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# **International Journal of Applied Language Studies and Culture**

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# TEACHING AND TESTING GRAMMAR IN MOROCCAN DEPARTMENTS OF ENGLISH STUDIES ACROSS REFORMS

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**Abstract.** This article purports to examine how the expectations of the educational reforms in Moroccan higher education have impacted the teaching and testing of tertiary level grammar. In particular, the hypothesis we defend here is that teaching and testing tertiary level grammar remain constant; therefore, the impact of the various reforms on tertiary level testing is of little consequence. In pursuance of this aim, this paper uses a qualitative approach and content analysis method of the course descriptions of the grammar courses that were suggested across the various reforms. The course descriptions we attempt to analyze are adopted in the English Studies tracks of four major departments in Moroccan universities. The main dimensions that we look at and examine here as the measures for our comparative evaluation are; course objectives, time allotted, the syllabi they contain, teaching methodology, and evaluation modes. The findings confirm that the various reforms, have had little impact on the teaching and testing of grammar in higher education. The paper concludes by suggesting a few pedagogical recommendations vis-à-vis the teaching and testing of grammar in Moroccan Departments of English studies.

**Keywords:** *Educational reform; grammar; testing; syllabus; grammatical competence.*

## 1. INTRODUCTION

The Kingdom of Morocco has declared education to be in crisis since late 1970's (Ennaji, 1997). Ever since and until 2000, many attempts to reform have been put in place, but they all fell short of delivering the intended outcomes, to the extent that some have gone as far as to call these reforms a failure (see El Kaidi, 2018 for example). The most important reform was launched in education in 1999-2000. It received the national consensus, and many mechanisms of application at both teaching and testing, particularly in foreign languages, were implemented, but their effects were far from being significant. Particularly in languages, the reform as introduced in the National Charter of Education and Training evolved around three poles that needed urgent reform. These are (1) reinforcement and improvement of Arabic teaching, (2) diversification of languages for teaching science and technology, and (3) openness to Amazigh (The National Charter of Education and Training, 1999). The Charter has also suggested using the appropriate media to teaching science and

technology by stressing on the importance of improving the quality of teaching foreign languages.

Of interest to the present paper, the implementation of the Charter, in the tertiary level, which started in 2003, have received its share of criticism from students, teachers, professors, and stakeholders (Marley, 2004; Boubkir & Boukamhi, 2005; Errihani, 2017; Mansouri & Moumine, 2017, amongst others). As a result, another reform was called for, a state of affairs which resulted in the so-called 'the reform of the reform'. This is incarnated in the Emergency Plan of 2009, whose impact is yet to be measured. This article looks into a small part of the reform to check the different changes that the three versions of reform have brought to the teaching and testing of one important component of languages, i.e. grammar. To this end, this paper compares the contents of these different versions with reference to objectives, time allotted to the teaching of grammar, and the testing modalities.

The main impetus for carrying out this research stems from several important factors. First, any educational reform is supposed to bring about changes and transformations that "could affect the scholastic system in relation to such factors as educational philosophy, student policy, curriculum, pedagogy, didactics, organization, management, financing and links with national development in this century" (Martinez et al. 2013: 245). As far as grammar is concerned, these changes are lacking. Second, grammatical competence is

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an essential component in second language acquisition and learning (Wang, 2010). For the departments of English studies in Morocco, and worldwide, this is crucial for two reasons. For one thing, after students finish their semesters 1 and 2, they are expected to write essays that require an advanced level. In reality, however, students' performance is not up to par, as shown in Nemassi (1991), Bouziane (2002), and Dahbi (1984). Students still produce erroneous structures, both in their spoken and written productions (Bouziane & Harrizi, 2014). For another, English language plays a central role in Moroccan higher education<sup>1</sup> and in the job market, as the two demand some sort of mastery of English. If lacking, this could hinder students' chances to blend in, so to speak (see, for example, Chbani & Jaouane, 2017).

Under this light, the present paper attempts to examine how the expectations of the educational reforms in Moroccan higher education have impacted the teaching and testing of tertiary level grammar. It is worth mentioning that the content of grammar has undergone changes three times in the hope of improving the input. One version had been adopted before 2003, the second came with the introduction of the Licence, Master, Doctorate (LMD) system in 2003, and the third was introduced a decade later when the contents of Semester 1 to Semester 4 became the national common core of the Departments of English studies<sup>2</sup>. This paper compares the contents of these different versions with reference to objectives, time allotted to the teaching of grammar, and the testing modalities. It attempts to answer the following research questions:

1. To what extent have the different reforms changed the teaching and testing of grammar in the English Departments in Morocco?

2. Have these 'ostensible' changes brought about substantial changes to the teaching and testing of grammar?

The paper is structured as follows: the section that immediately follows, Section 1 starts with a brief overview of the status and the introduction of English in higher educa-

tion. This is then followed by Section 2, which consists of a survey on the major reforms that took place in Moroccan higher education. Section 3 then presents our adopted methodology and the rationale for choosing grammar and the departments of English studies under study. Section 4, fleshes out the main findings. Section 5, provides a discussion of these findings and the implications that they ensue. This is coupled with suggesting a few pedagogical recommendations, recommendations which we argue are germane to the success of any reform in higher education in Morocco. Section 6, consists of the overall conclusion.

## 2. LITERATURE REVIEW

### 2.1. English in Higher Education

Since its independence, Morocco has focused on developing the national educational system by offering 'Post-Secondary education'. The first Moroccan modern university was created in Rabat in 1957. Since then, 14 public universities have been established. However, the rise of unemployment in the last decade has resulted in the growing offer and demand in the parallel private higher education. The first private university established in Morocco is Al Akhawayn University in Ifrane in 1995. Al Akhawayn University is the first university in Morocco that offers a curriculum modeled on the American model, using English as the medium of instruction. 15% of all students enroll in private non-university higher education programs ([www.enssup.gov.ma](http://www.enssup.gov.ma)), but most of them use French for academic input.

Universities in Morocco used to offer a Bachelor's degree in English with two options, Linguistics and Literature. For the purposes of the present research, it is worth drawing a comparison between the Bachelor's programs offered both before the National Charter reforms and after the implementation of these reforms. The objectives of the B.A. programs offered by English departments across the Kingdom up to 2003 were to offer an academic, linguistic, literary, and cultural background in English. Students were expected to excel academically by successfully passing the four year program (Assad, 2007). The language of instruction in English departments was mostly English. The academic model offered by Moroccan universities was similar to models in universities in many countries such as Poland. The program, which lasted four years, was divided into two cycles. Both cycles were in turn

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<sup>1</sup> Several departments of English studies have been created in the Faculty of Letters in Morocco, and English has become a mandatory requirement to succeed at university. This is incarnated in the Strategic Vision 2015-2030 reform that requires the mastery of foreign languages, of which English is the leading one.

<sup>2</sup> See section 2 for a survey on the major reforms in Moroccan higher education. See also Diyen (2004). Karami (2014) puts forth a general overview of the challenges of reforms in the Arab world.

divided into the first year and second year. In the first year of the first cycle, the following subjects were offered: Grammar, Composition, Comprehension and précis, Spoken English, and Guided Reading. In the second year of the first cycle, the following subjects were taught: Grammar, Composition, Comprehension and Précis, Spoken English, and American and British cultures.

The second cycle was divided into a first and second year. The first year of the second cycle offered foundation courses in both literature and linguistics. These foundation courses were Introduction to Linguistics, Drama, and British and American Survey, to name but a few. The second year of the second cycle is the specialization phase where students opt for either Literature or Linguistics. For the Literature option, subjects offered included Novel, Poetry, and Stylistics, etc. For the Linguistics option, subjects offered included Phonetics and Phonology, Semantics, Syntax, and Stylistics.

The teaching methodology in departments of English studies in Morocco was lecture-based. Professors for decades were the source of information, while students were recipients of such information. From the 60s until the late 90s, the teaching methodology was based on handouts, assigned textbooks, and professors' explanations. Evaluation throughout the four years was usually divided into subjects that were administered in written or oral modes. The evaluation, whether oral or written, covered the entire syllabus. The final written exams were scheduled at the end of the academic year. Students were given a second chance in the subjects they failed in a second session, usually scheduled a month later. The successful students in the written exams sat for oral exams, and the results were posted after a general deliberation session. It is worth mentioning that the professors in the 'old system' were very selective, and the rate of success was substantially lower than that of the reforms.

## 2.2. Recent Educational Reforms in Morocco

### 2.3. The National Charter

In higher education, the implementation of the National Charter was launched in 2003. The adoption of the 01.00 Law was the basis for the implementation of the Charter. In fact, the decision about the implementation of the

reform was made in terms of BA/BS first, then Master's, and finally Doctorate. Phase one of the National Charter lasted from 2003-2009, the second phase lasted from 2009-2012, and the third phase from 2013 to 2016. The National Charter aimed at renovating higher education by setting up a new architecture of the undergraduate and graduate levels. The remodeling of higher education had to follow a set of requirements, one of which was to 'restructure the teachings' (National Charter for Education and Training: Governance). The National Charter also addressed the issues of assessment and evaluation by adopting a series of principles such as credibility, objectivity, and fairness. Generally, the National Charter mainly focuses on improving the quality of education and training through a revision of programs, methods, textbooks, and teaching materials.

To implement the Charter, the Ministry of Higher Education designed a template to guide the architecture of the different tracks (filières) of the departments of English studies in the Kingdom. By adopting this template, the departments of English studies in various Moroccan universities were granted the accreditation of several undergraduate and graduate programs. The graduates from the aforementioned departments receive training that would enable them to act as intermediaries between Moroccan decision-makers and their American counterparts, namely in tourism (as was the case in Ben M'sik, El Jadida, and Rabat), higher education, and English Language Teaching (El Jadida, Rabat, and Marrakesh), translation and interpreting (El Jadida, Rabat). Students can also specialize in cultural studies (as was the case in Ben M'sik, Marrakesh, Rabat) or media studies (Marrakesh, Rabat), join international trade and diplomacy (Ben M'sik), work in communication professions and tertiary sector (Marrakesh) or in international organizations (El Jadida), or enroll in Master's in Applied Linguistics or Literature (Rabat).

