- (3) Is there a statistically significant difference in the level of morale for teachers of Arabic language in Kuwait due to the teacher's nationality variable?
- (4) Is there a statistically significant difference in the level of morale for teachers of Arabic language in Kuwait due to the educational experience variable?

- (5) Is there a statistically significant difference in the level of morale for teachers of Arabic language in Kuwait due to the level of education variable?
- (6) Is there a statistically significant difference in the level of morale for teachers of Arabic language in Kuwait attributed to the school region?

Significance of the Study

This study was designed to find the level of morale among Arabic-subject teachers in public schools in Kuwait, and the parties expected to benefit from this study are:

- 1 - The people responsible for educational development in the Ministry of Education in the State of Kuwait. The goal of the study is to learn more about teacher morale, and to identify possible factors that may either increase or decrease a teacher's motivation and enthusiasm towards his/her profession.
- 2 - The Ministry of Education Library. We hope that our article will enrich the Ministry of Education Library, and that it will benefit and guide scholars and decision makers in the field of Education in Kuwait as well as the rest of the region.

Study main concept

Mohammad (2012) defined morale as a "(...) spirit prevailing among the employees, trust in the institution and in the community, and self-assessment of each worker's role in the Organization and its relevance to the Working Group and the loyalty and devotion of the labor foundation, and a willingness to fight and struggle for achieving the objectives of the Foundation and work for its success, maintain and defend against any threat to them." (P.284).

Literature Review:

Many studies have been conducted measuring morale among teachers, aiming to find new ways to improve teacher satisfaction and enthusiasm. Anderson (2000), for example, sought to identify factors affecting teacher morale and to examine the relationship between the level of teacher morale as individuals and the level of overall morale

among all teachers in the same school. The research instrument consisted of 47 items applied to 403 teachers in primary stage and 133 teachers in the intermediate stage. The results suggested that factors associated with student behavior and learning affected the teachers' morale more than group administrative factors. The study also demonstrated a strong correlation between the level of morale that the teachers felt individually and the overall score of the school. The most important finding of the study presented is that the morale of the teachers was affected by their general feeling towards their working environment. Accordingly, the teachers' negative and positive emotions towards their workplace was thus closely connected to the working environment of their schools, signaling that a good learning environment contributes in raising teacher morale.

Assaf & Assaf (2007) conducted a study to explore the level of teacher morale with focus on gender, age, marital status, academic level and practical experience, as well as the interaction between these variables and gender. To achieve this, the study was conducted on a random sample consisting of (121) teachers equivalent to (33%) of the study community. The results indicated that the level of morale amongst the lower basic schoolteachers was low. Results showed statistically significant differences in morale due to gender, whereby the male teachers in the study had generally a higher morale than the female teachers. However, there were no significant differences in morale due to any of the other variables. With regards to such findings connecting gender and level of morale in Jordan, our research results from Kuwait differ. Our study indicates that gender does not affect such level of morale in a Kuwaiti working environment. Also, Assaf study is different when it comes to teacher experiences as his study did not show any significant difference between teacher experience and teacher morale. This highlights that the importance of good working environment and its connection to morale might differ from one Arab country to another. This finding is quite natural as each Arab country has its own characteristics, heritage and culture.

Weshah and Haron (2008) conducted a study to know the level of morale among Jordanian teachers. The sample of the study consisted of (621) teachers, (310) male teachers and (311) female teachers, all working in government schools in the second region of Amman. The

questionnaire used to gather information included (30) paragraphs measuring the level of morale amongst the teachers. After verifying the semantics of the validity and reliability of the tool, applied to the study sample members, the arithmetic extracted to examine differences in accordance with (ANOVA) and standard deviations. The researchers also undertook the analysis of variance for the study variables, results suggesting that both male and female teachers have a “medium morale”. Moreover, results showed statistically significant difference in the level of morale of teachers due to gender, qualifications and specialization, and years of experience. However, results did not suggest statistically significant differences in the level of morale of teachers due to the school and location variables. The results of this study are more or less consistent with our current study, as well as most of our results. However, it is inconsistent with our findings when it comes to the impact of some variables, like educational experience and school location, which affect teacher morale in Kuwait while it is not proved to have any impact on Jordanian teacher morale. The findings of our two studies were different as of gender.

Another study was conducted by Tawil (2008) to explore teacher morale, motivation and effort by using reviews and in-depth interviews. It found a correlation between morale and motivation. Tawil (2008) noted that teachers felt strong motivation when morale was high, which was also reflected in the duties they performed perfectly. Teachers who have low morale, however, experience a decline in motivation towards their duties. It is noteworthy that the study proved that morale is directly related to the efficiency of teacher performance whereby teacher efficiency increases as morale increases.

