

Motivations of Kuwaiti Students in the College of  
Education in Kuwait University In Joining the Teaching  
Profession.

By

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## Table of Contents

CHAPTER 1: Introduction.....	5
Short Introduction to Kuwait History.....	5
Introduction to Kuwait History of Education.....	7
Teacher Preparation.....	11
The Public Authority for Applied Education and Training.....	12
Kuwait University.....	13
Conclusion.....	16
Chapter 2: REVIEW OF THE LITERATURE .....	18
Teacher Problems .....	18
Teacher Social Status.....	18
Professionalization.....	22
Authority.....	24
Gender Imbalance.....	25
Problems in the Kuwaiti Education System .....	30
Motivations for Being a Teacher.....	37
Conclusion.....	41
Chapter 3: Study Goal and Methodology.....	44
Questionnaire.....	44
Questionnaire’s Reliability.....	46
Interviews .....	46

Chapter 4: Quantitative section’s results .....	48
Descriptive statistics .....	48
Factor Analysis .....	53
Group Means Comparisons (T test and One-way ANOVA analysis).....	56
Conclusion .....	58
chapter 5: Qualitative Section’s results .....	60
Conclusion .....	74
Chapter 6: conclusion .....	76
References .....	84
Appendix 1: Questionnaire Items Correlation.....	93
Appendix 2: English Translation of the Questionnaire .....	102

## **CHAPTER 1: INTRODUCTION**

Teaching is an occupation that is well recognized in society, but who chooses to be a teacher? And why? The aim in this study was to understand the motivations that lead students to become teachers. Viewing the nature of the teaching structure in Kuwait by looking first at the history of the profession in the country and then addressing the problems related to the teaching occupation began the study. A mixed methodology was chosen as the vehicle for the search to determine the motivations that led students enrolled in Kuwait University's College of Education to decide to become teachers.

The importance of understanding students' motivations to join the teaching profession is to determine the relationship between those motivations and the problems facing the profession, such as teacher status and gender imbalance. Understanding why individuals choose to become teachers can help Kuwait's leaders put into place policies that use these motivations to recruit highly qualified teachers and overcome those problems.

### **Short Introduction to Kuwait History**

Kuwait is a small country located on the northeastern side of the Arabian Peninsula. Because of its strategic location, early Kuwaitis relied on trading, maritime transport, fishing, and pearl diving as their primary sources of income (Al-Aidarous, 2002). Unlike many societies around them, Kuwaitis were more flexible when dealing with foreigners because of their frequent interaction with other cultures through trading (Hussain, 1994).

In 1946, oil was discovered and produced in Kuwait. This milestone changed Kuwait from a simple country with a small society and small economy to one of the

richest countries in the world. Because of its prosperity, people started coming to Kuwait in large numbers, and its population grew rapidly (Al-Hatim, 1980, p.373). This mutation led to the emergence of noticeable changes in the nature of the society. People started to leave their onerous jobs to work in jobs that did not require a lot of effort. Hussain (1994) wrote in his book, *Lectures on the Arabic Society in Kuwait*, that “the old society’s foundations have been shaken; and social values, which had the sovereignty, had been strongly disturbed. The established traditions were diminished and gradually lost their element of existence and stable continuation” (p. 100).

Because of the high income oil exportation brought to the state’s treasury, the money spent on the country’s institutions, which had come from merchants and the society’s dignitaries, became the state’s responsibility. Making the government the center element in the Kuwaiti economic system raised concerns by many of the financial experts, such as Toney Blair in the Shall Reports, regarding the state's ability to continue to pay for its employees (Blair. T, 2008; Taqreer Alshall, 2009). The concerns can be explained by the fact that the Kuwaiti government’s income depends mainly on oil production. In 2013, petroleum represented 94% of all exports from Kuwait. Although many experts pointed out the risks of the imbalance in the state income, no real action was taken to find a solution (Annual Statistical Abstract, 2013).

One of the social changes that resulted from the state’s massive income is that the government took on the responsibility of employing its citizens. Most jobs are in the governmental sector, which led to a migration of Kuwaiti workers from the private sector to employment in the governmental sector. This move toward seeking employment in the governmental sector can be understood by knowledge of the fact that the government

provides sufficient income to public sector employees without the concern about competition that characterizes the private sector. Also, the government jobs provide sufficient income compared to other countries. In 2015, the International Monetary Fund ranked Kuwait fifth on its list for Gross domestic product based on purchasing-power-parity per capita GDP, which is more than \$70,000 (International Monetary Fund, 2015).

This increase in income might be the reason behind the gap between the Kuwaiti and non-Kuwaiti population in the country. According to the Annual Statistical Abstract (2013), of Kuwait's total population in 2011, 35.6% of the residents were Kuwaitis, while the remaining 64.4% were non-Kuwaitis. Observing the age structure of Kuwaitis and non-Kuwaitis, it can be seen that 48.1% of Kuwaitis were less than 20 years old, which is not the normal working age in Kuwait. Non-Kuwaitis of the same age, on the other hand, represented 17.1% of the non-Kuwaiti population. Kuwaitis between 25 and 55 years old, which is the normal working age, represented 34.4% of the total population of Kuwait. By contrast, non-Kuwaitis in the same age category represented 69.4% of the total non-Kuwaiti residents in Kuwait (Annual Statistical Abstract, 2013).

### **Introduction to Kuwait History of Education**

Like the other Cooperation Council for the Arab States of the Gulf (GCC) countries, the educational system, before the formation of the country of Kuwait, started in mosques. In Kuwait, some educated people, whose names were not mentioned in history, were mostly religious, settled in the city and taught its citizens basic religious knowledge (Al-Rushaid, 1999). After that, the Kuttab system started to emerge. The Kuttab is a small classroom that is usually connected to the teacher's house. It includes a group of students that usually did not exceed 50, and a single teacher, who was called

Mullah, taught them the Qur'an and the basic tenets of Islam (Hussain, 1994; Misnad, 1985). Some Kuttabs taught the principles of reading and writing, a few pages of literature, and the primary religious education (Khalaf, 2011). Voluntary lectures in the Mosques were still conducted for the public, but unlike the Kuttab, which was mainly for children, the Mosques' teachings were for older people (Hamadah, 2010).

During the reign of Sheikh Mubarak Al-Sabah (1896–1915), Kuwait signed a protection treaty with the British. Because of this treaty, Kuwait, which was a small village on the shores of the Gulf coast, became more stable, and Kuwaitis became interested in teaching their children the basic knowledge of reading, writing, and calculating, in order to be successful in their trading businesses. In 1910, Kuwait's intellectual leaders gathered at the house of Yousef Bin Essa Al-Qenaie, one of the famous intellectual leaders in Kuwait's history, and decided to seek support to build a modern school. People liked the idea and gave money and a piece of land to establish the first school, which was called Al-Mubarkiya (Al-Nouri, n.d.; Al-Qenaie, 1988). Yousef Bin Essa was elected as the general manager, and Asim Al-Izmiri, a scholar who came from Izmir and settled in Kuwait, was elected as the administrative manager (Al-Hatim, 1980).

When Sheikh Ahmad Al-Subah, the grandson of Mubarak Al-Subah, became the Emir of Kuwait, he asked Yousif Bin Essa to improve education in Kuwait by adding English to the subjects that were taught in Al-Mubarkiya. However, people who were responsible for Al-mubarkiya refused to change their way of teaching and insisted on continuing with the old system (Al-Nouri, n.d; Shehab, 1984). Based on the insistence of the students and the intellectual leaders, Abdulaziz Al-Rushaid, one of the intellectual

leaders, suggested building a new school to achieve the Emir's will (Al-Nouri, n.d.; Al-Rashid, 1995; Khalaf, 2011). This suggestion found acceptance among Kuwaitis, and they started donating money to build the new school. In 1921, the second school in Kuwait was opened and named Al-Ahmediya (Al-Nouri, n.d.; Al-Rashid, 1995).

In the 1930s, the demand for education increased. The two main schools were not enough to accept all new students, especially after seeing the success that the two schools' graduates had when they went to work (Shehab, 1984). These demands led to some people suggesting a governmental bureau should be created to oversee education. In 1936, 12 members were elected to the Board of Education (Kuwait National Assembly, n.d.).

The main challenge the Board of Education faced was to provide the growing educational system with enough teachers (Al-Ahmad, 1990). Accordingly, the Board discussed bringing new teachers from other Arabic countries. A letter was sent to the Mufti of Jerusalem, Haj Amin al-Husseini in 1936, asking him to send some Palestinian teachers to teach in Kuwait (Hamadah, 2010; Shehab, 1984). As a result, four Palestinian teachers arrived in Kuwait, and the Kuwaitis welcomed them with a rapturous reception (Shehab, 1984).

Women's education came later than that for boys because of the social restrictions that shaped the Arabic culture. After many years of sending boys to the Kuttab, the first girls Kuttab opened in 1916 (Al-Ahmad, 1990). As part of the educational progress, the first formal school for girls was opened in 1938 (Al-Rashid, 1995).

After the success the Palestinian teachers achieved, the Board of Education began to consider developing the girls' education as well. Therefore, two Palestinian sisters,

who had certifications in education and enough teaching experience, agreed to come to Kuwait to teach girls (Al-Hadhoud, 2006). Girls were taught the same subjects that boys were taught, in addition to some classes in domestic work (Shehab, 1984). Because of the conservative nature of the Kuwaiti society, some people initially refused girls' formal education. However, girls' education continued because of the insistence of their families and enlightened Kuwaiti leaders on the importance of educating young girls (Khalaf, 2011; Shehab, 1984).

In 1942, the Board of Education decided to stop bringing Palestinian teachers to Kuwait and turned toward Egypt for teachers to teach in Kuwaiti schools. Since then, the leaders of the education system in Kuwait turned to the Egyptian educational system, especially in getting help to make up the shortfall in the number of Kuwaiti teachers (Al-Rashid, 1995).