## 2.4. The Emergency Plan: Reform of the Reform 2009-2013

The implementation of the LMD pedagogical structure has been a slow process and was not without challenges. After a six-year period following the implementation of the National Charter of Education and Training between 2003 and 2009, the evaluation reports carried scathing criticism, especially with re-

gards to the methods of implementation and teaching, and learning outcomes<sup>3</sup>. The National Charter did not achieve the desired results, and the Ministry of Higher Education with the help of its European partners, namely the Tempus Program, implemented a program referred to as the Emergency Plan.

The scope of the Emergency Plan does not concern the present research in that it has had little if no impact on the teaching or testing of Grammar at the university level. However, in December 2012, departments of English Studies received accreditation papers regarding any adjustments the staff deemed necessary. For example, the professors at the department of English Studies, Ben M'sik, voiced their concern regarding the 'level' of students. Coordinators of modules worked on 'adjustments' regarding the teaching of grammar, writing, and literature. All the professors were asked for suggestions in the form of course descriptions. For instance, in the spring semester of 2014, departments of English Studies across the kingdom received a version of the 2014 reform that had to be amended, filled out, and returned to the Ministry by the 21st of March 2014. Since the general descriptions of the whole track are beyond the scope of this research, we have only included the general objectives of the tracks and the grammar course descriptions, as amended in the new reform of 2014. It should be specified, however, that S1 through S4 are considered common core and therefore identical across departments of English Studies in the Kingdom.

The general objectives as defined by the BA in English Studies (Licence Fondamentale Etudes Anglaises) are the following: Reading Comprehension is given priority in order to help students not only master basic reading skills but also overcome lexical, idiomatic and structural difficulties in order to enhance reading skills and develop literary competence. Listening and communication are also targeted by providing the students with opportunities to practice and improve both skills. The competencies targeted by the BA are reading and comprehension skills, note-taking skills, listening, and the necessary learning strategies to enable students to become independent learners. Students are also introduced to Cultural Studies, Business English, and Translation.

Of interest to our present purposes, the grammar courses in the 2014 are: Grammar 1, Grammar 2, and Grammar 3. The time allotted

to all the three courses is between 40 and 50 hours per semester<sup>4</sup>. The teaching objectives and methodology for Grammar 2 as suggested in the course description are based on studying the rules of grammar 'in-depth'. Special attention is given to the relationship between grammar and the concepts of time and tense and their cultural meaning. Those of Grammar 2 specify the use of 'drilling in generating complex sentences with multiple tenses and sophisticated punctuation'. Noteworthy is that each course description mentions the assessment methodology and learning outcomes.

A quick comparison between the suggested objectives and syllabi of the 2014 reform and previous ones is in order here. As stated in the course description of 2014, the objectives of Grammar 3 are "to enable the students to have a good grasp of the structure of English by giving them a reasonably careful and precise account of major areas of English grammar that will provide a foundation for the study of linguistics". It is worth noting that besides a reference to the passing mark, which is 10/20 and the use of a mid-term and a final exam, there is no reference to the method used to evaluate any of the grammar courses mentioned.

### 3. METHODS

In order to check the effects of the aforementioned reforms, four departments of English studies have been selected to serve as the sample of the study. These departments are located in Rabat, Casablanca (Ben M'Sik)<sup>5</sup>, El Jadida, and Marrakech<sup>6</sup>. The choice of these four departments is justified because they vary in numbers of students, geographical distribution, their history, and their different perspectives of the teaching of English. This is also paired with the fact that the selection of these four departments can be insightful about what is happening in the remaining departments. If there are substantial changes in these departments, such changes should reach other departments that adopted the reform; however, if there are changes within individual depart-

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<sup>4</sup> The syllabus of each one of them is shown in the Appendix.

<sup>5</sup> In Casablanca, there are two departments of English studies: Ben M'Sik and Ain Chock. Another department belonging to Hassan II University, though not located in Casablanca, is that of Mohammadia, a city near Casablanca.

<sup>6</sup> From now on, these departments will be referred to as the name of their cities.

<sup>3</sup> See the report of the Reform Evaluation 2003-2013.

ments, the most plausible explanation can be that improvements are more idiosyncratic to that specific department than related to the different reforms under study.

The choice of grammar is not arbitrary. As stated earlier, grammar is one of the most important components of language acquisition (Wang, 2010); it guides the accuracy of production skills and helps with the understanding of receptive skills. Besides, grammar is one of the basic elements that constitute the common core subjects of the four semesters in the department of English studies in Morocco. This is coupled with the fact that the syllabi of grammar before and after the reforms are the subjects of study in this article. The course descriptions of grammar as produced or distributed by each department are scrutinized and analyzed for the sake of comparing the content of the curricula before and after the reforms, in terms of objectives, syllabi they contain, time allotted, methodology, and evaluation modes.

## 4. RESULTS

### 4.1. Grammar before the reform

The objectives of teaching grammar at the university level were aligned with the general objectives of the Bachelor's program offered by the departments of English studies across the country. The general objectives were to give students not only a linguistic but also a literary and cultural background from both the American and the British heritage. BA holders with an option in either Linguistics or Literature were expected to have a good solid grounding in grammar to be able to read and comprehend different types of writings and to produce academic writings. The focus was mostly on accurate writing, whereas speaking (pronunciation and oral fluency) was not given the same attention.

For decades, English grammar was, and in many cases still is, taught according to the structural framework, which was used by many English departments in universities around the world (Klugrewska, 2008). The most widely used book for the teaching and studying of grammar at the university level was *A practical English Grammar* (Thomson and Martinet, 1986). The authors introduce it as:

‘... a comprehensive survey of structures and forms, written in clear modern English and illustrated with numerous examples.

Areas of particular difficulty have been given special attention. Differences between conversational usage and strict grammatical forms are shown, but the emphasis is on conversational forms.’ (Preface to the 4th edition)

The syllabus of English grammar in the first year of the first cycle covered articles, nouns, adjectives, adverbs, interrogatives, possessives, relative pronouns, prepositions, verbs, tenses, passive voice, indirect speech, clauses, spelling rules, phrasal verbs, and a list of irregular verbs. The methodology adopted for teaching first-year grammar varied from one professor to another but fell in line mostly with the traditional deductive approach. Professors would present the rules of grammar, explain them, and then assign in-class practice and homework from the exercise books. In-class exercise correction usually played the role of further practice and feed-back. The length of the syllabus made it in many cases impossible to cover it all; however, students were expected to study all the material in the syllabus. The second-year grammar syllabus, on the other hand, included varieties of English, elements of grammar, verbs and verb phrases, nouns, pronouns and the basic noun phrase, adjectives and adverbs, prepositions and prepositional phrases, the simple sentence, sentence connection, the complex sentence, to mention but a few. The methodology used by professors was the same as the one adopted in the previous year.

Evaluation in both years was a written exam scheduled at the end of the academic year and lasted three hours. Grammar exams had to be ‘original’ and were designed by professors who had to follow a particular format. The items contained mostly fill-in or complete items either in separate sentences or in paragraphs such as those of tenses. The exams on the whole were cumulative and were designed to test the students’ knowledge of the grammar in the syllabus. Test administration and correction were rigorous. Students’ names were confidential, and so were the marks<sup>7</sup>.

In addition, the grammar courses were all divided into Grammar 1 to 3, except for the department of English at Ben M’sik, which offered a Grammar 4 course. Grammar 1, a 48-hour course in semester 1 (a format adopted in Ben M’sik, El Jadida, and Rabat), aimed at giving students a good grounding in Modern English, while introducing the essentials

<sup>7</sup> It was commonly believed at that time that the harder the test, the better it was. For the anecdote, students believed second-year grammar was the greatest challenge to overcome; they believed that passing second year grammar guaranteed their B.A.

in sentence coherence and accuracy. It also aimed at fostering cultural and grammatical awareness in English language use (Ben M'sik (both Grammars 1 & 2), El Jadida and Marrakesh). It focused on use, rather than on theory, so as to prepare students to use English accurately in both spoken and written forms. This was achieved through equipping students with a certain familiarity with the different uses of English grammar and syntax (as was the case in Rabat). Grammar 2 was an extension of Grammar 1 in that it strengthened previously studied structures, introduced more complex sentence structures, and examined the rules of English grammar in more depth (El Jadida, Marrakesh). Grammar 2 also sought to help students gain formal accuracy in both writing and speaking by expanding their appreciation of the various uses of English grammar and vocabulary.

Grammar 2, a 32-hour course in Ben M'sik, El Jadida, and Marrakesh, and a 48-hour course in Rabat, was the last advanced English grammar course (Marrakesh, El Jadida, and Rabat). This class aimed at further consolidating students' knowledge of grammar and logical structures (El Jadida, Marrakesh, and Rabat). To this end, Grammar 3, on the other hand, was intended to enable students to handle longer texts with complex grammar structures and generate correct sentences with a reasonable degree of fluency (Marrakesh). It was also an introduction to English syntax (as was the case in Ben M'sik and Rabat), with the aim being to provide students with a sound awareness of sentence structure and a deeper insight into the grammatical relations and functions that would lead to an adequate understanding of English syntax. Grammar 4 was offered by Ben M'sik, and was allotted 32 hours. It built on Grammar 3 and provided students with thorough descriptions of some linguistic structures, their meanings, and their uses in English. (For details about each university, see Appendix A).

## 4.2. Grammar teaching methodology

Departments differ in the frequency of grammar tests. Only three departments give information about the frequency of the tests in Grammar 1: Ben M'sik (a mid-term and a final exam), El Jadida (a mid-term of 2 hours and a final of 2 hours), Marrakesh (a minimum of two in-class oral or written tests). Rabat, on the other hand, gives the time allotted to exams and quizzes, 6 hours, without any reference to

their frequency. They also differ in counting the final mark, validating the module, and the eligibility to sit for the retake (make-up) exam.