Rowland (2008) investigated the relationship between managers in seven intermediate schools in Atlanta as well as the level of morale among the teachers in those schools. They used a list of “leader’s practices” to measure different manager’s practices, as well as a questionnaire for teachers to gather data on the level of morale they apply. Results showed that there is a positive correlation between leadership practices for managers and teachers’ morale, which seeks to empower others and positively affect the morale of teachers.

Another study related to culture was conducted by Thompson (2009), which aimed to identify diverse opinions amongst teachers

towards the influence of lead director in the culture and morale for primary schools. The sample of the study consisted of (104) teachers from different primary schools in the Southeast of the United States. The study was made up of open-ended questions regarding the culture of the schools and teacher morale according to the Likert-scale. Teachers expressed their feelings on the impact of leadership on morale as well as the influence of the school culture on their self-perception. The result of the survey showed that (76.2%) of the teachers expressed “high morale”. It also showed that (77.1%) of the teachers believed that leadership will affect the culture of the school. With respect to previous western studies (Rowland, 2008) & (Thomson, 2009), the active role of positive leadership has been highlighted, especially in connection to the level of morale of teachers questioned. They found that good leadership skills empowered and motivated the teachers.

Alsaaidah & Al da'jah (2010) conducted a study that aimed to explore the level of morale for teachers of vocational education in Jordan, and how their morale may be influenced by the properties of the teachers and school characteristic. The tool, developed to measure the morale, consisted of (58) items divided into five areas: the trend towards school and work; the trend towards self-working; physical environment; school administration; and salaries, incentives and promotions. The validity was confirmed by a group of arbitrators, it was also confirmed using Cronbach Alpha with a reliability coefficient of 0.89. The sample of the study consisted of (254) teachers, chosen randomly, and concluded that the level of morale for teachers of vocational education in Jordan were “average”, with only “high” as of working in school. It also highlighted the differences in the level of morale due to specialization, qualification, and the number of students in school.

An Algerian researcher, (Mohammad, 2012), conducted a study to determine the level of morale among faculty members at Algerian universities. The sample of the study consisted of (320) faculty members (130) from the University of Algeria, (69) from the University of Wahran, (121) from Constantine University. In order to achieve the objectives of the study, a questionnaire was developed to gather the necessary data in order to identify the level of morale among the different faculty members. The study concluded that the level of morale among faculty members at Algerian universities was 'medium'

(66.56%). There were, however, significant differences between the three Algerian universities (Wahran, Algeria, Constantine) as of morale among the faculty members.

Adwan (2012) conducted a study intending to investigate the link between the organizational climate prevailing in the high schools in the provinces of Gaza, as well as the level of morale among the teachers and their perspective on the issue. In order to achieve the objectives of the study, Adwan (2012) used a descriptive analytical study tool in form of a questionnaire to determine the level of morale among the teachers on the Gaza Strip. The study included all high school teachers (5300) in government schools in Gaza, but the study sample was selected randomly (580) teachers. The study concluded that morale among high school teachers in Gaza was very high. The researchers also recommended that one should form special committees to look into teacher complaints regarding the behavior of managers and educational supervisors, and to introduce follow-up strategies to solve these issues.

Althubaity (2012) wanted to learn more about leadership skills and its relationship to the level of morale among teachers at different high schools in Taif, Saudi Arabia. A questionnaire was given to a random sample of (324) teachers in the city. The study found that the overall level of morale among governmental high school teachers in the city of Taif was high, and the results showed no differences on scores of morale as a whole in accordance with the dimensions of educational qualification (educational/Non-educational). The results also showed a positive correlation between fair and good leadership skills and the level of morale among the teachers. The study highlighted the importance of maintaining the high level of morale amongst the teachers.

Almahmadi (2016) conducted a study aiming to determine the level in which managers in Mecca are practicing “participatory leadership”, as well as to determine the level of morale among the supervisors. It also explored the relationship between “participatory leadership” and “morale” with focus on experience, qualification and training courses from the supervisors’ perspective. Almahmadi (2016) used the descriptive correlational approach: building a questionnaire consisting of two axes. He used the first axis to find the level of participatory leadership among managers; 23 items covering four specific areas (decision-making, delegation of authority, planning, motivation). He used the

second axis to find the level of morale among supervisors (25 items). The sample of the study consisted of educational supervisors (188) in the city of Mecca, whereby 170 of the supervisors chose to participate in the study.

Almahmadi's study (2016) highlighted the importance of "participatory leadership" practices for directors of education offices. The results were generally very high: (1) 'stimulus', (2) 'planning', (3) 'devolution', and finally (4) 'decision-making'. In general, all the leadership practices scored very high, the only exception being the exercise of "involving administrators in evaluating the results of administrative work". Most notably scored "involving supervisors in developing future plans" and "engage in solving problems faced at work" very low. Additionally, the study found that the level of morale among the supervisors was closely related to respect and work pride. Moreover, there were no statistically significant differences for the practice level of "participatory leadership" and "morale" due to qualification and experience with the exception of the areas of delegation of authority, motivation and morale.