In 1960, Kuwait was accepted as a full member of the United Nations, and in 1961, got its independence from being part of the British Protectorate. Because of this, Kuwaiti leaders became more concerned about education in order to build the newly independent country in the most modern ways (Al-Rashid, 1995). Educational experts from regional and international organizations contributed to the development of the educational process (Al-Rushaid, 1995; Hamadah, 2010). The Board of Education became the Ministry of Education and started issuing new regulations regarding the country's educational system, such as the Compulsory Education law (Hamadah, 2010).

In February 1966, Kuwait University opened. It started with two colleges: the College of Art, Science, and Education and the College of Women (Al-Hadhoud, 2006;

Hamadah, 2010). All 31 faculty members were non-Kuwaitis except for three teacher assistants (Al-Obaidi, 2010).

### **Teacher Preparation**

Before formal education, teachers in mosques were mostly scholars who came to Kuwait from different parts of the Islamic world, such as Iran, Al-Hasa, and India, and stayed in Kuwait to educate its people. When formal education started, the Kuwaiti leaders asked educated people from other countries to come and teach in the new schools (Al-Nouri, n.d.). Until this time, teachers were either self-educated intellectual Kuwaitis who had the passion to educate the young ones, or non-Kuwaiti intellectuals who studied outside of Kuwait and settled in Kuwait to teach.

The notable appearance of Kuwaiti teachers started with formal schools' graduates. Because of the increase in the demand to enroll in the formal schools, students who finished their formal education were hired as teachers (Khalaf, 2011). To improve teachers' skills, the Board of Education sent some well-educated students to teachers' preparation schools in Iraq. They studied for four years before coming back and joining the Kuwaiti teaching corps (Al-Hatim, 1980; Khalaf, 2011).

To complete the developments in the education system, the Education Board opened the Teachers Institute for Men in 1949 in Al-Mubarkiyah. However, because of the low turnouts, the institute was closed in 1951 (Al-Hadhoud, 2006; Khalaf, 2011). Instead of the institute's program, the Education Board offered classes to prepare teachers for their job (Al-Hadhoud, 2006). Although the Teachers Institute for Men did not have enough enrollment, the Teachers Institute for Women, which was opened in 1953, continued to graduate a small number of female teachers every year (Al-Hadhoud, 2006).

It started with a limited number of just 13 students in 1953, but over the years, the number began to increase and reached 79 students in 1960.

After independence, teachers' preparation institutes were developed. A new Teachers Institute for men opened its doors to new students, and institutions' names were changed to become the Colleges of Teachers. After the Public Authority for Applied Education and Training (PAAET) had begun working in 1982, technical and vocational education departments were brought together under the umbrella of one institute. Teachers Institutes were also transferred under its control (Al-Hadhoud, 2006). In 1993, Teachers Institutes' names were changed to the College of Basic Education, and their degrees became equal to a Bachelor's degree in education instead of a diploma in education.

### **The Public Authority for Applied Education and Training**

According to the Public Authority for Applied Education and Training (PAAET, n.d.) website, the Institute has five colleges today: (a) College of Basic Education, (b) College of Business Studies, (c) College of Technological Studies, (d) College of Health Sciences, and (e) College of Nursing. In addition to these five colleges, PAAET had a number of training institutes, such as The Higher Institute of Telecommunication and Navigation, The Higher Institute of Energy, The Nursing Institute, The Institute of Secretarial and Office Management, and the Constructional Training Institute.

The College of Basic Education has 19 departments that vary between departments of the educational disciplines, such as the Department of Curriculum and Teaching Methodology and the Department of Foundations of Education and Administration; departments of subject matter, such as the Department of Islamic

Studies, the Department of Social Studies, and the Department of Science (College of Basic Education, 2010). The course of study in the College of Basic Education takes four years to complete, and its graduates receive a Bachelor's degree in education.

In the 2012/2013 school year, the number of registered students in PAAET colleges was 27,507. The percentage of male students was 38.9%, while female students' percentage was 61.1%. In the same year, the College of Basic Education registered 13,571 students. However, the percentage of male and female students differed from the general enrollment in PAAET. Male students comprised 17.4% of the total number of students in College of Basic Education, while female students comprised 72.6% (Annual Statistical Abstract, 2013).

### **Kuwait University**

In 1966, Kuwait University was established with colleges of science, art, education, and the college of women (Al-Hadhoud, 2006). Now, in the early 21st century, Kuwait University has 17 colleges, which are the colleges of Law, Arts, Science, Medicine, Engineering and Petroleum, Allied Health Science, Education, Sharia and Islamic Studies, Business Administration, Pharmacy, Dentistry, Social Sciences, Women, Graduate Studies, Architecture, Computer Science and Engineering, Life Sciences, and Public Health. According to Webometrics' university rankings in 2016, Kuwait University ranks first in Kuwait and 17th in the Arab World ranking (Webometrics, 2016).

In the school year of 2013/2014, Kuwait University enrolled more than 35,000 students. The ratio between males and females in the university was 1:2 in favor of females. In the College of Education, the enrollment was 6,346 students. However, in

this case, the ratio between males and females was 1:9 for females (Annual Statistical Abstract, 2013).

In the early years of the University, the Department of Education started giving courses for students to allow them getting a diploma in education. Fifteen years after the beginning of Kuwait University, the College of Education at Kuwait University was established (College of Education, 2013). The college's vision states that "the College of Education seeks to provide pedagogical education that is characterized by quality for every learner." Its mission is to

prepare and develop teachers and professional specialists educators who are competent, caring, and reflective, have the theoretical and modern applied knowledge and skills in using the educational technology, obtain profession's ethics, have a desire to life-long learning, develop their work experience, and seek to improve the lives of others through the process of teaching and learning. Their behavior is controlled by the society's fundamentals and morals and the principles of justice, peace, and brotherhood. College of Education is seeking to achieve this by presenting educational performance-based programs, conducting educational research, and community service; and through cooperation with local and international educational institutions and organizations. (College of Education, n.d., pp. 27)

The College of Education set six goals in the light of the previous elements:

1. To provide appropriate educational services for all categories of learners, including those with special needs.

2. To prepare and develop the professional manpower that is required of teachers, specialists, and leading educators according to the requirements of the standard accreditation institutions; through quality assurance in international education centers to keep up with global standards.
3. To direct educational scientific research and invest its productions in the development of educational reality, and confront problems that are facing the Kuwaiti society in pursuing its growth and well being.
4. To work in partnership with institutions' agencies that are relevant to the educational activity in particular, and the activities of cultural, scientific, social, and psychological activities in general.
5. To develop the required skills to use modern technology in the educational process.
6. To make the college a leader in the region by providing all that would improve the educational process. (College of Education, n.d., pp.41-42).

The College of Education provides programs in three categories. The first category includes the undergraduate programs. These programs are divided into three main groups: teacher preparation for kindergartens and elementary schools, teacher preparation for intermediate and secondary schools in literature subjects, and teacher preparation for intermediate and secondary schools in science subjects. Each one of these groups has different specialty programs that cover various areas of study as shown in Table1 (College of Education, 2013). The second category is the postgraduate program that provides diplomas in psychological counseling and teaching preparation for graduates who graduated from non-educational colleges. The Master's program is the

last category and provides degrees in curricula and teaching methods, educational foundation, educational administration, and school psychological counseling.

Table 1

*The College of Education Undergraduate Programs*

	kindergartens and Elementary schools	Literature for intermediate and secondary schools	Science for intermediate and secondary schools
Disciplines	Arabic/social studies	Islamic studies / Arabic	Math/Math
	Arabic/Islamic studies	Arabic/Arabic	Physics/math
	Islamic/social studies	English/English	Physics/chemistry
	Science/math	Philosophy/social	Chemistry/physics
	English	science	Chemistry/biology
		Geography/History	Biology/chemistry
		History/Geography	Biology/geology
		Social/social Science	Geology/biology
		Psychology/social	
		science	

**Conclusion**

Started as a small village on the Gulf coast, Kuwait has developed significantly during the twentieth century to become one of the richest countries thanks to oil exportation. Education has developed as well, from a simple kuttab and public lectures in

the Mosques, to simple schools like Al-Mubarkiyah and Al-Ahmediya, to ends up with a modern developed and diverse educational system.

A major issue that hunts the educational process from its beginning is the short of Kuwaiti teachers. When Al-Mubarkiyah started, Kuwaitis sought the help from non-Kuwaiti scholars who became teachers at the new school. The Board of Education that was the nucleus of the governmental educational sector started its duties by seeking help from Palestine and Egypt to find sufficient numbers of teachers. The shortage of Kuwaiti teachers was not related to males only, but it was also linked to females at the beginning of formal education. The Board of Education recruited some female teachers from Palestine at the beginning of girls' formal education as well.

To this day, even with the creation of modern teacher preparation institutions like College of Basic Education and College of Education, Kuwaitis are reluctant to join the teaching occupation. Although Kuwaiti women came a long way in increasing their numbers in the occupation, Kuwaiti men are still representing a small number of the teaching force. The next chapter discusses some issues that hold Kuwaitis from joining this occupation.

## **CHAPTER 2: REVIEW OF THE LITERATURE**

There are many challenges that are facing the teaching occupation. This chapter discusses some problems that are related to the teaching occupation in general, such as teachers' lower social status and the occupation's gender imbalance. Then, it examines some of the challenges that Kuwaiti teachers are experiencing. It concludes with a discussion about the motivations that drive teachers to join the teaching profession.