The evaluation of Grammar 2 is described as follows: Rabat devoted 6 hours to quizzes and exams, Marrakech had a minimum of 2 in-class written tests. Ben M'sik, on the other hand, gave details as to how the Grammar 2 mark is calculated: continuous assessment 30%, classroom activities 10%, and the final 60%. To validate Grammar 2, a student should score at least 10/20. El Jadida uses attendance, homework, mid-term (2 hours), and a final (2 hours, if needed) to work out the final mark.

For the evaluation of Grammar 3, Marrakesh offered no specification, and Rabat specified the time devoted to evaluation (6 hours for quizzes and exams). El Jadida, on the other hand, specified that attendance, homework, classwork, and a mid-term exam (1.5 hours) were used to calculate the final mark of the students. They also specified that a final exam (1.5 hours) may be administered if need be. Ben M'sik states that two exams were given, a mid-term (25% of the general mark) and a final (50% of the final mark); class contribution (25% of the general mark) also contributed to the final mark. As for Grammar 4, Ben M'sik mentioned the frequency, number, and percentage of each written test in the final mark: 50% for the mid-term and 50% for the final exam.

The first comparison to be drawn is between the general objectives of the common core of the English Studies BA program of 2014 and its predecessors. As stated previously, the objectives of the tracks offered by the various universities are to prepare the students for the job market, this includes fields that range from education to journalism. The 2014 reform seems to focus more on reading skill and literacy competence. The general objectives also target culture, business, and translation as areas of focus. The second comparison is the time devoted to grammar teaching. There is no difference between the previous reforms and the 2014 reform. The 48-hour usual time is still devoted to teaching grammar in each semester. One difference worth mentioning is that, in the 2014 reform, Grammar, like all other courses, is the only course taught in its respective modules. In the past reforms, Grammar was one of the two or three courses in the same module. A third comparison to be drawn is the syllabi of all the three grammars. Despite the continuous attempts at refining tertiary level grammar syllabus, there

seems to be a general consensus that it should always include the same structures, namely tenses, modals, conditionals, reported speech, passive voice, adjectives and adverbs, prepositions, and articles, not in any specific order. These are the structures that have been taught in semesters 1 and 2 in the previous reforms. Sentence structures such as phrases and clauses are taught in semester 3, as they have been since the beginning of the reform in 2003.

The last comparison to be made is the teaching and testing methodology. The 2014 reform makes no reference to the teaching or testing methodology, much like the previous reforms. In fact, apart from the reduction of courses to one course per module, the focus is on more reading, and the possibility of re-taking exams in the catch-up session to all students who score below the standard 10/20 passing mark; the 2014 reform offers no consequent change regarding tertiary level grammar. However, comparing the objectives, teaching and testing methodologies is of paramount importance, the focus of the subsections that immediately follow.

### 4.3. Objectives

The objectives of the tertiary level grammar as stated in the course descriptions of the tracks offered by the departments of English Studies are as follows: on the one hand, they aim at inculcating English grammar to university students to enable them to use the language accurately in both their speaking and their writing while focusing on language use, cultural and grammatical awareness. On the other hand, they aim at fostering a certain familiarity with the different uses of English grammar and syntax in order to help students gain formal accuracy in both writing and speaking. They also aim to expand the students' appreciation of the various uses of English grammar and vocabulary and to consolidate the knowledge of grammar and logical structures, with the hope being to reconcile the gaps students might have in grammar. As stated in section 4.1., repeated here for expository reasons, tertiary level grammar should enable students to handle long texts with complex grammar structures and generate correct sentences with much ease and fluency. It is also an introduction to English syntax, and aims to provide students with a sound awareness of sentence structure and a deeper insight into the grammatical relations and functions that would lead to an adequate understanding

of English by means of thorough descriptions of some structures, their meanings and their uses in English. In a nutshell, tertiary level grammar aims at teaching university students the English language.

### 4.4. Time allotted

According to the course descriptions, the time devoted to tertiary level grammar was three hours a week sessions, for two consecutive semesters (14 weeks per semester), and two hours a week sessions for one semester (as is the case of El Jadida, Rabat, and Marrakesh), or two semesters (as is the case of Ben M'sik). Every semester, two sessions at least were devoted to mid-terms and finals. The total number of hours within the BA program is either 120 hours (when grammar was taught for three semesters) or

150 hours (when grammar was taught for four semesters). In the current version of the reform, the number of hours devoted to grammar in the English Studies B.A. ranges from 120 to 150 hours.

### 4.5. Teaching and testing methodology

As reported by the course descriptions, English Studies department Grammar course descriptions do not provide adequate information about the methodology of teaching, evaluation, books/ course packs. In fact, in the current version of the reform, no references regarding the three grammar courses are suggested either, just the course title. Regarding the evaluation of Grammar 1 and according to the grammar course descriptions, only three departments of English Studies gave information about the frequency of the tests: Ben M'sik (a mid-term and a final), El Jadida (a mid-term (2 hours) and a final, if needed (2 hours)), Marrakesh (a minimum of two tests in-class oral or written). Rabat, on the other hand, gave the time allotted to exams and quizzes, 6 hours, with no reference to their frequency. Ben M'sik and El Jadida outlined how the final mark was calculated. For Ben M'sik, students should score at least 10/20 in both the mid-term and the final exam to validate Grammar

1. El Jadida use attendance, homework and mid-term (a final if needed) to work out the final mark. As far as the retake session is concerned, only Ben M'sik made a reference to the mark that allowed a student to take the catch-up session (05/20).

The evaluation of Grammar 1 is described as follows: Rabat devoted 6 hours to quizzes and exams, Marrakesh had a minimum of 2 in-class written tests. Ben M'sik, on the other hand, gave details of how the Grammar

2 mark was calculated: regular assessment 30%, classroom activities 10%, and the final 60%. To validate Grammar 2, a student should score at least 10/20; otherwise, they may have to sit for a retake exam if they score less than 6/20. El Jadida use attendance, homework, mid-term( 2 hours), and a final (2 hours, if needed) to work out the final mark.

For the evaluation of Grammar 3, Marrakesh offered no specification, and Rabat specify the time devoted to evaluation (6 hours for quizzes and exams). El Jadida, on the other hand, specified that attendance, homework, classwork, and a mid-term exam (1.5 hours) were used to calculate the final mark of the students. They also specified that a final exam (1.5 hours) may be administered if need be. Ben M'sik specified that two exams were given, a mid-term ( 25% of the general mark) and a final (50% of the final mark); class contribution (25% of the general mark) also contributed to the final mark.

Ben M'sik, being the only department that had a Grammar 4 course, mentioned the frequency, number, and percentage of each written test in the final mark: 50% for the mid-term and 50% for the final exam. The current version of the reform makes no reference to the testing and/or the grading criteria; it does, however, stipulate that all students may sit for the retake session, irrespective of the marks they get, and that includes the formerly eliminating mark of 00/20.

## 5. DISCUSSIONS

### 5.1. Course objectives and teaching methodology

The course descriptions provided by the relevant departments give the general objectives. The latter are summarized as follows: they aim to prepare graduates who have acquired writing and speaking skills in English, to enter the job market. These skills are to enable them to land jobs in various fields, namely tertiary level education and English language teaching, tourism, translation, diplomacy, international trade, culture, and media. The course descriptions also give a detailed description of the grammar syllabus and, in

some cases, the list of references to use for this particular course. The teaching methodology put forward by the departments varies from one department to the other. For Ben M'sik, for example, the teaching methodology uses a diagnostic test to find out the needs of the students and then uses context to focus on grammatical structures, and uses exercises and tests to clarify the way language works in order to make understanding and learning easier. The course is based on practice and therefore exercises follow explanations.

The English Studies department in Marrakech, on the other hand, focuses on grammatical rules and structures. The methodology used in teaching tertiary level grammar is based on grammar drilling in generating complex sentences with multiple tenses and 'sophisticated' punctuation. The other English Studies departments such as El Jadida and Rabat, offer a detailed description of which structures are to be taught, and the amount of time devoted to each structure weekly without any reference to the methodology used to teach these structures.

The teaching of English grammar at the tertiary level is not designed according to the purpose for which it is taught; a working knowledge that would enable the students to speak as well as write accurately, and effectively in English. The general objective of the English Studies track, in English departments across the kingdom, is to provide the students with linguistic knowledge. This includes; both spoken and written, in order for them to join the working force as translators, teachers, or mediators. Yet the methodology used is that of traditional grammar, which has proven to be unrealistic and ineffective in recent years. It is a methodology faithful to the tenets of the structural / behaviorist model of learning.

Students in English Studies departments learn within an environment that provides them the stimuli necessary to validate the modules in order to graduate. The environment is controlled in the sense that the stimuli is the driving force behind the students' motivation, that is, 'if a student knows that they will be tested on the information they are given in class the response will be to acquire this knowledge in order to successfully pass the exam' (Cunningham et.al. 2007: 6). The method of learning in the departments of English Studies in Moroccan universities is based on the active role of the professors and the passive role of the students.

## 5.2. Testing methodology

As far as the testing methodology is concerned, it is of great importance to administration, curriculum designers, professors, students, and parents alike. The marks that students obtain are indications of whether they have learnt what they have been taught. For administration, test results show whether students have validated a module or not. For curriculum designers, test results should indicate the degree of success of the curriculum. For professors, test results show the extent to which the teaching has been effective. For the students, test results are an indicator of their progress in language learning. For parents, test results are an indicator of their children's efforts and whether and when they are going to graduate and get a job.

However, considering the importance of testing, it is unclear why none of the course descriptions gives details of the types of exercises used in tests, the types of tests used, or the methodology adopted. The Grammar course descriptions provide information about the frequency and duration of tests. Information about the passing mark is provided, and so is the mark for the catch-up sessions. There is a reference to regular assessment and classroom activities, and attendance as being part of the continuous assessment scheme. The percentage of each mark is also given (40% for the mid-term and 60% end of term exams, or in some cases 50 %for each exam).