By reviewing earlier studies and other studies related to our research, we can conclude:

- Most of the studies presented support that there is a positive correlation between high teacher morale and a professional teaching environment, contributing to raising teacher efficiency.
- The relationship of some variables vary between different studies and countries, such as gender, age, educational experience and educational zone.
- Most studies confirmed the importance of establishing and confirming the values of equality and justice at the different institutions, as well as its impact on raising the morale of teachers.
- Teacher morale is closely related to the administrative, financial and vocational standards of the individual institutions, thus by improving these aspects of each institution will lead to a higher level of morale amongst the teachers.

Participants

The study population was composed of all Arabic-subject teachers who had taught during the second semester of the 2011-2012 school year in all public schools in Kuwait. According to statistics of Ministry of Education, the total number of Arabic subject teachers is 4333 (males & females). The study sample was randomly selected. The sample consisted of 1,042 teachers, which is about (24%). Table (1) shows the sample according to the study variables:

Table No. (1) The sample according to the study variables.

Variables		Number	Percentage
Gender	Male	365	35%
	Female	677	65%
Nationality	Kuwaiti	581	55.8%
	Non-Kuwaiti	461	44.2%
Working Experience	5 years & less	390	37.4%
	6 - 12 years	319	30.6%
	13 years and above	333	32%
Education level	Primary	348	33.4%
	Elementary	350	33.6%
	High School	344	33%
Educational Zone	Al-Asimah	177	17%
	Hawali	165	15.8%
	Al-Ahmadi	167	16%
	Al-Farwaniah	179	17.2%
	Al-Jahra	177	17%
	Mubarak Alkabeer	177	17%
Total		1042	100%

Instrument

The study depended on previous studies and the educational literature in developing the survey. The most influential study was that by Alsaaideh and Alda'jah (2010), whose survey had been developed to match the educational environment in the State of Kuwait. The questionnaire had 51 items and was divided into four areas, namely: the first the attitude towards school and work, (15 items); the second the attitude towards self-operating, (15 items), the third school administration, (15 items); and the fourth salaries, incentives and promotions, (6 items).

Responses were scaled according to a 5-point Likert scale (1 = very low level; 2 = low-level; 3 = moderate; 4 = high; 5 = very high level).

For the purposes of analysis and to create estimates of responses, and after reviewing previous studies, the estimation of the sample for the morale of Arabic language teachers in public schools was identified in three levels: a big role; an average role; and a weak role, depending on the following criteria: category length = largest value - lowest value / number of levels = $5-1 / 3 = 4/3 = 1.33$, and thus values from (1.00-2.33) indicated low-level; (2.34-3.66), medium level; and (3.67-5.00), high level.

Validity of the study tool: To ensure the validity of the questionnaire, it was reviewed by a group of academia who were academics in the college of education at Kuwait University. This group judged the suitability of items in terms of formulation and suitability to the field, and the level of achievement of the targeted goal. Views were offered on item deletion, modification and addition. After revisions were made, the final draft was then formulated.

Reliability of the study tool: The questionnaire reliability was secured using an empirical sample of (20) teachers not included in the study sample, coefficient of internal consistency was extracted using (Cronbach-alpha) with the value of the (0.966), which is an acceptable value and relatively high, and consistently reflect tool reliability, therefore considered acceptable and suitable.

Table No.(2) Values of reliability coefficient Cronbach Alpha for dimensions and areas of study instrument

Dimensions of study instrument	No. of Sentences	Alpha Kronbakh Stability
study	15	0.930
working labor	15	0.861
School Administration	15	0.967
Salaries, Rewards, Promotions	6	0.903
Total Instrument	51	0.966

Statistical procedure

The extraction of arithmetic means and standard deviations of the tool as a whole, and the following statistical methods have been used.

- 1 - To answer the first question: the arithmetic and standard deviations of the sample answers were extracted.
- 2 - To answer the second question, third, fourth, fifth and sixth: the arithmetic means and standard deviations were used, using (t) test for independent samples, and analysis of variance (ANOVA), to identify the semantics of the differences between the averages in the study sample responses, according to the variables of sex, nationality, years of service, educational level and educational zone, (Scheffe) approach was used for comparison to identify statistically differences, as well as using the 'ETA' to calculate effect size differences statistically. In the final phase data were grouped and organized in tables that are directly linked to the aim of the study, and answers to the questions contained in the survey.

Results and Discussions

Study findings are stated according to research questions.

Question 1: What is the level of morale among teachers of Arabic language in public schools?

To find out the level of morale among teachers of the Arabic language in Kuwaiti public schools, the arithmetic means, standard deviations, rank and the level of estimation of the morale to the areas and the tool as a whole, have been calculated as shown in Table (3).