### **Teacher Problems**

#### **Teacher Social Status**

Teachers endure a low status that is linked to their occupation. Linda Darling-Hammond (1984) warned about a teacher crisis because the best-qualified teachers who entered the teaching profession left soon after entering it. When Kelly (1989) studied third, sixth, ninth, and twelfth grade students' thoughts about teacher status, she found that although the majority of students thought that teaching was a job to be proud of, the number of positive responses declined when they were asked if they thought of teaching as an excellent or a good job. When they were asked if they would like to be teachers, the number of positive responses declined even more (Kelly, 1989). Hargreaves et al. said that, in a report prepared by the University of Cambridge and the University of Leicester about the status of teachers and the teaching profession, 50% of the participants viewed teaching as an attractive career. They considered the teaching profession equal to other high status professions in terms of training, responsibility, and performance. However, there was great variation when teachers' working conditions were compared with high status professions (Hargreaves et al., 2006).

A study in Jordan asked participants to rank 100 occupations based on their social status. AlHalalshah divided occupations into four categories after analyzing the data. The first category included seven occupations that are characterized by high education, high income, and high authority, such as doctors and bank managers. The second category involved 28 occupations that have relatively high, but less, authority, education, and income, such as parliament members and judges. The third category, which includes half of the studied occupations, such as veterinary doctors, actors, and grocery store owners, is characterized by having disparity in the levels of authority, education, and income. The common characteristics that brought them together is that, unlike the final fifteen occupations that form the fourth category that includes waiters and guards, third category occupations require an accepted level of education or training. Teachers fall in the middle of the third category, being ranked in 47th place, between news anchors and aluminum operators (AlHalalshah, 2007). Researchers working on the 2013 Global Teacher Status Index studied teachers' status in 21 OECD countries. They found teaching ranked 7th when they studied the average respect of the occupation among 14 occupations. Two thirds of the countries compare the social status of teachers with social workers. The next closest association was to librarians (Dolton & Marcenaro-Gutierrez, 2013).

Alansari (2007) examined the teacher's perspective on their social status in Kuwait. He found that teachers give their job's social status an above-average score. He also found that teachers with less experience hold more positive attitudes toward the teaching profession (Alansari, 2007). On the contrary, Alrashid (2007) found that although parents believe that teaching is a respected occupation, and they encourage their

children to respect their teachers, teachers themselves do not believe that society respects their job. They believe their students have little respect for them. This statement is endorsed more by non-Kuwaiti teachers, who feel they are less respected in the Kuwaiti society than are the Kuwaiti teachers. Although these two studies seem contradictory to each other, Alansari's study can be related to Alrashid's study in that both show that teachers who have more experience in teaching think of their job poorly. Teachers who have more contact with students will experience more negative feelings. Because of that contact, they will have a more negative attitude toward their job than will new teachers. This finding was supported by the Cambridge and Leicester study (Hargreaves et al., 2006).

The Cambridge and Leicester study (Hargreaves et al., 2006) also noted the difference between the views of teachers and the views of other individuals toward the teaching profession. In the study, it was found that governors, support staff, parents, and trainee teachers rate teachers' status higher than do the teachers themselves (Hargreaves et al., 2006). It was also found in the study that, even though participants believe that teachers' current social status is low, they deserve to be moved to a higher-ranking position. Dolton and Marcenaro-Gutierrez (2005) made similar findings. They found that teachers' status was ranked eighth among 12 occupations, but participants ranked it third in its value to society.

In addition to its lower status, the teaching profession is suffering from a steady decline. In AlHalalshah's study in Jordan, the researcher compared the ranking of teacher status in his study and in a similar previous study. In 1994, teaching was ranked 28th among 100 occupations. In 2005, the ranking for teaching had fallen to 47th

(AlHalalshah, 2007). This finding was supported by other studies in the United States and the UK, for example, that of Hargreaves et al. (2006).

Studies have shown that lower-ability students are more likely to become teachers. They also have shown that students from a high socioeconomic status are less likely to be teachers (Park & Byun, 2015). However, these findings are not universal. Even though teachers' status appears to be low and, in many countries, those who enter the teaching profession face many negative implications about their jobs, studies have shown that there is a cross-national variation in teachers' status. Shahin (1980), for example, showed that among 17 occupations, both Egyptian and English participants ranked secondary school teachers close to each other. The English participants ranked them in eighth place and the Egyptian participants ranked them in ninth place. However, primary school teachers were ranked relatively far apart. While the English ranked primary school teachers in 10th place, the Egyptians ranked them in 14th place.

However, not all countries rank teachers in the middle or bottom of the occupations hierarchy. Teaching in Taiwan, for example, has relatively high occupational prestige. Teachers there have a positive role image that attracts high-ability students to become teachers (Fwu & Wang, 2002). The 2013 Global Teacher Status Index showed that there is a huge variation in teachers' status in the studied countries. For example, 50% of parents in China, the first country in the teacher status hierarchy, encourage their children to become teachers. On the other hand, 8% of parents in Israel, the last country in the hierarchy, encourage their children to be teachers (Dolton & Marcenaro-Gutierrez, 2013).

It is important to study and understand the status problem because, the more respect a society gives to its teachers, the more parents encourage their children to be teachers (Dolton & Marcenaro-Gutierrez, 2013). In Wolman's (2010) study on the status of the American public school teacher, he found that the second motivation to become a teacher is its value in society. It was also the second motivation to remain in teaching. Hobson and Malderez (2005) provided a possible explanation for the importance of status to future teachers. In this study on student teachers' motivation, Hobson and Malderez found four themes that appear to be essential to the teaching experience, which are identity, relationships, relevance, and emotions. The first theme that they found was "Identity," in which wanting to become a teacher symbolizes an already identified potential. Student teachers want to undergo a transformation of self in the effort to become a teacher (Hobson & Malderez, 2005). Therefore, the status of the job is a measure of the status of their identity in the society.

### **Professionalization**

One way to raise teachers' status is to treat them as professionals. Professionalizing teaching is associated with increasing the demand to become teachers (Park & Byun, 2015). Unfortunately, in many countries, teachers are seen as bureaucratic functionaries rather than as practicing professionals (Darling-Hammond, 1984). Many studies found that participants separate teaching from high status professions like doctors and lawyers (AlHalalshah, 2007; Hargreaves et al., 2006).

In order to define whether teaching can be described as a profession, Ingersoll and Perda (2011) used seven indicators of the traditional characteristics of the professional model to evaluate the professionalization of teaching. These seven indicators are: (a)

credential, (b) induction, (c) professional development, (d) specialization, (e) authority, (f) compensation, and (g) prestige. Ingersoll and Perda (2011) found that teaching could be described as a profession based on some of these indicators; however, it fails to achieve the essential condition in some of the key characteristics of the profession's workplace. That is why it is best to treat teaching not as a profession, but as a semi-profession.

The Finnish education system was successful in creating professional status for its teachers. Teaching has become one of the highly prestigious occupations among young Finns, and primary teacher education in Finnish universities is one of the most competitive fields of study. Pasi Sahlberg (2011) in his book, *The Finnish Lesson*, argued that many teachers would reassess their decision to become a teacher if they lost their professional status. Labaree (2004) articulated that "in order for a form of professional education to attain a high status in the educational marketplace, it must meet two primary prerequisites: monopoly and selectivity" (p. 22).

According to Sahlberg (2011), in Finland, the only way to become a teacher is through earning a teacher's diploma from a highly research-based university. Primary school teachers go through two phases to join one of these universities. First, students take a written exam at the end of their secondary school that is the same for all teacher-education programs. Based on their performance in this exam, students go through the second phase, which varies between universities. In this phase, candidates are tested through individual interviews in terms of their personality, knowledge, and overall suitability to become a teacher. Universities' leaders may take other measures into account, such as the results of the first phase of the exam and a student's diploma.

Typically, successful candidates have had some prior experience in teaching or working with children. A research-based Master's degree that includes an approved Master's thesis is basic requirement to be employed as a teacher (Sahlberg, 2011).

India, on the other hand, lacks the professional status for its teachers. Researchers addressed the problem of teaching preparation as one of the main issues that affect the teaching profession in India. The teacher education programs that prepare adequate teachers have received much criticism (Kaur, 2013; Pandey, 2011). The present teacher education programs fail to meet the challenges of India's diverse sociocultural contexts (Pandey, 2011). Studies have found that it is difficult to find any difference between the performance of trained and untrained teachers. Para-teachers, who are teachers in primary and upper primary schools who have been appointed on contracts and conditions which are different from the regular teachers in the country, have been found to make no greater difference in their students' learning achievement than regular teachers (Kaur, 2013).

This example of the Indian educational system reflects what Labaree (2004) argued about the American normal school when it was faced with pressure to produce teachers to cover the high demand in the expanding educational market. Producing enough teachers is a major issue facing the educational system in India. Teacher preparation programs had to be easy, flexible, and inexpensive in order to attract as many candidates as possible (Kaur, 2013).

### **Authority**

In the Finnish educational system, no external assessments are used to measure the performance of the teacher. Teachers have large amount of autonomy in their work. They are responsible for preparing their curriculum and determining students' personal

and cognitive progress. It is assumed that Finnish teachers, by default, are well-educated professionals and are doing their best in their job. They even have the freedom not to be present in the school if they do not have classes or other official requirements. This issue of authority was mentioned many times as a hindrance to teachers. The relationship with administration and external control over teachers' work usually have a negative effect on teachers' work (Alrashid, 2007; Hargreaves et al., 2006).

### **Gender Imbalance**

The pattern of women overwhelmingly dominating the teaching field is a worldwide phenomenon. It definitely appears that some countries have strategies to attract more males to their teaching force, such as Australia's *Male Teachers' Strategy* (Mills, Martino & Lingard, 2004). Studies from different parts of the world, for example Scotland (Riddell et al., 2006), Australia (Mills, Martino & Lingard, 2004), and Oman (Albelushi, 2004), emphasize the gender imbalance in the teaching field. The motivation behind many of these studies was to examine the notion that male teachers can provide better role models for troubled children and address the importance of teachers' representation of their students' population (Mills, Martino & Lingard, 2004; Riddell et al., 2006; Spilt, Koomen & Jak, 2012).