The growing interest and the even greater appeal that washback has gained in teaching and testing in general, and in language teaching and testing in particular, seem to have no effect on teaching and testing tertiary level English and tertiary level grammar. Both university reforms (2003 and 2009) mentioned the changes in testing from the end of year tests to continuous assessment. The lack of clear specifications as to how this continuous assessment is to be implemented has resulted in using the same traditional methods of testing that have always been used in higher education. No matter how communicative a program claims to be, or aims to be, testing is that component of the language framework that is the hardest to change for several reasons. The first reason is that tests are powerful tools that professors use not only as a means of measuring the students' progress, but also as a tool for discipline in class and even as a tool for motivation when students show signs of boredom or lack of concentration. Internal testing has always been the prerogative of the teach-

ers. Tradition has it that the more challenging the test, the better. Therefore, suggesting that professors' tests may not be effective may not be welcomed by professors who have been enjoying this prerogative for decades.

The second reason is that despite the importance of tests and their impact on individuals, institutions, and societies, very few professors who teach tertiary level English skills and/ or content courses in English take into account the new testing theories and methodologies in the English Language Teaching field, a state which is conspicuously indicated in the different reforms that have been suggested thus far. This is largely due to the fact that the reform does not have a clear theoretical basis for the testing approach that should be adopted in order to achieve the learning outcomes it has set as its objectives. The National Charter has mentioned the general communicative tendency that English Studies departments have to adopt, but the implementation of such communicative tendency has not been specified. All these reasons have resulted in a tertiary level grammar testing situation where the aims of the curriculum and the aims of the syllabus are not served by the testing practices. These testing practices may instead be an impediment to the teaching and the learning of tertiary level grammar. If the testing of tertiary level grammar is done according to the general tendency '... to test what it is easiest to test rather than what it is most important to test' (Hughes, 1989, p. 44), then the washback from such tests would not be benefited from.

University grammar testing measures grammatical ability at given points in time, namely the first mid-term (after six or seven weeks of instruction) and the final exam (after another six weeks of instruction). However, the tertiary model of grammar is not clearly defined and neither is the theoretical background on which it is based. The objectives of the grammar course make a vague reference to the communicative nature of the teaching objectives. However, there is no specification as to what role grammar is supposed to have, what type of grammar is to be taught, which methodology is to be followed, and how grammar should be tested.

Tertiary level grammar in Moroccan universities is taught according to the grammatical structural syllabus.

It is a 'Formal grammar' which is usually university professors' first choice (Makodia, 2008: 21). The gradation of tertiary level Grammar syllabus as outlined in the course

descriptions of the English Studies departments is linearly organized. The tertiary level Grammar syllabus is organized along the lines of what Wilkins (1976) calls the 'archetype of a synthetic approach to syllabus design: the grammatical syllabus'. A synthetic syllabus is '...one in which the different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up' (Wilkins, 1976: 2). The list of structures presented in the tertiary level grammar syllabus is the traditional list found in any old or new grammar or English language book. It is based on what Wilkins (1976) refers to as the criterion of 'generalizability' rather than on significance for communication.

In point of fact, the tertiary level grammar syllabus in Moroccan English Studies departments is not the most effective syllabus for the objectives that the National Charter has outlined. It is a syllabus that is graded to foster an understanding of the grammatical structures in the syllabus, rather than promote the communicative competence that is professed by the Bologna Process, the CEFR, and the National Charter of Educational Reform and Training. The reform has been set forth based on the international changes and needs for more communicative skills in all European languages.

The obvious similarity between the grammar syllabus before the reforms and the one taught after the reforms means that little has been done to foster the communicative aspect of language teaching in general and tertiary level Grammar teaching in particular. One explanation for this state of affairs is that it is safer to follow what has been done (Ellis, 2006). In the absence of clear-cut guidelines and instructions, professors teach the same grammar that has always been taught as tertiary level grammar because that is what they were taught, and that is how it has always been taught. Experience has shown that teaching the same syllabus does not yield the same results, quite the opposite (Bouziane & Harrizi, 2014). Other factors determine the teaching and learning of the grammar syllabus.

The primary aim of the syllabus is, to give students a good solid grounding in English grammar. The problem with grammatical syllabi is that they do just that, it provides students with knowledge of the structures, and the rules of a language. Our teaching of grammar also bears striking similarities with the grammar-translation method that has been

used since the 1840s (Richards and Rodgers, 1986). The focus of university teaching is to teach students about grammar and vocabulary in order to enable them to 'read the literature' in English (Larsen Freeman, 2000; Richards & Rodgers, 1986). The focus of this teaching is on accuracy. The activities and exercises that are used in Moroccan universities are conspicuously similar to the traditional Grammar-Translation method (blank-filling exercises, for example). Grammar is taught deductively, and the role of the teacher is a traditional one, 'that of authority whereas the students follow the teacher's instructions.' (Larsen-Freeman, 2000)

The differences between the methodology used in the departments of English Studies in Moroccan universities and the Grammar-Translation method reside in the medium which, in the Grammar-Translation method, is the native language while in the Moroccan context is English. Another difference between the Grammar-Translation method and the methodology used in our English Studies departments is that translation is not used as a medium to teach the language but is taught as a separate course.

Because the teaching of tertiary level grammar is test-oriented, the syllabus is divided into two main sections: the pre-mid-term section, and the post-mid-term section. This is because the teaching is more often than not geared towards preparing the students to take the tests (including continuous assessment quizzes, mid and end-of-term tests). The testing of grammar should be included in the course description. The latter should have clear guidelines regarding the types of tests used, the types of activities used, and even a marking scheme to make testing grammar at university level 'a tool to facilitate curriculum innovation' which should be in harmony with the other elements of reform such as curriculum, teaching, testing procedures, and materials design (Andrews, 1994:78).

## 6. CONCLUSION

In conclusion, the analysis and discussion of the findings of the course descriptions have clearly shown that, in fact, grammar teaching and testing at the university level have been constant, and therefore the reforms have not had any impact on changing or improving grammar provisions. The analysis has shown that the same syllabus has been used to teach tertiary level grammar before and after the re-

forms. It has also shown that the teaching and testing methodology have not undergone any changes, and therefore are the prerogative of the teachers. The sole difference the analysis has identified is that, the same structures are targeted within a shorter time span in the new reforms. Lastly, the most important finding that the results have yielded is the clear disparity between the objectives and the teaching and testing practices to achieve them. This suggests a need for clearer and comprehensive course descriptions, especially that the country is planning to launch yet another reform in higher education dubbed “The Bachelor”<sup>8</sup>.

### Conflict of interests

The author declares no conflict of interest.

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## APPENDIX A

University	Cadi Ayyad, Marrakesh
<b>Objectives of the Course of Study (Filiere)</b>	The training offered by the course of study allows graduates to enroll in: - Areas relative to English teaching - Media - Communication professions - Areas relative to culture- Tertiary sector
<b>Objectives of the Grammar course</b>	Grammar I -Introduce students to basics of English grammar and the mechanics of sentence logic, and the connection between grammar and cultural meaning Grammar II -Builds on Grammar I -students study rules of English grammar in more depth -focus on more complicated sentence structures and logic in English, and the connection between grammar, tense/time and cultural meaning. Grammar III (32hrs) -teach advanced English grammar -consolidate the knowledge of grammar and logical structures -last grammar course, students must even up all gaps on this area -students should be able to handle long texts with complex grammar structures and generate correct sentences with much ease and fluency.
<b>Course Content</b>	Grammar I - parts of speech -verbs: tenses and aspects (present tenses; past and perfect tenses; the future; conditional; subjunctive -verb patterns (gerund, infinitive, participle) Grammar II - modals; reported speech; passive; relative clause; adverb position; articles; quantifiers; prepositions; phrasal verbs; verb patterns; spelling; punctuation etc. - verb patterns Grammar III (32hrs) -simple sentence typology: subordination -complex sentence typology: case, agreement, voice, mood, reported speech, verb complementation, coordination, compound sentence
<b>Teaching methodology</b>	Grammar I Grammatical rules and structures -grammar drilling Grammar II and III -drilling will be in generating complex sentences with multiple tenses and sophisticated punctuation.
<b>Testing methodology</b>	Grammar I continuous assessment: a minimum of 2 in class oral or written tests Grammar I and III A minimum of 2 in-class written tests

University	Cadi Ayyad, Marrakesh
<b>Objectives of the Course of Study (Filiere)</b>	The training offered by the course of study allows graduates to enroll in: - Areas relative to English teaching - Media - Communication professions - Areas relative to culture- Tertiary sector
<b>Objectives of the Grammar course</b>	Grammar I -Introduce students to basics of English grammar and the mechanics of sentence logic, and the connection between grammar and cultural meaning Grammar II -Builds on Grammar I -students study rules of English grammar in more depth -focus on more complicated sentence structures and logic in English, and the connection between grammar, tense/time and cultural meaning. Grammar III (32hrs) -teach advanced English grammar -consolidate the knowledge of grammar and logical structures -last grammar course, students must even up all gaps on this area -students should be able to handle long texts with complex grammar structures and generate correct sentences with much ease and fluency.
<b>Course Content</b>	Grammar I - parts of speech -verbs: tenses and aspects (present tenses; past and perfect tenses; the future; conditional; subjunctive -verb patterns (gerund, infinitive, participle) Grammar II - modals; reported speech; passive; relative clause; adverb position; articles; quantifiers; prepositions; phrasal verbs; verb patterns; spelling; punctuation etc. - verb patterns Grammar III (32hrs) -simple sentence typology: subordination -complex sentence typology: case, agreement, voice, mood, reported speech, verb complementation, coordination, compound sentence
<b>Teaching methodology</b>	Grammar I Grammatical rules and structures -grammar drilling Grammar II and III -drilling will be in generating complex sentences with multiple tenses and sophisticated punctuation.
<b>Testing methodology</b>	Grammar I continuous assessment: a minimum of 2 in class oral or written tests Grammar I and III A minimum of 2 in-class written tests