Table No. (3) Rank, means, standard deviations and level of role actualization in sub-areas of the tool as a whole, in descending order

Rank	Domain	Mean	Std Dev	Level
	Trend towards self-operating			
1	I feel that my relationship with my colleagues at work is good	4.59	.690	High
2	I feel that I am a proficient person	4.52	.701	High
3	I feel that I work with my friends at the school	4.46	.770	High
4	I respect the views of my colleagues at work even if they are opposite to my views	4.43	.765	High
5	I am accurate in doing my job	4.39	.755	High
6	I feel that I am a fair person	4.38	.757	High
7	I feel that I am a productive person	4.38	.749	High
8	I feel close to the hearts of workers	4.37	.784	High
9	I feel steady when I do my work	4.35	.817	High
10	I feel that I am optimistic when I do my work	4.31	.897	High
11	I feel that the social status of my job is good	4.16	.938	High
12	I want to continue my current work	4.11	1.087	High
13	I feel that my health is good and I do not suffer from any disease	4.06	.979	High
14	I feel that my personal objectives are realized when the goals of school are achieved	3.95	1.050	High
15	I do not want to express my opinion or hold responsibilities	2.82	1.409	Medium
	Average Domain Score	4.22	.537	High
	<i>Trend towards school and work</i>			

cont/ Table No. (3) Rank, means, standard deviations and level of role actualization in sub-areas of the tool as a whole, in descending order

Rank	Domain	Mean	Std Dev	Level
1	I maintain the property of the school	4.79	.514	High
2	I think that the work that I do in school is important to its success	4.39	.821	High
3	I arrive to my school on time	4.37	.859	High
4	I refrain from being absent	4.37	.779	High
5	I feel that I do my job enthusiastically	4.28	.846	High
6	I feel loyal to my school	4.27	.957	High
7	I feel that my work is the work that I would love to do	4.25	.961	High
8	I think that I develop myself in the school	4.16	.984	High
9	I think that the work that I do develop my abilities and my knowledge	4.16	1.018	High
10	I think in the course of my work that this work would benefit me in the future	4.13	1.056	High
11	I feel that I want to do a lot of the required work	4.00	1.025	High
12	Tasks assigned to workers in school are clear and specific	3.91	1.058	High
13	I feel that the objectives of the school are accepted to me	3.90	1.020	High
14	I feel that the tasks that I perform are reasonable	3.89	1.041	High
15	I miss my work when I am absent	3.74	1.247	High
	Average Domain Score	4.17	.681	High
	<i>School Administration</i>			
1	The headmaster shows a positive leading pattern	4.03	1.064	High

cont/ Table No. (3) Rank, means, standard deviations and level of role actualization in sub-areas of the tool as a whole, in descending order

Rank	Domain	Mean	Std Dev	Level
2	The headmaster is kind and fair	4.02	1.115	High
3	I feel that the headmaster is a facilitator to work and provides assistance	4.01	1.084	High
4	The communication process with the school headmaster and the rest of the school staff is effective	3.92	1.113	High
5	I have the opportunity to prove myself	3.90	1.087	High
6	The school management provides an atmosphere of trust and cooperation between the workers	3.85	1.112	High
7	The school management is keen on developing the school work and encouraging creativity	3.83	1.125	High
8	The school management is keen to tell workers its development plans	3.82	1.113	High
9	The school management works according to the principle of one team in organizing their affairs	3.81	1.131	High
10	The school management is keen on staff training and the development of their scientific qualifications	3.70	1.148	High
11	I feel that the adopted methods by the school's policies are similar to my convictions	3.55	1.174	Medium
12	The school management is keen to help workers solve their problems	3.50	1.254	Medium
13	I feel that the adopted policies at the school meet the needs	3.41	1.181	Medium
14	I participate in drawing school policies	3.30	1.267	Medium
15	I participate in school management and administrative decisions which improves productivity	3.20	1.319	Medium

cont/ Table No. (3) Rank, means, standard deviations and level of role actualization in sub-areas of the tool as a whole, in descending order

Rank	Domain	Mean	Std Dev	Level
16	The headmaster shows a positive leading pattern	4.03	1.064	High
	Average Domain Score	3.72	0.959	High
	<i>Salaries, incentives and promotions</i>			
1	In the selection of management positions at the school (the right person is in the right place)	3.48	1.219	Medium
2	The school cares about stimulating workers morally	3.47	1.236	Medium
3	Incentives and services provided to workers help me to stay at my job	3.39	1.242	Medium
4	The salary that I get parallels the effort I do	3.34	1.284	Medium
5	The followed policy of the Ministry of Education in promotions is fair	3.26	1.281	Medium
6	I feel that the rewards that I get are suitable	3.29	1.283	Medium
7	In the selection of management positions at the school (the right person is in the right place)	3.48	1.219	Medium
	Average Domain Score	3.37	1.032	Medium
	Average Score for Morale of Study Sample	3.87	.6339	High