Researchers found no evidence of the importance of male role models in children's school life. On the contrary, they found some downsides in seeking gender balance under this approach. For example, it reinforces the dominant images of masculinity by assuming that male teachers are better able to restrain disruptive boys than female teachers, and implies that women are not currently up to the job of teaching boys (Mills, Martino & Lingard, 2004). This notion essentializes men and denigrates women.

Another critique is that it ignores that educational failure is mostly associated with socioeconomic status and cultural factors (Riddell et al., 2006). Some of these studies focus on under-achieving boys who show aggressive forms of masculinity and ignore the non-rebellious ones. Spilt et al. (2012) investigated this notion. They studied the difference between male and female student-teacher relationships based on three components: closeness, conflict, and dependency. They found that female teachers reported better relations with students in general. They also reported female teachers had better relation with boys than did male teachers. Although the notion of seeking to increase the number of male teachers to provide positive role models for the male students was criticized in this study, the authors stressed the importance of social diversity and cultural representation in the teaching force.

Studies have shown that, although there was a disparity between countries worldwide, the population of female teachers increased in general during the 1990s and the 2000s. During the 1990s, the Arab world recorded the highest increase in the number of women entering the teaching profession (Siniscalco, 2002). Traditionally, female teachers have been predominant in elementary school levels around the world. Male teachers used to be predominant in the secondary level; however, in recent years, the proportion of female secondary teachers increased and the teaching forces are evenly divided between males and females (Fiske, 2012).

In many societies, women, who decide to be teachers, chose teaching as their first option. Men, on the other hand, are reluctant to teach (Albelushi, 2004; Riddell et al., 2006). Researchers have addressed many aspects behind the phenomenon of the lack of men in the teaching field. Many researchers mentioned society's perception of teaching

as a woman's job as one of the barriers that discourage men from becoming teachers (Riddell et al., 2006; Rice, 2005). Because of the predominance of women in the teaching field, men do not think of teaching as a job that is appropriate for them. In addition, men, traditionally, have more options from which to choose their careers, which helps them avoid teaching. Women, on the other hand, traditionally did not have many options, and teaching was the best choice for many of them. With the societal changes in recent years, an increasing number of working women searched for employment options other than teaching. Still, many women think of teaching as a good choice for them, especially with the opening opportunities in secondary and administration levels. Although the number of men who became teachers has increased in recent years, their ratio is still lower than the ratio of women who chose to become teachers (Ingersoll, Merrill & Stuckey, 2014).

As mentioned earlier, teaching has been, and often still is associated with low status. Mills et al. (2004), for example, found that not only do undergraduate students associate teaching with low status but also even undergraduates who want to become teachers are unenthusiastic about teaching and may choose other occupations if they think those occupations will be more compatible with their family lives. One of the factors associated with teaching's low status is the amount of money teachers earn. Fiske (2012) showed that males are more concerned with the salary than are females. He found that in countries where teachers are well paid, males are inclined to dominate the teaching field. Women, on the contrary, make the largest percentage of the teaching force in countries where teachers' salaries are below the levels of GDP per capita (Fiske, 2012).

In association with salaries, males search for career advancement when choosing their jobs. Riddell et al. (2006) mentioned that younger males' main concern is seeking jobs that provide opportunities for promotion. Since career advancement is strictly limited for teachers, teachers look for career advancements by the possibility of moving into management positions. Despite women's increase in the teaching field, they are underrepresented in the managerial positions in the majority of countries (Mills, Martino, and Lingard 2004; Siniscalco, 2002). Although women predominantly occupy primary education positions, their percentages in the management levels are less than the percentage of female teachers in most countries.

Another major reason that women dominate the education field is that it is considered an appropriate career for women. When Spilt et al. (2012) examined the relationship between students and teachers, they found women are closer to the students than are men. Their explanation was that "females are more socialized to cultivate nurturing relationships with others and more accepting of students' misbehavior and comfort-seeking behavior" than males (p. 375). In many studies, the same point is reported when their authors discuss the appropriateness of the teaching occupation for women. Many people see educational roles as nurturing and caring. That is why women outnumber men in the lower educational levels, where the younger students need more care and attention (Siniscalco, 2002). Because of this belief about the nature of the teaching occupation, some people even see men who seek teaching in primary education as odd (Rice & Goessling, 2005).

In addition to its connection to the nurturing nature of women, many women believe that teaching is a family friendly occupation. Mills, Martino, and Lingard (2004)

found that the percentage of women who want to become teachers because teaching suits family life is higher than the percentage of men. Ingersoll, Merrill and Stuckey (2014) suggested that women can be both breadwinners and homemakers by becoming teachers. Short working days and summer breaks give women the opportunity to manage their work responsibilities and home duties. In developed countries, women form the majority of the teaching force. In developing countries, men are still highly represented. One explanation might be that men in developing countries still find teaching a financially rewarding job when compared to other job opportunities. In developed countries, on the other hand, men have options to find other occupations that provide similar, or better, rewards. The noncompetitive nature of teaching in developed countries opens the opportunity for women to choose the job that is more suitable for their family responsibilities.

Albelushi (2004) found that gender is a driving force in teachers' career choices in Oman. Family pressure and social traditions are important factors for Omani women to become teachers. When women decide to become teachers, they do not think about being suitable for being a teacher. What they think of is how appropriate this job is for women. One important factor in this appropriateness is the schools' women-only environment. More men are looking for an employed wife to help with family finances. Omani's conservative society pushes its men to look for a spouse who does not work in a co-ed environment. Teaching is considered as the best option because of the gender-segregated school system.

Parents play an important role by pressuring their daughters to become teachers. Many parents believe teaching is the most suitable work option for Omani women. In

addition to being a desirable wife, women will have a convenient work schedule that will allow them to spend more time with their children. The social traditions and the domestic nature of teaching convinces many women to become teachers, even if they do not think they are suitable for the job (Albelushi, 2004).

Societal limitations strongly influence female students' career choices. In Kuwait for example, the number of women in higher education institutes is explained by the opportunities men have to pursue their degrees abroad (Al-Mughni, 2010). Women are also pressured to get married early. As a result, many females face difficulties in their academic life because they decided to get married while they were still students. Many of them advise their female peers who are thinking of getting married to delay the marriage until after graduation, or at least ensure their future spouses' support for their education (Al-Kharafi, 2009).

### **Problems in the Kuwaiti Education System**

Since the beginning of education in Kuwait, non-Kuwaitis have played a significant role in the education process. Before formal education, scholars who came to Kuwait were the prominent educators in Kuwait. When Al-Mubarkiyah opened as an indication of the beginning of the formal education, many of these scholars became its teachers (Al-Nouri, n.d.). When Kuwaitis' demand for education increased, the Education Board had to seek help from other Arab countries that were more educationally developed.

Since that early beginning, Kuwait educational system did not stop getting assistance in running the educational process from non-Kuwaiti teachers. In a 1966 report issued by a UNESCO mission to cover the general status of education in Kuwait,

the issues caused by the shortage of Kuwaiti teachers in Kuwait's schools was clearly addressed. In the report, the complications of having predominantly non-Kuwaiti teachers teach Kuwaiti children was discussed. The first issue was the language barrier between students and teachers, in particular for students in their early years. The differences between the teachers' pronunciation and the Kuwaiti dialect pronunciation caused a problem for children in understanding their teachers and expressing themselves in the Kuwaiti dialect. The second issue was that non-Kuwaiti teachers might have different ideas about the Kuwaiti national culture. Non-Kuwaiti teachers cannot teach Kuwaiti students the principles of the basic goals of education, the social heritage of Kuwait, and the loyalty and love of the country like Kuwaiti teachers can. The third issue was that, unlike non-Kuwaiti teachers, Kuwaiti teachers can influence the new generation's spirit of patriotism necessary for the emerging nation (Deeb, 1966).

This problem was addressed in many studies in which the educational development in Kuwait was discussed. Alqabbani and Aqrawi's study in 1955 was one of the first studies in which a look was taken at the Kuwaiti education system. Their seventh recommendation was to work on preparing a suitable group of teachers for the people of the country (as cited in Al-Ahmad, 1990). After 11 years, the UNESCO study that was mentioned earlier mentioned the same problem and advised the leader of Kuwait to recruit teachers by advertising for teaching of early to secondary school students (Deeb, 1966). A 1985 study by Dr. Abdulrahman Al-Ahmad, done at the request of Kuwait Foundation for the Advancement of Science, recommended that salaries must be modified to improve the status of the teacher. With this modification, a time plan must

be put into place to replace non-Kuwaiti teachers with Kuwaitis (as cited in Al-Ahmad, 1990).

This problem continues to exist in the Kuwaiti educational system to the current day. Tony Blair, the former British prime minister, prepared a report on his vision of education in Kuwait (Blair, 2009). The report mentioned several problems that the teaching field is suffering from, such as the difficulty of attracting the qualified people, the low standard in choosing teachers, and the insufficient teacher preparation programs. The first recommendation in the report's educational reform agenda was to enhance the teaching profession (Blair, 2009). Another report prepared for the Kuwaiti National Assembly (Al-Ramzi, 2009) addressed the same problem. According to Al-Ramzi's report, Kuwaiti teachers are reluctant to teach for four reasons. These reasons are: (a) the low wages compared to the difficulties of the job; (b) weak teacher evaluations and lack of appreciation for competent teachers; (c) the disruption of the values system in society and lack of teachers' appreciation of the students and their parents; and (d) the overcrowding in some schools, which causes an increase in teachers' efforts and class loads. Al-Ramzi (2009) further pointed out that, in order to offset the shortage of Kuwaiti teachers, the ministry hires non-Kuwaiti teachers, which create a problem because of their dialects and lack of knowledge of Kuwait's teaching methods.

The issue of the predomination of non-Kuwaiti teachers in the Kuwaiti educational system is clear. Table 2 shows the percentages of non-Kuwaiti teachers in the school year of 2013/2014.