University	Mohamed V; Rabat
<b>Objectives of the Course of Study (Filiere)</b>	Preparing students for - literary, linguistic, and cultural research - Master's programs in applied linguistics, culture, literature etc. - a career in translation and interpreting - careers in media - careers in English language teaching - careers in tourism
<b>Objectives of the Grammar course</b>	Grammar I - aims at enabling the students to achieve formal accuracy in both spoken and written English by increasing their awareness of different uses of English grammar and syntax. -The focus is on use rather than theory Grammar II - aims at enabling the students to advanced achieve formal accuracy and diction in both spoken and written English by increasing their awareness of different uses of English grammar and vocabulary. -The focus is on use rather than theory Grammar II -aims at providing the students with a sound awareness of sentence structure and a deeper insight into the grammatical relations and functions that would lead to an adequate understanding of English syntax.
<b>Course Content</b>	Grammar I (48 h): Articles: 6 hs; Quantifiers: 4 hs; Preposition : 4hs ; Relative pronouns and clauses: 4 hs ; Verb tenses: 12hs ; The infinitive and the "-ing" form: 2hs ; Modals: 6hs ; Linking words: 4hs Grammar II (48hs) Prepositions and phrasal verbs(4h) ; Relative pronouns and clauses (2hs) Verb tenses (10hs) ; Adverbs (types and placement (2h) ; Conditional sentences (4h) ; Time clauses expresing wishes, 'as if' 'as though' (4hs) ; The passive (4hs) Reported Speech speech (4hs); Modals (8hs) Grammar III (48) Introduction (2 hs) ; The Noun Phrase (6 hs ) The Verb Phrase (6 hs) ; The Adjective phrase (6 hs) The Adverb Phrase (4 hs) ; The Prepositional Phrase ('4hs) Clause structure and clause types (10 hs) ; Clause combination and Sentence types (10)
<b>Teaching methodology</b>	<b>Not mentioned</b>
<b>Testing methodology</b>	Grammar I - Evaluation (quizzes, exams etc): 6hs Grammar II Evaluation (6hs) Grammar III Evaluation (quizzes, tests, exams) 6hs

University	Mohamed V; Rabat
<b>Objectives of the Course of Study (Filiere)</b>	<p>Preparing students for</p> <ul style="list-style-type: none"> <li>- literary, linguistic, and cultural research</li> <li>- Master's programs in applied linguistics, culture, literature etc.</li> <li>- a career in translation and interpreting</li> <li>- careers in media</li> <li>- careers in English language teaching</li> <li>- careers in tourism</li> </ul>
<b>Objectives of the Grammar course</b>	<p>Grammar I</p> <ul style="list-style-type: none"> <li>- aims at enabling the students to achieve formal accuracy in both spoken and written English by increasing their awareness of different uses of English grammar and syntax.</li> <li>-The focus is on use rather than theory</li> </ul> <p>Grammar II</p> <ul style="list-style-type: none"> <li>- aims at enabling the students to advanced achieve formal accuracy and diction in both spoken and written English by increasing their awareness of different uses of English grammar and vocabulary.</li> <li>-The focus is on use rather than theory</li> </ul> <p>Grammar II</p> <ul style="list-style-type: none"> <li>-aims at providing the students with a sound awareness of sentence structure and a deeper insight into the grammatical relations and functions that would lead to an adequate understanding of English syntax.</li> </ul>
<b>Course Content</b>	<p>Grammar I (48 h):</p> <p>Articles: 6 hs; Quantifiers: 4 hs; Preposition : 4hs ; Relative pronouns and clauses: 4 hs ; Verb tenses: 12hs ; The infinitive and the "-ing" form: 2hs ; Modals: 6hs ; Linking words: 4hs</p> <p>Grammar II (48hs)</p> <p>Prepositions and phrasal verbs(4h) ; Relative pronouns and clauses (2hs) Verb tenses (10hs) ; Adverbs (types and placement (2h) ; Conditional sentences (4h) ; Time clauses expresing wishes, 'as if' 'as though' (4hs) ; The passive (4hs)</p> <p>Reported Speech speech (4hs); Modals (8hs)</p> <p>Grammar III (48)</p> <p>Introduction (2 hs) ; The Noun Phrase (6 hs )</p> <p>The Verb Phrase (6 hs) ; The Adjective phrase (6 hs)</p> <p>The Adverb Phrase (4 hs) ; The Prepositional Phrase ('4hs)</p> <p>Clause structure and clause types (10 hs) ; Clause combination and Sentence types (10)</p>
<b>Teaching methodology</b>	<b>Not mentioned</b>
<b>Testing methodology</b>	<p>Grammar I</p> <ul style="list-style-type: none"> <li>- Evaluation (quizzes, exams etc): 6hs</li> </ul> <p>Grammar II</p> <p>Evaluation (6hs)</p> <p>Grammar III</p> <p>Evaluation (quizzes, tests, exams) 6hs</p>

## APPENDIX B

The contents of Grammar I, II, and III are displayed in the following tables.  
 Table 1. Grammar I

Content	Ben M'Sik	El Jadida	Marrakech	Rabat
Parts of speech			✓	
Articles	✓	3 hours		
Nouns	✓			
Adjectives	✓	3 hours		
Adverbs	✓	3 hours		
Prepositions		3 hours		4 hours
Conjunctions		3 hours		
quantifiers				4 hours
Verbs	✓		✓	
Tenses	✓	✓	✓	12 hours
Present tenses	✓	✓	✓	
Present simple and continuous	✓	3 hours	✓	
Present perfect and continuous	✓	3 hours	✓	
Past perfect simple and continuous		3 hours	✓	
Future time		6 hours	✓	
Conditionals		4.5 hours	✓	
Relative pronouns and clauses				4 hours
Linking words				4 hours
Modals				6 hours
Verb patterns: subjunctive			✓	
The infinitive and 'ing' forms			✓	2 hour

Table 2. Grammar II

Modals: present form		6 hours		
Modals: past time reference; Continuous form	✓		✓	
		3 hours		
Modals: perfect forms		7.5 hours		8 hours
Negation of modality		3 hours		
Changes in modals (passive)			1. hours	
Passives	✓	3 hours	✓	
Reported speech				4 hours
-Reported speech: changes in tenses, time, place; -reporting declaratives; yes/no questions; wh-question; imperatives. -reporting exclamatives	✓	✓	4 hours	1.5 hours 4.5 hours 1.5 hours
-Relative clauses -Relative pronouns and clauses -Relative clauses -Defining/non-defining clauses - Time clauses expressing wishes			✓	2 hours 1.5 hours 4.5 hours 4 hours
Adverbs: - position - types and placement			✓	2 hours
Prepositions			✓	
Prepositional phrases				4 hours
Spelling			✓	
Punctuation			✓	
Phrasal verbs			✓	
Articles			✓	
Quantifiers			✓	
Verb patterns: Gerund, infinitive, participle			✓	

It should be noted that the departments of English Studies in Chouaib Doukkali, EJadida and Mohamed V, Rabat are the only departments to have provided the time devoted to teaching each structure in the syllabus, while BenMsik is the only department that offered a Grammar IV course.

Table 3: Grammar III

Content	Ben M'Sik	El Jadida	Marrakech	Rabat
sentence hierarchy	✓			
simple sentence			✓	
complex typology			✓	
sentence types				10 hours □ □
parts of sentence types and fragments		12 hours		
words	✓			
phrases	✓			
phrase types and functions	✓	✓		✓
noun phrases	✓			6 hours
verb phrases	✓	✓		✓
participial phrase		✓		□ 6hours
gerund phrase		✓		
infinitive phrase	✓	✓		
adjective phrases	✓			6hours
adverb phrases	✓			4hours
agreement			✓	
mood			✓	
case			✓	
verb complementation			✓	
clauses				
clause structure				
subordination		15 hrs		
coordination				10 hours
compounding				

Table 4: Grammar IV

Content	Ben M'Sik	Rabat	El Jadida	Marrakech
phrasal verbs	✓	Non Applicable		
prepositional verbs	✓			
clause functions	✓			
faulty sentences	✓			
coordination	✓			
subordination	✓			

Table 5: Grammar I, II, and III in 2014

<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>
Articles	Modals	Sentences
prepositions	Passive voice	Noun phrases
Tenses	Reported speech	Verb phrases-participial phrases
Conditionals	Relative clauses	Gerund phrases
Tenses and conditionals in context		Prepositional phrases
Conjunctions		Infinitive phrases
Adjectives		Noun clauses
Adverbs		Adjective clauses
		Adverbial clauses



# WHAT IS THE NATURE AND EXTENT OF THE INFLUENCE OF EDUCATIONAL LEADERSHIP ON STAFF MORALE, JOB SATISFACTION, AND MOTIVATION?

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**Abstract.** In a time where retaining qualified teachers is crucial, one cannot ignore the importance of teacher job satisfaction, morale, and motivation in shaping teachers' intentions to remain in the profession. This is where educational leadership comes into play. This paper looks at the nature and extent of the impact of educational leadership on three important aspects of the job, namely staff morale, job satisfaction, and motivation. The latter constructs are each redefined and reconceptualized as the lack of consensus and the ambiguity in their respective meanings can greatly affect how they are applied as well as their results. When applied to the teaching context, Herzberg's motivation hygiene theory was found to be unapplicable in relation to theory transferability and the separate categorization of job satisfaction and dissatisfaction. The latter are greatly affected by not only leadership style per se, but more precisely by the teacher's perception of a certain leadership style. This individuality dimension also affects the ideological compatibility between teachers and work contexts, having a direct impact on job satisfaction. Nonetheless, although educational leadership has proven not to be the sole factor in teacher job satisfaction, morale and motivation, leaders must possess the right knowledge and understanding about the needs, expectations, attitudinal responses, and characteristics of their staff as individual members of a group in order to be able to positively affect their perceptions.