Table 1 shows that the level of morale for Arabic language teachers in public schools in the State of Kuwait was generally high, reaching the arithmetic mean (3.87). This finding points to a positive trend in Arabic language teachers' satisfaction with their profession and specialization. It shows that they have high morale, especially with regard to self-operating, school and work, and dealing with school administration. Estimates of Arabic language teachers' level of morale in the areas

of salaries, incentives and promotions were intermediate, indicating a need to work toward achieving justice in the distribution of positions, promotions and moral incentives by educational leaders in the Ministry of Education. These issues have a significant impact on the level of morale among Arabic language teachers and their attitude toward working in the profession. In addition, with respect to material incentives, this study was applied before applying the financial cadre for teachers. Findings indicated that financial incentives have an impact on level of morale. If this study is replicated after applying the financial cadre, results will differ from those from the current study. On the other hand, justice in the promotion process remains an important issue for teachers-one that exceeds financial incentives in influencing morale.

Question 2: Is there a statistically significant difference in the level of morale for teachers of Arabic in Kuwait due to gender?

Table 4 shows no statistically significant differences in morale by gender. Both genders experience the same levels of morale. While some experts in the Arab states believe that female teachers might have a higher morale than male teachers, or vice versa, this study disproved this view.

Table No. (4) Results of T-test to detect significance of differences in Arabic language teachers' level of morale, by gender

Dimension	Female (<i>N</i> = 677)		Male (<i>N</i> = 365)		T	Sig
	Mean	St. deviation	Mean	St. deviation		
School and work	4.1	.679	4.2	.682	1.948	.052
Self-operating	4.2	.540	4.2	.533	-.473-	.637
School management	3.6	.981	3.7	.914	1.674	.107
Salaries, incentives and promotions	3.3	1.034	3.3	1.062	-.432	.666

Question 3: Is there a statistically significant difference in the level of morale for teachers of Arabic in Kuwait due to the teacher's nationality?

Table 5 shows statistically significant differences in the means for

morale by nationality. Non-Kuwaiti teachers evinced greater morale. There may be several reasons behind this with the most important being that non-Kuwaitis working in Kuwait schools receive a better salary and have access to better facilities as they obtained their jobs in strong competitions with multiple applicants. Another reason may be that non-Kuwaiti teachers do not have the freedom to change jobs when they tire of teaching, unlike Kuwaitis who can change careers and move on to other positions, even administrative jobs.

Table No. (5) Results of T-test to detect significance of differences in Arabic language teachers' level of morale, by nationality

Dimension	Kuwaiti (<i>N</i> = 581)		Non-Kuwaiti (<i>N</i> = 461)		T	Sig
	Mean	St. deviation	Mean	St deviation		
School and work	4.04	.678	4.33	.651	-6.912	.000
Self-operating	4.19	.540	4.2	.533	-1.516	.130
School management	3.63	.951	3.83	.958	-3.309	.001
Salaries, incentives and promotions	3.38	1.001	3.35	1.071	1.011	.302

Question 4: Is there a statistically significant difference in the level of morale for teachers of Arabic in Kuwait due to the educational experience variable?

Table 6 shows the presence of statistically significant differences in the means for level of morale by educational experience. Significance (0.05) reached for school and work, self-operating, and school administration. The size of the differences effect was calculated using the "ETA" Square equation and found not to be significant in all dimensions. Three percent of the variation in teachers' opinions on the school and work dimension was due to educational experience; 2%, for self-operating; and 1%, for school administration. Moreover, posteriori comparisons were used to indicate the direction of differences between the means using Scheffe' test as shown in Table 4.

Table No. (6) Analysis results for variance and significance level of Arabic language teachers' morale, by educational experience

Domain		Sum of Squares	df	Mean Square	F	Sig.	Effect Size
School and work	Between Groups	18.267	2	9.133	20.415	.000	0.03
	Within Groups	464.839	1039	.447			
	Total	483.105	1041				
Self-operating	Between Groups	6.846	2	3.423	12.080	.000	0.02
	Within Groups	294.434	1039	.283			
	Total	301.280	1041				
School man- agement	Between Groups	13.691	2	6.846	7.532	.001	0.01
	Within Groups	944.326	1039	.909			
	Total	958.018	1041				
Salaries, in- centives and promotions	Between Groups	1.945	2	.973	.912	.402	
	Within Groups	1108.167	1039	1.067			
	Total	1110.112	1041				

The dimensional analysis of significant differences between means, measured using Scheffe's test and shown in Table 7, indicates differences in the three areas among teachers with more than ten years of experience and teachers with less experience. Differences were infavor of teachers with more experience, perhaps because of their longer time in the school system. Less experienced teachers might need more time to cope with school and working conditions.