In addition to the problem of the Kuwaiti teachers' shortage and the significant imbalance between male and female Kuwaiti teachers, the school system is segregated

between males and females. Since the 1970s, the number of females graduating from teacher preparation institutes for elementary school increased. Female teachers were crowding in schools, and new female teachers graduates faced a risk of not finding a job. To solve this problem, the Ministry of Education started to feminize the teaching staff and administration in some boys' elementary schools (Al-Ahmad, 1990). That led the Undersecretary Board in the Ministry of Education to issue Recommendation Number 11/99 to start feminizing all boys' elementary schools starting from 2000/2001. In 2008, 89% of elementary schools were feminized (Bondok, 2008). The feminization policy resulted in feminizing all kindergartens and the vast majority of elementary schools.

Table 2

*The Percentage of non-Kuwaiti teachers in the school year of 2013/2014*

<b>School level</b>	<b>% of non-Kuwaiti teachers</b>
Kindergarten	3%
Elementary	32%
Intermediate	50%
Secondary	60%

Excluding kindergartens and elementary schools because of the feminization policy, a comparison of intermediate and secondary schools' teachers shows that male teachers compose small percentages of the total Kuwaiti teachers. While Kuwaiti females comprise 96.5% of intermediate teachers, Kuwaiti male teachers comprise 30.5%

of the total Kuwaiti teachers. In secondary schools, 27% of the teachers are Kuwaiti males, while 73% are Kuwaiti females (Ministry of Education–Planning and Information Sector, 2011)

Another related problem is that the majority of Kuwaiti teachers are frequently teaching in the early school levels. As mentioned earlier, female teachers are teaching in kindergartens, both boys and girls elementary schools, girls intermediate schools, and girls secondary schools. In kindergarten, the percentage of Kuwaiti teachers is 99%. While the percentage of Kuwaiti teachers in boys' elementary schools that are taught by female teachers is 54.3%, the percentage of Kuwaiti teachers in girls' elementary schools is 74.1%. In the intermediate schools, Kuwaiti teachers compose 60.93% of the teaching staff. And finally, at 51.6%, Kuwaiti female secondary school teachers have the lowest percentage among female-taught schools (Ministry of Education–Planning and Information Sector, 2011).

This matter is more visible when we turn to male teachers. Kuwaiti males teach in a few boys' elementary schools and in all boys' intermediate and secondary schools. The percentage of Kuwaiti teachers' in these elementary schools is 67.4%, which is relatively high. The percentage of Kuwaiti teachers in intermediate school is almost the half of that number, 33.17%. In boys secondary schools, Kuwaiti teachers make up 24.2%, less than one quarter of the total teaching staff (Ministry of Education–Planning and Information Sector, 2011).

One other problem with Kuwaiti teachers is that they stay away from some subjects and congregate in others. This problem is significant for Kuwaiti male teachers in intermediate and secondary schools. The Kuwaiti teachers in intermediate schools

who teach the subjects of Islamic Education and Qur'an, Social Subjects, Fine Arts, and Physical Education comprise, respectively, 56.39%, 59.89%, 78.71%, and 99.19% of the teachers. On the other hand, for the subjects of Computer, Science, Mathematics, Arabic, and English, the percentages of Kuwaiti teachers are 20.17%, 18.05%, 17.71%, 15.29%, and 3.29%, respectively (Ministry of Education–Planning and Information Sector, 2011). By the Kuwaiti teachers avoiding these subjects, education leaders have to search for teachers from other countries to teach them.

In secondary education, the problem is more severe. The percentage of Kuwaiti male teachers in Islamic Education and Qur'an is 43.5%; in Social Subjects, the percentage is 44.8%; in Fine Arts, the percentage is 52%; and in Physical Education the percentage is 99.7%. On the other hand, the percentage of Kuwaiti teachers in Computers is 15.2%; in Science, the percentage is 8%; in Arabic, the percentage is 4.8%; in Mathematics, the percentage is 4%; and in English, the percentage is 0.9%. Although Kuwaitis represent 8% in teaching science, their ratio between science specialties varies. There are only 11 Kuwaiti chemistry teachers (0.04%), and two Kuwaiti physics teachers, (0.008%), according to the Ministry of Education–Planning and Information Sector (Ministry of Education, 2011).

Teachers in Kuwait are facing many other problems, such as the lower social status and administrative difficulties in the educational process. Because of the way society views the teaching occupation, many Kuwaitis do not think of it as a profession, and many of them who became teachers want to leave the occupation or think of leaving it (Hamadah, 2010). Teachers face many administrative difficulties that make them resent staying in the job. School administrators do not have the ability to change

anything in the curriculum that was prepared by the Ministry of Education. This limits the administration and the teachers to a strict routine. In addition, the teacher promotion system is very limited, and that restricts their ambitions and their devotion to teaching (Ayoub, 2012).

The gender segregation issue provides a glimpse into the reason behind females' desire to work as teachers. This issue has existed in the society for a long time. Even when kindergartens opened, some people were apprehensive about allowing boys and girls to attend the same school (Khalaf, 2011). All other school levels are segregated in term of students and educational administrators. However, at the university level, Kuwait University used to have a coeducational institute at all levels. This issue has caused a large debate in Kuwait society. Press battles between supporters and opponents began in the university's early years. In his book *The Battle of Coeducation in the Kuwaiti Society*, Mohammed Jawad Riza wrote a chapter titled "Days that Shocked Kuwait." In this chapter, he described a physical fight that occurred during a lecture about coeducation that was given at Kuwait University in 1971. The fight was between the supporters and the opponents of this issue. This fight got society's attention and raised the supporters and opponents (Riza, 1983). The debate continued for years after this incident. In 1996, the National Assembly passed a law that forces the government to segregate male and female students at both Kuwait University and the Authority for Applied Education and Training's facilities. In 2000, another law that was passed to regulate the work of private universities obliges them to take into account male and female segregation when building their facilities.

## **Motivations for Being a Teacher**

Studies have shown that teachers with good preparation are more efficient than those who are less prepared. Students who are taught by well-prepared teachers are expected to achieve better in school (Darling Hammond, Holtzman, Gatlin, & Heilig, 2005). Extensive teacher training in pedagogy and practice teaching is more effective in producing teachers with secure in-field teaching assignments who are well prepared to teach subject matter and have pedagogical skills (Boe, Shin & Cook, 2007). In addition, the major concern about teacher retention led researchers to investigate the motivations that drive individuals to enter the teaching profession (Kyriacou & Coulthard, 2000; Sinclair, Dowson, & McInerney, 2006). Empirical evidence showed that the intentions to enter teacher education programs are predictors to actually entering to the teaching field (Rots, Aelterman, Devos, & Vlerick, 2010). That explains why, as early as 1920, researchers studied the reasons for choosing teaching as a career (Daniel & Ferrell, 1991).

Different groups of people choose to join the teaching field for various reasons. Pre-service teachers with different specialties have different motivations. For example, pre-service elementary teachers focus on interaction with children. On the other hand, secondary pre-service teachers concentrate on the subject that they are going to teach (Brookhart & Freeman, 1992). The motivations of pre-service elementary and secondary students change during the time from entering the teacher education programs to the time of their completion. Older students in the education preparation programs have a weaker interest in working with children than do younger students in the programs (Sinclair et

al., 2006). Studies have shown that, over time, these changes are usually negative. Students in late stages of teacher preparation programs are less willing to become teachers than those in the early stages (Roberts et al., 2009; Sinclair et al., 2006).

Researchers who studied the motivation to become a teacher found a variety of results. In his remarkable book, *Schoolteacher: A Sociological Study*, Lortie (1975) mentioned five attraction themes for being a teacher. The first theme is the interpersonal theme, which refers to the desire of working in a job that allows interaction with other people, especially children. Lortie noted that teaching is different than other middle-class occupations that involve children, such as pediatric nursing and social work, in that it provides an opportunity to work with children who are neither ill nor especially disadvantaged. The second theme is the service theme, wherein teachers are seen as performing a special service to society. Teaching is considered a valuable service of special moral worth. The third theme is the continuation theme. This theme deals with those who attend school and became so attached to it that they are unwilling to leave. Some teachers might be attracted to subjects that are make it hard to find jobs, such as history, so they choose teaching as a medium for expressing these interests. The fourth theme is the material resources theme. Lortie reported that many people believe that teachers should not cite material benefits as the main inducement for teaching. However, money, job security, and prestige seem to be motivating some teachers, especially women and men who came from homes marked by economic insecurity and low social status. The last theme is theme of time compatibility, which attracts some people to teach because it is job that requires considerably fewer days of work per year than most other occupations (Lortie, 1975).

A study by Stiegelbauer (1992), conducted in Toronto, Canada, examined the reasons students gave for joining the education profession. She found that students ranked the phrase “I want to make a difference” as the number one reason for primary-junior students. Junior-intermediate students’ first reason was, “this is a challenging age group.” Intermediate-senior students mentioned, “teaching is a partnership with students; and teachers are important models for students” as their first reasons (Stiegelbauer, 1992). Studies conducted in Australia showed that working with children is the strongest motivation for being a teacher. Other motivations include worth of teaching, intellectual stimulation, and helping others (Sinclair et al., 2006; Watt & Richardson, 2007). Ethnic minorities in Southern California mentioned the benefits of being a teacher, which included an opportunity to give back to the community, time off, and employment benefits (Ramirez, 2010).

Many researchers classified motivations into three main groups: altruistic, intrinsic, and extrinsic (Bastick, 2000; Kyriacou & Coulthard, 2000; Sinclair et al., 2006; Yong, 1995; Yüce, Şahin, Koçer, & Kana, 2013). Altruistic motivations are those that are related to the ability of providing service to people and society. They not only desire to help society move forward and children to succeed in life but also see teaching as socially worthwhile. In most of the literature, it was found that those kinds of motivations are the ones that are highly ranked. As an example, students in a teacher preparation program in a Catholic institute mentioned that their desire came from helping others and make the world better (Marshall, 2009).