**Keywords:** *morale, job satisfaction, motivation, leadership.*

## 1. INTRODUCTION

Teacher morale, job satisfaction, and motivation: three related attitudes that, if achieved, are precursors for school success, with evidence that higher levels of job satisfaction among teachers contribute to better teaching, and hence better student results (Rodgers-Jenkinson & Chapman, 1990). Why do teachers go into teaching? There are many intrinsic factors that drive teachers into the profession, such as working with children and watching them grow, relationships with colleagues, as well as extrinsic factors such as pay, holidays, and working conditions. It is crucial to consider that the impact of teacher job satisfaction, morale, and motivation in shaping teachers' intentions to remain in the profession. This is where educational leadership comes into play. In a school setting where

leaders are seen or heard from on a daily basis, leadership is bound to have an influence on teachers whether directly or indirectly. However, teachers must also acknowledge the role they play in shaping their own views about job-related attitudes through individual characteristics that are leader-independent. This paper will attempt to look at both major influences on job-related attitudes: the leadership dimension on one hand, and the individuality dimension on the other. Before embarking on this journey, and for the purpose of conceptual clarity, the three concepts related to job-related attitudes will be explored. Then, the pioneering work of Herzberg's Motivation-Hygiene Theory will be examined in order to study its implication on educational leadership in terms of sources of teacher satisfaction and dissatisfaction. Different leadership styles will later be addressed along with key features of leaders in order to examine their impact on job-related attitudes and teacher perceptions.

The diversity in teacher perceptions will lead to a discussion about the extent of the influence of educational leadership in terms of the individuality dimension. Finally, having combined both influences, aspects of the teacher-centered approach will be used as a basis for the skills, knowledge, and understanding leaders need in order to satisfy, motivate, and higher the morale of their teachers.

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## 2. EXPLORING THE CONCEPTS

A section of this paper will be dedicated to exploring these concepts, and the rationale behind it is their centrality to this paper, especially considering the conceptual issues relating to their definitions in application to educational leadership.

### 2.1. Job Satisfaction

Despite the fact that job satisfaction has been studied extensively, namely in the industrial and business fields, its most significant conceptual issue lies in the lack of clarity and consensus regarding the meaning of the term, especially in relation to teachers (Evans, 2001). Researchers and academics in the field have tended to give their own interpretations of the term, generally emphasizing a certain aspect of it. For instance, Lawler (1973, quoted in Evans, 1998, p.5) focuses on expectations claiming that: “overall, job satisfaction is determined by the difference between all those things a person feels he (sic) should receive from his job and all those things he actually does receive.” I disagree with this definition because one’s personal judgment about what s/he should receive is often obscured and selfish and may also be exaggerated, seeing as how setting high unrealistic expectations can result in constant disappointment and decreased satisfaction. On the other hand, Sergiovanni & Schaffer (1968, 1953, cited in Evans, 2001) interpret the term according to a person’s needs’ fulfilment in the sense that satisfaction will occur when the needs in a job are fulfilled, depending also on the strength of the need. Sharing this view is Evans (1998, p. 12), who developed her own definition: “a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be being met”.

I choose to adopt Katzell’s (1964, quoted in Evans, 2001, p.321) who includes values, goals, desires, and interests, in his “frame of reference” in the following way: “job features which a person perceives as attractive or repellent, desirable or undesirable” interpreting job satisfaction as “a response to the activities, events and conditions which compose the job”. By adopting Katzell’s definition, I draw on my own: “an individual response to job-related situations and/or circumstances that affect a person’s attitude towards her/his job.” The reason I adapt this definition is because it

stresses the circumstances surrounding a job, and not only a person’s needs. A person may be satisfied by a certain “condition, activity or event” in his/her job that is not a need, or that s/he has not previously considered being a need waiting to be fulfilled. There are things that satisfy you that you might not have previously thought would. There is no denying that needs should be fulfilled, however, there is more to be considered, depending on the context of the job. The strength of Katzell’s interpretation of job satisfaction lies in its comprehensiveness, encompassing all aspects of the term, and this, I believe, is the reason behind the complexity of defining the term. Depending on what brings you job satisfaction, you tend to focus on that particular aspect of the term, which is why the term “individual” is greatly emphasized in my definition.

This brings us to what Evans (1999) refers to as lack of construct validity, which constitutes a methodological problem when researchers and participants do not share the same interpretation of the construct studied. In a need for reconceptualisation, Evans (1999) acknowledges the ambiguity behind job satisfaction, represented by the duality of what is satisfactory in contrast with what is satisfying, or being satisfied with or by something. The dividing factor in between is whether there was personal achievement associated or not. Evans (1998) thus differentiates between what she calls, job comfort and job fulfilment. The former “relates to the extent to which the individual is satisfied with, but not by, the conditions and circumstances of his/her job”, whereas the latter is “a state of mind encompassing all the feelings determined by the extent of the sense of personal achievement which the individual attributes to his/her performance of those components of his/her job which s/he values” (ibid, p.11). For example, a study conducted on secondary school teachers in Hong Kong revealed that they are most satisfied with income (Tinghong, 1989), whereas in Jamaica (Rodgers-Jenkinson & Chapman, 1990) and Canada (Ball & Stenlund, 1990), satisfaction is linked to school prestige: the higher the prestige of the school, the higher the job satisfaction. However, by failing to define the term especially in relation to different national contexts, both the participants and the audience are oblivious to what aspect of job satisfaction is considered, which in turn, might jeopardize the validity of the results. Therefore, in order to conduct sound valid research, one has to explain beforehand to his/her participants what s/he means by key con-

structs that might be ambiguous or interpreted differently by different people.

## 2.2. Morale

Similarly, the concept of morale is also ill-defined. Having said that, one of the main issues with morale is whether it should be applied to individuals or to groups. According to Bohrer & Ebenrett, 1988 (quoted in Evans, 1998, p.23) morale is “a prevailing temper or spirit in the individuals forming a group.” In contrast, Evans’s (1997, p.832) research on 19 teachers in a primary school in England, has demonstrated to her that morale is “a state of mind encompassing all the feelings determined by the individual’s anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting his/her total work situation.” Evans’s (1998) evidence stemmed from research at Rockville County Primary where she found that responses to morale, influenced by a passive headteacher, were individually- based, emanating from differences in life experiences and biographical factors. Based on personal experience, I agree with Evans’s findings. Having worked in a college where the vice president was thought to be autocratic engendering low morale upon her staff, I was satisfied with my job and had high morale because my perception of her leadership was that it was firm and responsible, which in turn affected me positively by challenging me to become better. Adapting Evans’s definition, I see morale as a “prevailing individual state of mind surrounding one’s work-related situations and/or circumstances, determined by the extent of satisfaction emanating from one’s job”.

## 2.3. Motivation

According to Bennell (2004, p.3), motivation refers to “the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks”. Evans (1998, p.34) defines it as “a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in an activity.” I see motivation more as a “psychological process”, as Bennell names it, rather than a condition. Nonetheless, I adopt both Bennell & Evans’s definitions in the following manner: “motivation is a psychological process, subject to individual and/or job-related situations and/or circumstances that

determines the degree of inclination towards engagement in an activity.” Motivation, in my opinion, not only depends on the nature of the task or activity, but also on the perceived results as well as the circumstances surrounding it, which can be viewed differently from one person to another. Moreover, how motivated one is towards engagement in an activity can, I believe, be influenced greatly by individual circumstances that are work-independent, as well as job- related circumstances directly affected by the job. This is why I consider motivation to be psychological, within the individual. There are many tasks that we perform on a daily basis without being motivated to achieve them due to diverse individual reasons.

## 3. EXTRINSIC VS. INTRINSIC

This section introduces the pioneering work of Herzberg on job satisfaction with particular reference to its implications on teacher job satisfaction.

### 3.1. Herzberg’s Motivation-Hygiene Theory

Herzberg’s research into the job satisfaction of engineers and accountants in Pittsburgh led him to formulate a theory called the Motivation-Hygiene Theory, or the Two-Factor Theory. His theory is grounded on the premise that causes of satisfaction are distinct and independent from those of dissatisfaction. On the one hand, the “motivation” factors are intrinsic to the job and are capable of causing satisfaction and motivation, whereas on the other hand, the “hygiene” factors, derived mainly from the context in which the job is performed, are capable of creating dissatisfaction and demotivation. Moreover, Herzberg identifies five features of “motivation”: achievement, recognition, the work itself, responsibility, and advancement. In contrast, the “hygiene” factors are composed of interpersonal relations, policy and administration, and working conditions (Herzberg, 1968, cited in Evans, 1999 & Nias, 1981).

The underlying assumption of Herzberg’s theory is that “the opposite of job satisfaction would not be job dissatisfaction, but rather no job satisfaction; similarly, the opposite of job dissatisfaction is no job dissatisfaction, not satisfaction with one’s job” (Herzberg, 1968, quoted in Evans, 1999, p.10). Herzberg’s work is relevant to this essay in the

sense that, if leadership is considered to be a “hygiene” factor then, following his theory, it is thus not capable of satisfying teachers.

### 3.2. Practical Application of Theory on Teachers

#### 3.2.1. Evans’s Research

When applied to teachers, Herzberg’s theory was questioned on several levels, including researchers such as Evans (1998, 1999) and Nias (1981, 1989). Evans (1998)

suggests that Herzberg’s five “motivation” factors may be reduced to only one which is: achievement, arguing that the rest are merely reinforcers of achievement. According to Evans’s (1999) dimensions of job satisfaction, she classifies Herzberg’s “motivation” factors as “job fulfilment” (i.e. satisfying), and his “hygiene” factors as “job comfort” (i.e. satisfactory). However, unlike Herzberg, Evans’s (ibid.) research has revealed to her that the removal of “dissatisfiers”, i.e. “hygiene” factors can actually lead to satisfaction, but the “job comfort” aspect of satisfaction, rather than the fulfilling one. It is clear to Evans that Herzberg does not acknowledge this distinction, due to his failure to recognize the ambiguity behind job satisfaction, which is crucial in interpreting job-related situations.

#### 3.2.2. Nias’ Research

Nias (1981) questions the applicability of Herzberg’s theory on the grounds of theory transferability, claiming that in teaching, one cannot distinguish between the contextual factors (hygiene) and the work itself (motivation). I agree with the latter because I believe that extrinsic matters of the job, such as physical conditions, can impair enormously on the performance of the job, and thus cause job dissatisfaction, and by that – referring to my definition of job satisfaction- I mean, a negative response to this particular job circumstance. Furthermore, I also believe that “job fulfilment” can be affected by such a negative circumstance through inhibiting a feeling of achievement. For instance, if you were a physics teacher and your laboratory is not functioning properly, causing you to use unwanted methods of teaching, this will directly have an impact on your achievement level, i.e. your “job fulfilment” level. Moreover, applied to leadership, if your leader inhibits your auton-

omy in the classroom controlling each and every way you “do things”, this will affect your intrinsic sense of achievement. If your sense of achievement stems from responsiveness of students, such as the primary teachers interviewed by Nias (1981), then having a leader implementing a teacher-centered approach to learning would reduce your students’ responsiveness, and in turn, reduce your level of personal competence and achievement.