Table No. (7) Posteriori comparisons using Scheffé test on differences between means in sample estimates of level of morale, by educational experience

Domain	Experience	Number	Mean	Effect Direction
School and work	5 years and less	390	4.03	more than 10 years a > 5 years and less & from 6 - 10
	From 6 - 10	319	4.14	
	More than 10 years	333	4.35	

Cont/ Table No. (7) Posteriori comparisons using Scheffe's test on differences between means in sample estimates of level of morale, by educational experience

Domain	Experience	Number	Mean	Effect Direction
Self-operating	5 years and less	390	4.12	more than 10 years a > 5 years and less & from 6 - 10
	From 6 to 10	319	4.24	
	More than 10 years	333	4.31	
School management	5 years and less	390	3.58	more than 10 years > 5 years and less
	From 6 to less than 10	319	3.75	
	More than 10 years	333	3.86	

(*): Statistically significant at level ($\alpha \leq 0.05$)

Question 5: Is there a statistically significant difference in the level of morale for teachers of Arabic in Kuwait due to the level of education variable?

Table 8 indicates statistically significant differences for school administration, according to level of education (significance = 0.05). The size of the differences effect was calculated using an "ETA" Square equation; findings showed that the effect size was weak. Approximately 0.06% of the variance in Arabic language teachers' opinions about school management was due to the impact of education level. Moreover, the posteriori comparisons indicated the direction of differences between means, using Scheffe's test (see Table 7).

Table No. (8). Analysis results of variance and significance level for level of teachers' estimates, by education

Domain		Sum of Squares	df	Mean Square	F	Sig.	Effect Size
School and work	Between Groups	1.049	2	.524	1.130	.323	
	Within Groups	482.057	1039	.464			
	Total	483.105	1041				

Cont/ Table No. (8). Analysis results of variance and significance level for level of teachers' estimates, by education

Domain		Sum of Squares	df	Mean Square	F	Sig.	Effect Size
Self-operating	Between Groups	.783	2	.392	1.354	.259	
	Within Groups	300.497	1039	.289			
	Total	301.280	1041				
School management	Between Groups	6.264	2	3.132	3.419	.033	0.006
	Within Groups	951.754	1039	.916			
	Total	958.018	1041				
Salaries, incentives and promotions	Between Groups	5.112	2	2.826	2.658	.071	
	Within Groups	1105.041	1039	1.063			
	Total	1110.153	1041				

The dimensional analysis of differences in significance between means as measured by Scheffe test (see Table 9) indicated high morale among secondary-level teachers compared to primary-level teachers. The reason for this variation may be differences in school management according to characteristics of the educational stage and nature of learners.

Table No. (9) Analysis results for variance and significance level for teachers, by educational level

Domain	Educational Level	Number	Mean	Effect Direction
School management	Primary	348	3.61	
	Intermediate	350	3.76	High school > primary school
	Secondary	344	3.79	

(*): Statistically significant at ($\alpha \leq 0.05$)

Question 6: Is there a statistically significant difference in the level of morale for teachers of Arabic in Kuwait attributed to the school area?

Table 10 shows statistically significant differences between means in

the sample on level of morale, according to school area. The size of the differences effect was calculated using an "ETA" Square equation. The size of the effect was found to be weak, indicating that 1% of the variance in the opinions of Arabic language teachers in all fields was due to the school region. Moreover, posteriori comparisons were used to indicate the direction of differences between means using Scheffe' test, as shown in Table 9.

Table No. (10) Analysis results for variance and significance level for level of teachers' estimates, by school region

Domain		Sum of Squares	df	Mean Square	F	Sig.	Effect Size
School and work	Between Groups	5.271	5	1.054	2.285	.044	0.01
	Within Groups	477.835	1036	.461			
	Total	483.105	1041				
Self-operating	Between Groups	.732	5	.146	.504	.773	
	Within Groups	300.549	1036	.290			
	Total	301.280	1041				
School management	Between Groups	10.249	5	2.050	2.241	.048	0.01
	Within Groups	947.768	1036	.915			
	Total	958.018	1041				
Salaries, incentives and promotions	Between Groups	13.458	5	2.692	2.543	.027	0.01
	Within Groups	1096.653	1036	1.059			
	Total	1110.112	1041				

The dimensional analysis of significant differences between means as measured by Scheffe' test (see Table 11) indicated low morale among teachers in Al-Farwaniya and Al-Jahra areas compared to teacher morale in other educational areas. The reason may be that most respondents in these two regions were Kuwaitis-the number of participating Kuwaiti Arabic language teachers in Al-Farwaniya area was 132 while non-Kuwaiti totaled 47. In Al-Jahra educational area the number of Kuwaitis was 98 while the number of non-Kuwaitis was 79. This result is consistent with the result obtained for the third question, where

it was shown that Kuwaiti Arabic teachers had lower morale than non-Kuwaiti Arabic language teachers. This demonstrates consistency in the study results and agreement in obtained results.