Intrinsic motivations are those that are related to the nature of the job itself, such as the intellectual challenge and enjoyment of teaching. An example is students in

Marshall's (2009) study who mentioned that they always wanted to become teachers. They liked the nature of the teaching job to the point that some of them talked about playing school with a parents, younger siblings, neighbors, or dolls when they were young. Another example is found in Lortie's (1975) work when he mentioned the continuation theme, where teachers find an opportunity to use subjects they like in their teaching occupation (Lortie, 1975).

The final group of motivations is extrinsic motivations. These motivations have no direct relation to the nature of the job itself, such as the salary amount, the school year holidays, social status (Kyriacou & Coulthard, 2000), and advancement opportunities (Shipp, 1999).

Roness & Smith (2009) noted that pre-service teachers' motivations in developed countries tend to be altruistic or intrinsic motivations. It has been shown in a study done in Norway on students in a teacher preparation program that the main motivation for becoming a teacher is that it allows students to continue working with the academic subject that they want to teach (Roness & Smith, 2009). Another study, done in England and Wales, showed that the first two motivations for becoming a teacher are helping children succeed and the mentally stimulating work (Barmby, 2006).

However, the situation in developing countries is different. In the literature, it is shown that motivations that drive teachers to choose their jobs in developing countries are mostly extrinsic. In Brunei Darussalam, students' first response was that they chose to teach because there was no other choice. Their second response was the influence of others (Yong, 1995). In Pakistan, teachers chose their job because it is an easy way to earn money and respect (Hussain, Inamullah, Naseer-Ud-Din, Naz, & Butt, 2010). In

Nigeria, the top two reasons to join the College of Primary Education are having the opportunity to continue education in the university and the influence of parents to apply for this college (Ejeh, 2005). In Jamaica, teacher trainees mentioned that teaching is the profession with the most holidays, teachers' college fees are affordable, having enough time to earn extra money, and other extrinsic motivation as their main reasons to join the teaching field (Bastick, 2000).

Because teaching provides fewer material benefits than other jobs in developed countries, it is understandable why individuals choose to become teachers based on altruistic and intrinsic reasons. In developing countries, however, teaching still provides people from lower social classes a path to improve their status and derive more socioeconomic benefits (Yong, 1995). In Jamaica, for example, the government is the major teacher employer, which gives teachers more job security than other jobs (Bastick, 2000)

Although the United Arab Emirates is a rich Arab country, extrinsic motivation seems to be influential in prospective teachers' attitudes toward teaching. Salaries, promotion, remuneration, and professional development rank first (Halawah, 2008).

### **Conclusion**

Teachers' social status can be classified as a repellent element that keeps individuals from becoming teachers. In many societies, teaching is not considered as a high status job. Although societies may show high respect to the teaching occupation, teacher themselves have negative view of it. Social status of teachers is in decline over time. One reason for that is the view of the occupation that led to the reluctant of high

achieving students to join the teaching occupation and made it an occupation for lower achieving students.

One way to raise teachers' social status is to treat them as professionals. A major element of professionalism is raising the requirements' bar for entering the occupation. Unfortunately, because of the high demand for teachers, societies had to lower the bar to prepare as many teachers as they can. Another way to raise teachers' social status is by giving them more authority in their jobs. However, teachers' authority in many societies is very limited in comparison to schools' management and governments' authorities.

Women make up the largest proportion of the teaching force around the world. Unlike men, many women consider teaching as their first choice. There are many reasons behind the low number of men in the teaching profession. First of all, many people consider teaching as a women's job. It is related to women's nature of care and nurture. Many women think of teaching as a suitable job to their family duties. Second, men are looking for occupations that give them higher social status. Some of the signs of teaching's lower social status are its lower salary and lack of career development opportunities.

There are other reasons behind male teacher shortage that are related to the Gulf countries. Social customs that segregate men from women drive women to become teachers because of the gender segregated school system. Moreover, families push their daughters to become teachers because this occupation gives them an advantage in finding husbands. Some women chose teaching without family pressure because they realize that matter.

In Kuwait, the issue of females' large number is very significant. There are other issues that teaching in Kuwait is facing other than gender imbalance. There is an imbalance between Kuwaitis and non-Kuwaitis in the occupation. Kuwaiti teachers are congregated in the schools' lower levels. In addition, they are heading towards social studies and physical education disciplines, and moving away from scientific and mathematical disciplines.

Based on these findings, researchers started to look at the motivations that lead students to become teachers. They found that there are many motivations behind choosing teaching as a job, which can be brought together in three main groups: altruistic, intrinsic, and extrinsic motivations.

### **CHAPTER 3: STUDY GOAL AND METHODOLOGY**

The aim in this study was to examine students' motivations to join Kuwait University's College of Education. In the first chapter, a look at Kuwait's history that led to the current structure of Kuwait teachers is provided. In a country with a nature similar to Kuwait, such as the UAE, extrinsic motivations guide people to the teaching field. This study examined whether this finding apply to Kuwait or not. By understanding why Kuwaiti individuals choose teaching as a future job, we can understand the reasons behind the shortage of Kuwaitis who join the teaching profession. Some of the reasons behind the gender imbalance in the teaching field may also be understood.

The study aims to explore students' motivations. In order to reach this goal, a mixed method was selected. One of the advantages of the mixed method is that it helps explaining and interpreting a phenomenon in more depth. It also helps in strengthening the findings by comparing the results from the quantitative and qualitative sections. The research started with a questionnaire to understand the major motivation themes, then interviews with some of the participants followed it.

#### **Questionnaire**

After viewing previous questionnaire models, a new questionnaire was prepared that covered the main elements in the three different groups of motivations. The questionnaire that was created was based on existing study models, such as the Factors Influencing Teaching Choice (FIT-Choice; Watt & Richardson, 2007), the Orientations for Teaching Survey (OTS; Ferrell & Daniel, 1993), and the Modified Orientations for Teaching Survey (MOTS; Sinclair et al., 2006). Questions were chosen based on the findings in previous literature. In addition to the questions that were derived from these

questionnaires, additional questions, not included in the existing study models, were added to cover other Kuwaiti aspects, such as the role of Islamic religion. The questionnaire consisted of 45 questions and a 5-point Likert scale. On the first page, participants were asked to provide some personal information: age, sex, marital status, school year, specialization, and high school and university GPAs.

Because the selected sample's native language is Arabic, the questionnaire was translated to the Arabic language. Before starting the research, a pilot study was conducted. The researcher visited a boys' elementary school, where ten teachers volunteered to participate. The questionnaire took less than 15 minutes to finish it. After that the researcher asked the participants to give their feedback on the questionnaire. Based on the feedback, some questions' wordings were modified. A Cronbach's Alpha was calculated for the pilot study and it was found to be .826.

The questionnaire was distributed to students in Kuwait University's College of Education during the 2011 summer course after finishing the pilot study. Fourteen classes were visited randomly. In the last 15 minutes of the classes, students were given a two-minute introduction to the research and its goals before they were asked to fill out the questionnaire. The researcher stayed with the students to clarify their queries and collect the questionnaires after they were completed. When the students submitted their questionnaires, they were asked if they were willing to participate in a short interview about the same subject. Those who agreed gave the researcher their contact information and were contacted later for the interview.

### **Questionnaire's Reliability**

To obtain the instrument's internal consistency and reliability, the Coefficient Alpha Cronbach was calculated for all 45 items. The reliability coefficient Alpha equals .89, which indicates that the inventory was found to be highly reliable.

### **Interviews**

When submitting their questionnaire, students were asked if they were willing to participate in a short interview about the same subject. Ten students, six females and four males, agreed to be interviewed. The interviews were conducted in a reserved room on the College of Education campus. Each student was interviewed for approximately 20 minutes. Before the start, participants were asked to sign a consent document to indicate their agreement to be recorded during the interview.

The interviews started by asking the participant about their personal information, such as their age, specialization, and family background. Then, a general question was asked about their motivations to become teachers. The interviews' questions were developed mainly from the literature review. The questions were selected based on the general findings that were found in the previous studies. Participants were asked about family influence, religious motivations, their point of view on the subject of gender segregation, and the role of extrinsic motivations, such as salary and summer vacations, on their decision of becoming teachers. Some other questions were developed through the process of the interviews.

Before doing any analysis, interviews were transcribed. Since the interviews were in Arabic, they were directly translated from Arabic to English during the

transcribing process. After writing down the interviews, a rubric was created where the main questions that were discussed during the interviews were placed on the right, and ten columns, one for each participant's response, were placed next to each question. Then, each response was placed in its appropriate cell. After having this initial rubric, another one was created where similar responses were moved together to get the major themes.

In order to protect the identities of the participants, their names were changed in the study. In addition, the interviews records and transcriptions will be destroyed after publishing the study.

## CHAPTER 4: QUANTITATIVE SECTION'S RESULTS

Data were analyzed using Version 23 of the SPSS program. In regard the research goal, the data underwent factor reduction analysis first. The purpose of this analysis is to decrease the number of variables and create three main variables for further analysis that represent the three motivation groups. After determining the representative variables, the data were analyzed by applying a *t* test and a one-way ANOVA group means analysis. These analyses were used to see if there were relationships between the three groups of motivations and the students' characteristics.

### **Descriptive statistics**

The targeted population was the students in Kuwait University's College of Education. The representative sample in this study consisted of 360 students, 58 males (16.1%) and 302 females (83.9%). The majority of the participants (45.9%) were in their first year of school. The next largest group of students (21%) were in their third year, followed by the fourth year participants (20.7%), and the second year students (12.5%).