Stemming from her research, Nias (ibid.) distinguishes between “dissatisfiers” (extrinsic factors which cause dissatisfaction) and “negative satisfiers” (intrinsic factors which cause an absence of satisfaction, and not dissatisfaction). However, my own reasoning goes against that of Nias. Acknowledging the fact that the intrinsic factors are more likely to cause satisfaction than extrinsic factors, then it is only natural that “negative satisfiers”, which are intrinsic to the job, should cause dissatisfaction, and not an absence of satisfaction, as argued by Nias, considering their higher potential in causing “job fulfilment”. Nonetheless, picking up on my last argument about achievement, I see a correlation between extrinsic factors and job fulfilment: the higher the effect of extrinsic factors is on achievement, the stronger their effect is on “job fulfilment”; be it a positive or negative correlation. With this in mind, I introduce my own criticism of Herzberg: agreeing with Evans (1999) that his “motivation” factors can be reduced to achievement only, I see that his justification for having two distinct categories for job satisfaction and dissatisfaction is flawed because both have the potential of satisfaction. Building up on Evans’s (ibid.) point that the removal of “dissatisfiers” can create satisfaction, in terms of “job comfort”, I take it one step further claiming that “hygiene” factors can positively or negatively affect “motivation” factors depending on their extent of influence on achievement. It is true that “motivation” factors are more likely to have an impact on achievement (Seco, 2002) but that should not obscure the fact that “hygiene” factors can also play an important role depending on the circumstance and/or situation. Moreover, since I define job satisfaction as a response to job circumstances and/or situations that affect one’s attitude towards his/her job, I do not believe satisfaction and dissatisfaction should be placed under two independent, separate categories. Having said this, one of the most important extrinsic influences such as educational leadership is thus capable of causing both satisfaction and dissatisfaction

depending on the nature of the leadership.

#### 4. LEADERSHIP STYLE

“Many teachers face poor prospects, low morale and even lower pay levels, but treat them right and they’ll move mountains for you” (Stephens, 1998b, cited in Evans, 1999, p.18); “teachers have the capacity to make their staff dread going to work every Monday morning” (Evans, 1999, p. 17). These quotes illustrate the importance of leadership’s impact on teachers’ attitudes towards their work (Shechtman et. al, 1994). Whichever leadership style s/he chooses to adopt, a headteacher is “the key influence on his/her school, since his/her leadership, whether it be autocratic, democratic or laissez-faire sets the tone of the school’s micropolitics and establishes the parameters within which other sources of influence may operate” (Evans, 1998, p.118).

##### 4.1. Type of Leadership and its Impact on Teacher Job Satisfaction, Morale, and Motivation

There has been a considerable amount of research carried out on leadership styles and their impact on attitudes of staff, disseminating from different theoretical frameworks. Burns (1978, quoted in Bogler, 2001, p. 663) refers to transformational leadership where leaders and followers inspire each other to achieve “higher levels of morality and motivation”, and transactional leadership based on exchange relationships whereby the role of the leader is to maintain “the status quo by satisfying the needs of the followers.” Transformational leadership is more favourable because of the collaborative and responsive nature of the relationship between leaders and followers as opposed to the “routinized, non-creative environment” displayed by transactional leaders. Leadership styles are associated with decision making styles; at one end, an autocratic leader does not consult his/her staff and makes the final decision, whereas at the other end, a participative leader refers to a more democratic leader, characterized by open channels of communication with staff.

Shechtman et.al’s (1994) research on teachers’ perceptions of school organization climate based on 160 Arab teachers in 20 schools in Israel found that the strongest contributor of teacher satisfaction was principal leadership style. The schools whereby the principal

demonstrated an authoritarian leadership style was a cause for teacher job dissatisfaction and burnout, whereas those where teachers were considered equal partners, illustrated by an involvement in decision making, contributed to high levels of job satisfaction. Likewise, extensive research between 1987 and 1994 on 5,088 first-year teachers in the United States found that autonomy at work accompanied by supportive school leadership played a big role in positively shaping teachers’ attitudes about their work (Weiss, 1999). As first-year teachers, they might not know what to expect from the job; therefore, such supportive situations create in them a positive response that, in turn, shapes their attitude towards their job, encouraging them to remain in teaching. Moreover, as first-year teachers, their response to job-related situations and/or circumstances might then shape their needs and desires towards the job. Another important factor of teacher satisfaction, morale, and motivation is the extent to which the organization stresses recognition and accomplishment (Anderman et.al, 1991). Consistent with the latter, one of the participants in Evans’s (1998, p.18) research on professionalism said the following about her headteacher: “I don’t know what it is about her, but she made you want to do your best – and not just for her, but for yourself...”. The latter deals with the type of personality of the headteacher, something that Evans (1998) has explored in her key influential factors of headteachers.

##### 4.2. Key Influential Features of Leaders

Delving deeper into leadership approaches, Evans (1998) developed five inter-related features of a leader which, combined, create a certain leadership approach. These are: “personality, interpersonal behaviour, ‘mission’, professionalism, and management skills” (ibid, p.119). Despite the fact that individuals’ personalities impact heavily on their work, there is no cause and effect relationship when it comes to leadership quality. Likeable people do not necessarily make good leaders and vice versa; both are capable of engendering both positive and negative work-related attitudes. In Evans’s research (ibid.), Geoff Collins was the most adequate illustration because he was liked on a personal level, but was a very ineffective and poor manager, creating feelings of frustration and dissatisfaction amongst his staff. My own experience with the person-

ality factor was opposite to that experienced by the staff at Rockville Country Primary. On a personal level, I disliked my manager because she had a very harsh and unfriendly personality, but as a leader, she was very effective, which made me very satisfied at work. I believe that her personality played a part in her credibility as a leader. Having said that, I am not insinuating that in order to be a good leader, one needs to be unfriendly and harsh but with the large amount of staff under her, she needed to be firm. Again, it depends on the given job-related situation. I prefer such a leader to Geoff Collins because his managerial skills are more important and affect me more than his/her personality.

Associated with personality is interpersonal behaviour whereby leaders' communication skills affect their relationship with staff. Again, good interpersonal skills do not replace management skills which greatly influence job satisfaction. As mentioned earlier, a participative and transformational leadership style is more likely to impact positively on teachers. Furthermore, according to Evans's research (1998), recognition of staff needs, feelings, efforts, and achievements was an effective motivator and a key-influencing factor of headteachers' management skills. However, it must be emphasized that teachers' tastes and preferences of managerial skills are very diverse and that there is no one style that guarantees positive job-related attitudes in all teachers. Part of the reason is the degree of teachers' professionalism ranging from restricted to extended. As defined by Evans (2001, p.293), professionalism is an ideologically, attitudinally, intellectually, and epistemologically-based stance, on the part of an individual, in relation to the practice of the profession to which he/she belongs, and which influences his/her professional practice.

Positive attitudes are more likely to appear when there is a good match of professionalism between headteachers and teachers. Generally, extended professionals are more challenging to satisfy because they are more demanding (Nias, 1981). One of the contributors to satisfaction in my job was the fact that my manager, an extended professional, always challenged me to do better by giving me more responsibility and allowing me to explore more innovative ways. This kind of challenge was my strongest motivator and its successful completion always boosted my morale and job fulfilment. A crucial component of a good match is whether or not headteachers and teachers share the same school mission,

which "provides focus, direction and purpose to leadership" (Evans, 1998, p.124). The more there is congruence, the more the mission is likely to perpetuate positive attitudes amongst teachers. The diversity of all these five influential leadership factors within headteachers themselves accounts for the diversity in teachers' responses to them, responses based on teacher perceptions.

### **4.3. Teacher Perceptions of Leadership**

According to Rogers' (1951, cited in Shechtman et al., 1994, p.54) self-concept theory, individuals' interaction with meaningful others is based on their perception of the self. In the school context, these "meaningful others" are headteachers. Therefore, because the perception of self tends to be subjective, Anderman et al. (1991, p.5) argue that "it is important to consider how subjective perceptions of leadership may work through the overall culture of a school to contribute to teachers' satisfaction and commitment".

Our interpretations of the situations and circumstances are based upon our individuality and "self", which is why I see job satisfaction as an individual response, based on our own perceptions. Therefore, just as I perceived my manager to be firm and responsible and my colleagues perceived her to be autocratic, it is implied that, due to differences in perceptions, the interpretation of one headteacher's behaviour can be perceived differently by two different people under the same leadership. To support my claim, I use Bogler's (2005) research on 930 teachers in 98 schools in Israel examining the influence of teachers' occupation perceptions on their job satisfaction. The findings concluded that the variance of job satisfaction present among the participants was due to teachers' perceptions of their principals and their occupation.

After exploring the notion of teacher perceptions and seeing that the influence of leadership is translated differently depending on teachers, it is clear that applying generalizations to sources of teacher job satisfaction, morale, and motivation, namely leadership style, is both inaccurate and inadequate, considering the individuality factor present in each and every teacher. The next section is devoted to examining the dimensions of this individuality and its impact on job satisfaction, morale, and motivation.

## 5. THE “I” IN INDIVIDUAL

### 5.1. The Individuality Dimension

In her fifth level of elucidation, Evans' (2001) talks about determinants of job satisfaction which, congruent with her definition of the term, are individuals' needs' fulfilment, expectations' fulfilment or values' congruence. These determinants account for the fact that job satisfaction is more likely to be influenced by job-specific factors than by externally-initiated factors such as salary and educational policy. In that, Evans (*ibid.*, p.293) considered leadership as “a key attitudes-influencing factor”. The individuality dimension that causes disparity in sources of job satisfaction amongst teachers is underpinned by three key interrelated, influential factors: realistic expectations, relative perspective, and professionalism orientation.