Table No. (11) Posteriori comparisons by Scheffe's test of differences in means for sample estimates of level of morale, by school region

Domain	District	Number	Mean	Effect Direction
school and work	Alasema	177	4.2188	Farwaniya > all educational areas
	Hawali	165	4.1455	
	Alahmadi	167	4.2180	
	Alfarwanya	179	4.0283	
	Aljaahra	177	4.2026	
	Mubarak Alkabeer	177	4.2279	
School management	Alasema	177	3.8249	Farwaniya > all educational areas
	Hawali	165	3.6533	
	Alahmadi	167	3.8450	
	Alfarwanya	179	3.5952	
	Aljaahra	177	3.8015	
	Mubarak Alkabeer	177	3.6433	
Salaries, incentives and promotions	Alasema	177	3.3117	Al-Jahra > all educational areas
	Hawali	165	3.2798	
	Alahmadi	167	3.4551	
	Alfarwanya	179	3.2905	
	Aljaahr	177	3.5998	
	Mubarak Alkabeer	177	3.3013	

(*): Statistically significant at level ($\alpha \leq 0.05$)

Conclusion

The study revealed that the morale of Arabic language teachers in public schools in the State of Kuwait was high in general. This is a good sign, indicating satisfaction with their profession and specialization and high morale, especially with regard to self-operating, school and work, and dealing with school management. Morale was at a medium level in the area of salaries, incentives and promotions, especially with regard to moral aspects. Ministry of Education officials should look at this particular aspect. Similarly, results indicated statistically significant differences between level of morale and gender, suggesting that both sexes have the same morale levels. Statistically significant differences also were found according to nationality, educational experience, educational level, and school region. These variables must be considered carefully and reviewed to ascertain the reasons for differences among sample members.

Recommendations

In light of the results presented, the following recommendations are offered. Firstly, there is a need to focus on following a just process in promotions, incentives and bonuses as such matters are identified as important to Arabic language teachers. These issues have moral rather than physical implications for morale. Secondly, the reasons for low morale among Kuwaiti Arabic language teachers compared with their non-Kuwaiti colleagues should be identified and studied. Thirdly, Arabic teachers with less experience and low morale should be examined to identify the factors causing low morale. Efforts should also be made to improve working conditions and create a motivating and encouraging educational environment. Fourthly, there is a need to study primary teachers' morale and factors affecting them, as well as to engage in continuous improvements in conditions that may consequently increase morale. Fifth, morale among Farwaniya and Jahra teachers should be examined to identify factors and continuous improvements in conditions needed to remedy morale problems. Sixth, a similar study should be conducted in which the results of this study and future studies are compared after approving the cadre to determine the effects of the material cadre on teacher morale and the teaching profession. Finally, a similar study should be conducted involving teachers in various disciplines in order to compare this study's results with those from a broader array of teachers.

درجة الروح المعنوية لمعلمي اللغة العربية في مدارس التعليم العام في دولة الكويت

د. محمد دهيم الظفيري

كلية التربية - جامعة الكويت

دولة الكويت

الملخص

هدفت الدراسة إلى معرفة درجة الروح المعنوية لمعلمي اللغة العربية في مدارس التعليم العام بدولة الكويت وتأثرها بخصائص المعلم والمدرسة. ولتحقيق هذا الهدف، طورت استبانة من ٥١ فقرة، موزعة على أربعة محاور، حيث طبقت على عينة عشوائية (ن=١٠٤٢). توصلت نتائج الدراسة إلى أن درجة الروح المعنوية لمعلمي اللغة العربية في مدارس التعليم العام في دولة الكويت مرتفعة بشكل عام. كما خلصت الدراسة إلى أن جانب الرواتب والحوافز والترقيات يؤثر بدرجة متوسطة على الروح المعنوية لمعلمي اللغة العربية. من جانب آخر، توصلت نتائج الدراسة لعدم وجود فروق ذات دلالة إحصائية في تقدير أفراد العينة لدرجة الروح المعنوية وفقاً لمتغير الجنس، بينما وجدت الدراسة فروقاً ذات دلالة إحصائية في تقدير أفراد العينة لدرجة الروح المعنوية وفقاً لمتغير الجنسية، والخبرة التعليمية، والمرحلة التعليمية، وكذلك المنطقة التعليمية. وفي ضوء تلك النتائج خرجت الدراسة بعدد من التوصيات والمقترحات كان من أهمها ضرورة الاهتمام بتحقيق العدالة في الترقيات والحوافز والمكافآت، والاهتمام بدراسة الأسباب التي أدت إلى انخفاض الروح المعنوية لمعلمي اللغة العربية الكويتيين مقارنة بزملائهم من غير الكويتيين. كما وأوصت الدراسة بالاهتمام بمعلمي اللغة العربية ذوي الخبرة الأقل نتيجة لإنخفاض الروح المعنوية لديهم.