Participants were distributed among nine disciplines. Those who were in their first year and had not yet chosen their specific discipline indicated the preliminary disciplines they are going to major in: Literary Disciplines, such as languages, social studies and Islamic teaching, and Scientific Disciplines, such as math and science. Eighty-six first year participants did not report their discipline, which might be due to their uncertainty about their choice decision. The rest of the participants were divided into seven disciplines: Arabic, English, Islamic Studies, Social Studies, Math, Science, and Kindergarten.

Disciplines were divided into three major groups: Literary Disciplines, Scientific Disciplines, and Kindergarten. The Literary Disciplines include Arabic, Islamic Studies, English, Social Studies, and History. The Scientific Disciplines include Math, Science, and computer studies. The highest percentage of participants was in the Literary Disciplines (58%), then Kindergarten (25.3%), and lastly Scientific Disciplines (6.7%).

The majority of participants (68.9%) were single. However, the percentage of married females is higher than the percentage of married males. While 13.8% of the males were married, 32.5% of the females were married.

The majority of participants' high school GPAs (63.6%) are in the B average range. Nevertheless, the females' grades, in general, were higher than the males' grades. While males and females' B grades were fairly close (males 56.9% and females 64.9%), there are more females in the A category (17.2%) than males (1.7%).

Participants responded highly to altruistic motivations. Among the first 10 "highly agreed" questions, eight of them were altruistic (see Table 3). The first six questions that were ranked first in the students' agreement were: Question 19: "Students need teachers who teach Islamic morals in addition to their subjects;" Question 41 "I believe good education is the way to the modern society;" Question 18: "Educating is the job of the Prophets;" Question 4: "Teaching will give me the opportunity to contribute to society;" Question 2: "I want to be a role model to the students;" and Question 37: "I love spreading knowledge." The seventh and eighth questions were related to intrinsic motivation. They are: Question 35: "Teaching is a job that fits the Islamic principals;" and Question 21: "I can teach younger generations how to appreciate knowledge."

Participants ranked extrinsic motivations as their lowest motivations. Of the 10

lowest ranked motivations, seven were extrinsic. These questions are: Question 10: “I like to be in an environment that segregates men from women;” Question 24: “My family advised me to become a teacher;” Question 23: “Job mobility is easier for teachers;” Question 27: “With a degree from the School of Education, I will have more job opportunities in addition to teaching;” Question 13: “The School of Education was the best choice based on my high school score;” Question 12: “Teaching gives more free time to earn money from other sources;” and Question 36: “I was dissatisfied with my previous major.”

Intrinsic motivations were distributed randomly among the agreement ranking. Questions such as Question 1: “I would like to use my university specialization in my future occupation;” and Question 5: “I will have direct contact with a lot of people” were highly ranked. However, the least agreed question was Question 44: “Teaching is an easy job.”

Table 3

*Questions’ Means*

	<b>Questions</b>	<b>Means</b>	<b>Motivation Category</b>
1.	Q19): Students need teachers who teach Islamic morals in addition to their subjects	4.71	Altruistic
2.	Q41): I believe good education is the way to the modern society	4.68	Altruistic
3.	Q18): Educating is the job of the prophets	4.66	Altruistic
4.	Q4): Teaching will give me the opportunity to contribute to society	4.64	Altruistic
5.	Q2): I want to be a role model to the students	4.63	Altruistic

(Continued)

Table 3: *Questions' Means* (continued)

	<b>Questions</b>	<b>Means</b>	<b>Motivation Category</b>
6.	Q37): I love spreading knowledge	4.49	Altruistic
7.	Q1): I would like to use my university specialization in my future occupation	4.46	Intrinsic
8.	Q5): I will have direct contact with a lot of people	4.44	Intrinsic
9.	Q35): Teaching is a job that fits the Islamic principals	4.43	Altruistic
10.	Q21) I can teach younger generations how to appreciate knowledge	4.42	Altruistic
11.	Q34) Teaching is a stable and secure job	4.41	Extrinsic
12.	Q7) Teaching gives me the opportunity to continuously learn	4.36	Intrinsic
13.	Q15) Teaching gives life its meaning	4.36	Altruistic
14.	Q40) I like to have responsibilities	4.35	Intrinsic
15.	Q31) I want to help students make academic progress	4.35	Altruistic
16.	Q32) I have the personality that fits the teacher character	4.32	Intrinsic
17.	Q20) I have friends who are teachers	4.29	Extrinsic
18.	Q39) I can practice Da'awa inside the school	4.28	Altruistic
19.	Q42) Teaching helps me develop the skills that I always wanted to have	4.28	Intrinsic
20.	Q16) I like children	4.27	Altruistic
21.	Q9) School hours fit my schedule more than other occupations	4.25	Extrinsic

(Continued)

Table 3: *Questions' Means* (continued)

	<b>Questions</b>	<b>Means</b>	<b>Motivation Category</b>
22.	Q33) When I come into contact with children, I usually play the role of educator	4.24	Altruistic
23.	Q25) Kuwait is suffering from a shortage of good teachers	4.23	Altruistic
24.	Q45) I was influenced by one of my school teachers	4.21	Altruistic
25.	Q43) I think I can solve some of the problems in the educational system	4.20	Altruistic
26.	Q14) Teaching gives life its meaning	4.18	Altruistic
27.	Q6) I want to enjoy long holidays	4.18	Extrinsic
28.	Q11) I can combine teaching with other duties I do outside the school	4.14	Extrinsic
29.	Q17) I can get a good salary	4.12	Extrinsic
30.	Q22) School of education gives me the right skills that a teacher needs	4.12	Intrinsic
31.	Q8) Teaching is an intellectual challenging job	4.10	Intrinsic
32.	Q3) I can find a job close to my home	4.09	Extrinsic
33.	Q28) Teaching provides more free time to spend with my family	4.02	Extrinsic
34.	Q38) I was influenced by the status that teachers have	3.94	Intrinsic
35.	Q30) Teaching is an enjoyable job	3.93	Intrinsic
36.	Q10) I like to be in an environment that segregates men from women	3.82	Extrinsic

(Continued)

Table 3: *Questions' Means* (continued)

	<b>Questions</b>	<b>Means</b>	<b>Motivation Category</b>
37.	Q24) My family advised me to become a teacher	3.79	Extrinsic
38.	Q26) I always wanted to become a teacher	3.76	Altruistic
39.	Q29) I worked with children in places other than the school before and I found it rewarding	3.54	Altruistic
40.	Q23) Job mobility is easier for teachers	3.47	Extrinsic
41.	Q27) With a degree from the school of education I will have more job opportunities in addition to teaching	3.44	Extrinsic
42.	Q13) School of education was the best choice based on my high school score	3.37	Extrinsic
43.	Q12) Teaching gives more free time to earn money from other sources	2.77	Extrinsic
44.	Q36) I was dissatisfied with my previous major	2.74	Extrinsic
45.	Q44) Teaching is an easy job	2.64	Intrinsic

### **Factor Analysis**

Principal components analysis was used to investigate variable relationships. The 45 questions related to students' motivation were analyzed using principal component analysis to create variables that are related to three categories of motivation. Factor analysis was deemed to be suitable with all 45 items. It was observed that 38 of the 45 items correlated at least 0.3 with at least one other item, suggesting reasonable factorability (see Appendix 1). Secondly, the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.886, above the commonly recommended value of .6, and Bartlett's test

of sphericity was significant ( $\chi^2 (990) = 5380.277, p < .001$ ).

The default factor analysis using SPSS indicated that the questions could be classified into 11 variables. In examining those new variables, none of them can represent a separate variable for one of the three motivation categories because different motivation items were distributed among them. By reducing the number of factors to four variables, some themes started to emerge. The first variable was dominant by extrinsic motivations and the second variable was dominant by altruistic motivations. The third and fourth variables could not be classified because they were mixtures of questions from the three motivation groups. Therefore, questions related to intrinsic motivations were deleted from the analysis, in addition to deleting questions that were not related to the motivation group assigned for the two variables.

The two factors' solutions accounted for 28.7% of the variance in the motivation item scores. Individually, the amount of variance accounted for by the first factor is 29% and second factor is 9.7%. The final factor matrix of the final solution is represented in Table 4.

Intrinsic motivations were not represented in a separate variable. As a result, the questions' correlation was examined and questions that represent the intrinsic motivations were found to be highly correlated (see Table 5). Therefore, four questions that represent intrinsic motivations were grouped into a new variable.

Table 4

*Motivation to Join School of Education Matrix*

	<u>Component</u>	
	1	2
37	.769	
21	.751	
32	.711	
33	.620	
43	.572	
41	.570	
42	.565	
40	.515	
14	.497	
28	.464	
11	.425	
29	.403	
13		.725
23	.387	.558
24		.527

Table 5

*Intrinsic Motivation Items Correlation*

		q8	q19	q30	q31
Q8	Pearson Correlation		1	.176**	.470**
	Sig. (2-tailed)			.001	.000
	N		360	360	360
Q19	Pearson Correlation	.176**	1	.339**	.545**
	Sig. (2-tailed)	.001		.000	.000
	N	360	360	360	360
Q30	Pearson Correlation	.470**	.339**	1	.502**
	Sig. (2-tailed)	.000	.000		.000
	N	360	360	360	360
Q31	Pearson Correlation	.359**	.545**	.502**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	360	360	360	360

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Group Means Comparisons (T test and One-way ANOVA analysis)

An independent *t* test was conducted to determine if a difference existed between the extrinsic, altruistic, and intrinsic motivations means of males and females in Kuwait University's College of Education. There was no statistically significant difference between the extrinsic motivations mean of males ( $n=58$ ,  $M=4.13$ ,  $SD=0.56$ ) and females ( $n=302$ ,  $M=4.24$ ,  $SD=0.46$ ),  $t(358)=-1.63$ ,  $p=0.1$ . There was a statistically significant difference between the altruistic motivations mean of males ( $n=58$ ,  $M=3.25$ ,  $SD=1.0$ ) and females ( $n=302$ ,  $M=3.57$ ,  $SD=0.86$ ),  $t(358)=-2.48$ ,  $p<.05$ . There was no statistically significant difference between the intrinsic motivations mean of males ( $n=58$ ,  $M=4.13$ ,  $SD=0.78$ ) and females ( $n=302$ ,  $M=4.27$ ,  $SD=0.61$ ),  $t(358)=-1.52$ ,  $p=.13$ . Females are more altruistically motivated than men.