Realistic expectations reflect what the individual realistically expects from his/ her job, reflecting individuals' values and ideologies. March & Simon (1970, cited in Mercer & Evans, 1991) have identified factors that determine the level of job satisfaction, claiming that the common feature is that they all revolve around conflict. One of the conflicts that can be related to realistic expectations is that of the “conformity of job to self-image” whereby a teacher's self- image is determined by how he/she perceives her/his abilities and interests in comparison with the responsibilities allocated to him/her by leadership (*ibid.*, p.293). Furthermore, Butt & Lance (2005) analyzed the views of secondary school teachers in 32 pilot schools in the UK involved in the Pathfinder Project, a project addressing issues of teacher workload and job satisfaction. The excessive workload found in their jobs, stemming mainly from non-teaching tasks such as paperwork, did not match teachers' realistic expectations of their job, which, in turn, was a cause of dissatisfaction (*ibid.*). However, while I agree with the fact that a dissonance from realistic expectations may cause dissatisfaction, I still believe one should enter his/her job with an open-minded philosophy of “+/-” expectations of the job so as to keep room for discrepancies which, in my opinion and experience, are inevitable and indispensable. This is also in line with my own assumption that needs and expectations' fulfilment are not the most important components in job satisfaction. As advocated by Butt & Lance (2005) and Evans (1999), the level of commitment to the job also plays a role in accepting these

discrepancies, such as working long hours, as teachers are not all equally committed, depending on their relative perspective. The latter deals with one's perspective on his/her job-related situation in relation to comparable situations such as previous jobs, colleagues' situations, as well as one's personal life. The more central teaching is to their lives (Ball & Stenlund, 1990), the more commitment and engagement teachers will demonstrate, and the more committed they are, the more the school-specific factors and decisions are likely to influence them, and vice versa.

Finally, the last interrelated factor is that of professionalism, as previously defined. Depending on their degree of professionalism orientation, teachers will respond differently to job-related situations and circumstances; restricted professionals are more likely to respond negatively insofar as the situation relates to their classroom only, whereas more extended professionals are concerned with wider issues relating to decision-making and school policy (Evans, 1998, 1999). Therefore, importance attached to, as well as sources of, achievement and job fulfilment is dependent upon those three interrelated factors, which influence the development of a job-related ideal whereby it is the “perceived proximity to their job-related ideal that underpins individuals' job-related attitudes” (Evans, 2001, p.293). Since job-related ideals vary from individual to individual, what satisfies and/or motivates one teacher does not necessarily satisfy and/or motivate another and the school that suits one teacher may not suit another. Therefore, from research on schoolteachers' job-related attitudes, Evans (1998) essentially believed that the degree of individual-institution match was dependent upon the ideological compatibility between school leaders and teachers, which lead her to believe that leadership was the most potent influence on job satisfaction, morale, and motivation.

### 5.2. Ideological Compatibility between Teachers and Work Contexts

However, delving deeper into the effect of leadership on job-related attitudes through a comparative analysis of school teachers and academics, one of her most significant findings was that in fact “leadership, is not, fundamentally, in itself, an attitudes- influencing factor” (Evans, 2001, p.300). The values and ideologies specific to work contexts are

translated into leadership; which makes its effect indirect. Therefore, based on the compatibility between their own values and those that shape the context, the more acceptable those contexts are to individuals, the more positive their job-related attitudes are.

Evans (2001, p.300) defines a work context as: “the situation and circumstances, arising out of a combination and interrelationship of institutionally- and externally- imposed conditions, that constitute the environment and culture within which an individual carries out her/his job.” In congruence with Evans’s (2001) revelations, other research studies have also alluded to the connection between the work context and the level of teacher satisfaction. Butt & Lance (2005, p.407) refer to the emergence of reforms in the past two decades, characterized by managerialism, market forces, competition, and consumerism which “meant that some teachers found themselves working in a system which was less in tune with their caring values”. According to Evans (2001), the latter example would be referred to as a “compromising context” whereby individuals were required to compromise their own values and ideologies to accommodate to the work context, which negatively affects one’s job satisfaction, morale, and motivation. The nature of these values and ideologies, as advocated by Evans (2001, pp. 300-301) cover six issues: equity and justice, pedagogy and andragogy, organizational efficiency, interpersonal relations, collegiality, self- conception and self-image.

Nonetheless, I believe that it all starts off with your commitment level which is mainly based on your relative perspective. When it comes to the ideological match between your work context and your own values and ideologies, the latter will stand in the way insofar as you are engaged and committed to your job, and how central it is to your life in general. In other words, the less you are committed to your job, the more you are able to separate your “teaching self” from your “non-teaching self”, and the more you are able to separate your “teaching self” from your “non-teaching self”, the less the values and ideologies of the work context will matter to you or affect you negatively (“compromising context”) in case of an ideological mismatch. However, the concept of ideological compatibility, in my opinion, depends to a certain extent, on the degree of centralization or decentralization of the educational system of the country of a given school. For instance, in the country I reside in, Kuwait, the public system is

highly centralized supported by a high power-distance culture; all schools follow the same centralised policies and procedures from the Ministry of Education, which allows no room for diversity and innovation of work contexts. Therefore, with such a highly centralized system, to what extent can one speak of person-organization fit or an ideological compatibility between the work context and the teacher? I believe it is worth investigating the applicability of such notions in different national contexts with different types of cultures and educational systems. After underlining that the compatibility between the work context and the values and ideologies of a teacher is crucial to job satisfaction, morale, and motivation, it is now useful to examine the implications of such a conception on the practice of educational leadership.

## **6. SKILLS, KNOWLEDGE, AND UNDERSTANDING FOR A TEACHER-CENTERED APPROACH TO LEADERSHIP**

### **6.1. Key Features of Motivational Leadership**

Teachers represent a school’s most important resource with schools allocating their biggest budget to human resources. Therefore, keeping teachers satisfied should be considered high on the agenda of school leaders. First of all, in order to increase their satisfaction, headteachers need to be aware of the needs and expectations of their staff, what has been termed as “consideration behaviours” by Halpin (1996, cited in Bolger, 2005, p.668). The latter corroborates with one of Evans’s (1999) five features of motivational leadership - as part of a teacher- centred approach to leadership - which is interest, whereby headteachers show interest in their staff’s professional development, ideas, concerns, whether it be work-related or not. This goes in line with awareness, another feature of motivational leadership which involves knowing what is going on in your school. Both these features would enable leaders to know the sources of their teachers’ satisfaction and dissatisfaction, what matters to them and what doesn’t, what contributes to their morale and motivation, which should in turn, prompt leaders to adapt their leadership style accordingly in order to get the best out of their staff (Evans, 1999, Mercer & Evans, 1991).

However, having established that sources and contributors to job satisfaction depend on the compatibility between values and ideologies of institutions and teachers, one should then beware of the role that the national context plays in shaping these values and ideologies. The importance allocated to certain sources and values differ from country to country depending on the culture as well as the worth placed on teaching as a profession (Rodgers-Jenkinson & Chapman, 1990, Tinghong, 1989). A crucial representation of values and ideologies lies in the direction of the school, i.e. its clearly stated vision and mission (Evans, 1999). This brings us to one of the most significant features of motivational leadership: individualism; whose main premise revolves around treating your staff as individuals and not as a whole group. Individualism suggests that leaders should be aware of individual needs, sources of dissatisfaction and satisfaction, job-related ideals, values and ideologies, professionalism orientations, in order to cater for the teacher diversity amongst staff (Evans, 1999). There is no denying that manageability of individualism could be an issue. However, instead of treating the staff as a whole, one could group people according to certain significant features in order to accommodate their differences as much as possible.

As I have demonstrated earlier, leadership does not affect everyone in the same way; this is because people are different in all aspects, namely in relation to biographical factors such as gender, age, tenure, marital status, educational level, and personal characteristics, which makes everyone respond differently to given situations (Ladebo, 2005, Crossman & Harris, 2006, Rodgers - Jenkinson & Chapman, 1990, Seco, 2002). Therefore, leaders should know how much of an impact they have on teachers with varying biographical characteristics (Anderman et.al, 1991).

Finally, one of the most vital aspects of motivational and teacher-centered leadership is recognition (Evans, 1999). Recognition is a very strong motivator due to its contribution to job fulfilment. As much as one can get job fulfilment from his/her own achievements, if they are not recognized properly, this will lead to frustration and disappointment. Recognition involves giving praise, acknowledging achievements and efforts, commenting on people's work, promoting people or giving them a pay raise. In some high-power distance cultures, recognition is often neglected due to the gap between leader and follower. For instance, one of my colleagues from

China mentioned that she only met with her headteacher two times during the whole year. In contrast, my manager was always present, walking around staff rooms, giving feedback and praise; it motivated me and at the same time, always "kept me on my toes". These two extremes respectively illustrate "distant leadership" whereby the leader is not in close, regular, contact with his/her staff and therefore does not give constant feedback as opposed to "nearby leadership" (Alimo-Metcalfe & Alban-Metcalfe, 2005). Finally, it is clear that teacher-centered leadership represents a type of leadership that gives great consideration to teachers, to their needs and expectations, and most importantly to their differences.

## 7. CONCLUSION

The measure of success for any school is through teaching and learning. Responsible for the latter are teachers whose satisfaction plays a great role in the classroom. Getting the best out of teachers has to first go through the process of satisfying them, motivating them, and raising their morale, i.e. investing in their job-related attitudes. Although leadership is not the most potent influence on job satisfaction, morale and motivation due to the fact that teachers are very diverse in a wide range of aspects, its varied and personalized impact cannot be disregarded. However, looking at the wider picture, in order to be a good leader, one needs to realize that his/her leadership style indirectly affects the work context, representative of the values and ideologies of the institution, and that this ideological framework is a crucial component of compatibility between the teacher and the institution. Having this in mind, with the right knowledge and understanding about the needs, expectations, attitudinal responses, and characteristics of their staff as individual members of a group, leaders can use their direct and indirect influence in the direction of teacher satisfaction, morale, and motivation by catering to their individuality.

### Conflict of interests

The author declare no conflict of interest.

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