REFERENCES

- 1 - Abu Hadjilh, B., & Aharahach, M. (2013). Dimensions of prevailing organizational climate among the principals of schools in the province of Jerash and its relationship to the morale of teachers. **Studies of Educational Sciences**, 40(4), 1407-1429.
- 2 - Adwan, Alshaima'a Ahmad (2012). Organizational climate prevailing in the secondary schools in Gaza provinces and its relationship to the morale of teachers. Unpublished master thesis, Islamic University, Gaza.
- 3 - Almahmadi, Khaled (2016). the level of exercise for directors of education offices in Mecca for participatory leadership and the relationship with spirits from the administrators point of view. Unpublished master thesis. Um Al Qura University, Mecca.
- 4 - Alsaaidh, M., & Al da'jah, H. (2010). The level of morale for vocational teachers. **Journal of Educational and Psychological Sciences**, 11(1), 68-95.
- 5 - Althibaiti, Tawfiq Mastour (2012). Leadership skills and its relationship to the level of morale among the teachers in secondary school in Taif, according to their point of view their view, Unpublished master thesis, Um Al Qura University, Mecca.
- 6 - Al-Taweel, H. (2006). **Educational administration: concepts and prospects**. Amman: Dar Wael for Publishing.
- 7 - Anderson, M. (2000). A comparative analysis of teachers' individual morale levels and their assessed morale level of colleagues. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April 24-28.
- 8 - Anthony, S. (2003). **Teacher morale boosters**. Retrieved February, 17, 2013 from <<http://www.susancanthy.com/sitemap.html>>
- 9 - Assaf, Abed & Assaf, Huda (2007). Morale levels, sources and

- spheres for the teachers in the lowest Basic stages of education in Nablus. Al-Nagah National University.
- 10 - Batten, G. (2000). The strength of vocational: The professionals' experience. **Horizons**, (5), 9-10.
 - 11 - Berkowitz, M. (1997). The complete moral person: Anatomy and formation. In J. M. DuBois (Ed.), **Moral issues in psychology: Personalist contributions to selected problems** (11-42). Lanham, MD: University Press of America.
 - 12 - Carlyon, C. (1996). Teacher's Perceptions concerning organizational climate and organizational learning in schools: Assessment and analysis. **Journal of School Administrator**, 12(6), 111-121.
 - 13 - Crossman, A., & Harris, P. (2006). Job satisfaction of secondary school teachers. **Educational Management Leadership**, 34(1), 29-46.
 - 14 - Dick, G., Metclaffe, B., & Williams, C. (2003). Organizational commitment: An analysis & gender and management factors in two UK police force. Working paper series, working paper. No. 43. Centerburg Business School, University of Kent, UK.
 - 15 - Goodman, P. S. (1993). **Change in Organizations: New Perspectives on Theory and Research**. London: Jossey-Bass Publishing.
 - 16 - Gunbayi, I. (2007). School climate and teacher's perceptions on climate factors. **The Turkish online Journal of Educational Technology**, 6(3), 70-78.
 - 17 - Jawad, Shawqi (2000). **Organizational Behavior**. Amman: Dar al-Hamed library for Publishing & Distribution.
 - 18 - Leithwood, K., & Mcadie, D. (2007). Teachers working conditions that matter: Evidence for change in Canada, **Education in Canada**, 47(2), 42-45.
 - 19 - Mackenzie, N. (2010). Teacher morale: More complex than think. **The Australian Educational Research**, 34(1), 87-96.
 - 20 - Mohammad, Rabibullah (2012). The reality of morale among professors of Algeria: A field study. **Journal of Humanities and Social Sciences**. 8, 281-300.

- 21 - Oglesby, C. (2003). Teachers: Low pay, low morale, high turn-over. Retrieved February 17, 2013 from <http://www.cnn.com/special/2013/schools/stories/staff.effects.html>.
- 22 - Rowland, K. (2008). The Relationship of Principal Leadership and Teacher Morale. Unpublished Doctoral Dissertation, Liberty University.
- 23 - Smith, P. (2008). Predicting teacher morale. PhD Thesis, The University of South Dakota, UMI 3340606.
- 24 - Tanner, K., & Morris, F. (2002). School physical environment and teacher and student morale: Is there a connection? **School Business Affairs**, 68(10), 4-8.
- 25 - Tawil, M. (2008). Carrying out mandated school efforts: A phenomenological study of New York teachers' morale and motivation, Unpublished Doctoral Dissertation, North Central, University, USA.
- 26 - Thompson, J. (2009). Perceptions of teachers on the impact of principal leadership on the culture and morale of an elementary school, Unpublished Doctoral Dissertation, North Central University, USA.
- 27 - Weshah, H. A. & Haron, Ramzi (2008). The level of morale among the teachers in Jordanian schools and the factors affecting them. **Arab Universities Union Magazine for Education and Psychology**, 6 (2): 187-214.
- 28 - Wyne, E. (2006). Teacher morale in rural Georgia school district in relation to likelihood to remain in the profession. **DAI**, 67(4). UMI 3216010.
- 29 - Young, D.J. (2000). Teacher Morale in Western Australia: A Multilevel Model. **Learning Environments Research**, 3(2), 159-177.