Several one-way ANOVA tests were conducted to determine the effect of marital status, school year, college specialization, student's age, and high school GPA on extrinsic, altruistic, and intrinsic motivation. Marital status showed no significant effect on students' extrinsic motivations  $F(2, 356) = 1.905$ ,  $p = 0.105$ , altruistic motivations  $F(2, 356) = 1.425$ ,  $p = 0.242$ , and intrinsic motivations  $F(2, 356) = 0.956$ ,  $p = 0.385$ .

Students' age showed no significant effect on students' extrinsic motivations  $F(2, 343) = 1.905$ ,  $p = 0.105$ , and intrinsic motivations  $F(2, 343) = 1.434$ ,  $p = 0.164$ . However, student's age has a significant effect on the altruistic motivations  $F(2, 343) = 0.956$ ,  $p = 0.385$ . Post hoc comparisons using the Tukey HSD test indicated that the mean score for 18-year-old students ( $M = 3.88$ ,  $SD = 0.85$ ) was significantly different than for 21-year-old students ( $M = 3.37$ ,  $SD = 0.92$ ). Younger students are more altruistic than older students.

Students' school year showed no significant effect on students' extrinsic motivations  $F(2, 354) = 0.342$ ,  $p = 0.849$ , and intrinsic motivations  $F(2, 354) = 2.006$ ,  $p = 0.093$ . However, student's school year has a significant effect on the altruistic motivations  $F(2, 354) = 3.923$ ,  $p = 0.004$ . Post hoc comparisons using the Tukey HSD test indicated that the mean score for first year students ( $M = 3.72$ ,  $SD = 0.84$ ) was significantly different than second year students ( $M = 3.54$ ,  $SD = 0.91$ ). Students in the first year are more altruistic students in the second year.

Students' high school GPAs show no significant effect on students' extrinsic motivations  $F(2, 353) = 0.144$ ,  $p = 0.866$ , and intrinsic motivations  $F(2, 353) = 0.127$ ,  $p = 0.88$ . However, students' high school GPAs have a significant effect on the altruistic motivations  $F(2, 353) = 5.153$ ,  $p = 0.006$ . Post hoc comparisons using the Tukey HSD

test indicated that the mean score for A students ( $M = 3.2$ ,  $SD = 0.91$ ) was significantly different than for B students ( $M = 3.6$ ,  $SD = 0.87$ ). This shows that B students are more altruistic than A students.

Students' academic disciplines show no significant effect on students' extrinsic motivations  $F(2, 271) = 0.144$ ,  $p = 0.866$ . However, they show a significant effect on the altruistic motivations  $F(2, 271) = 5.55$ ,  $p = 0.004$ . Post hoc comparisons using the Tukey HSD test indicated that the mean score for students in the science discipline ( $M = 2.93$ ,  $SD = 0.96$ ) was significantly different than students in the literature discipline ( $M = 3.56$ ,  $SD = 0.86$ ) and students in the kindergarten discipline ( $M = 3.55$ ,  $SD = 0.9$ ). That means students in literature discipline and kindergarten disciplines are more altruistic than students in the science discipline.

It also shows a significant effect on the intrinsic motivations  $F(2, 271) = 3.652$ ,  $p = 0.027$ . Post hoc comparisons using the Tukey HSD test indicated that the mean score for students in the literature discipline ( $M = 4.33$ ,  $SD = 0.56$ ) was significantly different than students in kindergarten discipline ( $M = 4.12$ ,  $SD = 0.54$ ). This shows that students in the literature discipline have more intrinsic motivations than students in kindergarten discipline.

### **Conclusion**

The quantitative section shows that extrinsic motivations have no effect on students' decisions to join the college of education. It also shows that intrinsic motivations have no effect on students' decisions to become teachers. The only exception is when we look at the different between disciplines. Students in the literature discipline are motivated by the intrinsic motivations more that students in kindergarten.

Altruistic motivations show the biggest effect on students' decisions to become teachers. First, females show more Altruistic motivations than males. Second, younger students show more altruistic motivations than older students. Third, first year students are affected by altruistic motivations more than second year students. Fourth, Students with B average grades motivated altruistically more than students with A average grades. Finally, Students who are in the literature and kindergarten disciplines have more altruistic motivations than students in the science discipline.

These findings show that altruistic motivations have greater effects on students' decisions to become teachers than Intrinsic and extrinsic motivations. These findings will be discussed in the final chapter in the light of the findings from the qualitative section.

## CHAPTER 5: QUALITATIVE SECTION'S RESULTS

From the interviews, it can be seen that students' motivations vary. The dominant motivation category is the extrinsic motivation. Six of the 10 interviewees mentioned extrinsic motivations as their main motivation to attend the College of Education. Families' advice, salary, and vacations were the main extrinsic motivations that students mentioned.

Most female students' decisions were clearly connected to their families' choices. Nawal, who is from a religious family, moved away from the College of Law based on her father's advice. She said,

I joined the College of Education Based on my father's advice. I like the College of Education and the College of Law. But my father advised me to go to the College of Education to avoid violating the Sharia laws.

In addition, She believed it is natural for her to be a teacher because her family has a history of teaching.

Siham also thought about the College of Law. She said her father was flexible with her choice. He attended the College of Law before joining the Military and becoming a lecturer there. He was very supportive of her going to the College of Law. What changed her mind was her husband's personality. She said,

My grade allows me to join the College of Law directly. But my decision has changed after my marriage. My husband is strict, very strict. He told me that I am not going to work, and if I think of working, I should not think of anything except being a teacher.

Because he is very conservative, Siham decided to make College of Education her choice to maintain the stability of her family. Although she did not get married until the

beginning of the first semester, she applied to the College of Education based on her knowledge of her future husband's desire.

Asma, who also thought about the College of Law, decided to become a teacher based on her father's and her cousins' advice. One of the things that made her favor teaching is that her cousins told her that the teaching field is easier than the law field. During her interview, she addressed many times that she was looking for an easy job. Even when she chose her major, she chose to become a history teacher because her other choice, which was teaching English, seems harder. Another thing that made teaching more likely to her is her father's advice to avoid the desegregated law field. Although she personally has no objection to working in the same place with men, her father's advice was more important in making her decision. She said,

[My cousins] influenced my decision. They said it is a good job and its study is easy. I wanted law, but its study is much harder. Teaching is better than law. The job later [after graduation] is better. I mean tomorrow, if I'm going to join the Investigations Section it will be desegregated. In the teaching environment, all will be women.

But when she was asked if segregation is something important to her she replied, "No. But my father told me it would not be desegregated. I said it okay for me. But he said no, teaching is better."

When Fatimah made her decision, her understanding of her social future was an essential element in making her choice. Unlike the three previous women, Fatimah claims that her family advised her to stay away from teaching. But because she knows her surrounding culture, she chose to go to the College of Education to avoid any obstacles in the way of her getting married. Her prediction was correct. She got married while she was attending college and her husband supports her being a teacher.

When they spoke about other students' motivations, most of the students mentioned families' advice as one of the most influential motivations for female students. Nine of the 10 interviewees believed families have a direct influence on female students' choice. Five of the six female interviewees agreed that these students form a large proportion of female students in the College of Education. Fatimah said,

Most of the girls came here because of the salary or because of their families. Most of whom I encountered. I know some girls who transformed from a strong college to the [College of] Education. They said it is not our will. We want that college, even though that college is hard. Certainly these girls form more than 50% of the College's girls. For sure.

Nadia believed that a third of female students' families force them to become teachers. Unlike the others, Siham thinks that families have a minor effect on their daughter's decision even though her own reasons for becoming a teacher were related to her family's desires. Nawal was the only interviewee who did not mention family as a factor in choosing the College of Education, but as mentioned earlier, she herself is influenced by them.

All the male students believed in the families' influence on female students. Hassan counted it among the reasons behind females outnumbering males in the teaching field. Bader thought 90% of females joined the College of Education because of their families. Falah believed that females who want to get married faster must adhere to their cultural restrictions. Abdulaziz addressed the benefits that husbands are looking for in their wives' jobs, which include having good salaries, benefitting their children, and working in a work environment free of men.

Unlike females, the males' families are moving them away from teaching. A good example is the story behind Mudhi's enrollment in the College of Education. Based

on his family's advice, Mudhi went to the College of Engineering after his graduation. When he graduated from secondary school with a grade of 84 in a science major, his desire was to join the College of Education. However, his family encouraged him to choose between engineering and medicine. To please his family, Falah put the College of Engineering as his first choice, the College of Allied Medicine as his second choice, and the College of Education as his third choice. Based on his relatively high grades, he was accepted into the College of Engineering. Falah was not convinced that engineering was for him, therefore, he had no motivation and failed to pass the preparation courses in his first semester. After seeing his results, he had a conversation with his family about transferring to the College of Education. His family still wanted him to become an engineer, so he stayed for the second semester. This time, Falah deliberately failed his courses. According to the university regulations, if a student fails to pass the preparation courses, he or she is transferred automatically to a literary discipline. Because of that, he transferred to the Arabic discipline in the College of Education. He was in his first term in the College of Education at the time of his interview. For some male students, College of Education was something that had not been considered. Hassan said,

No one came and talked with us about the College of Education. I came here by chance. Before enrolling in the university, I didn't know that there is something called College of Education. I thought that people could study in any college and then choose to become teachers.

Students made two points in explaining the reasons behind families' directing their daughters to teach. The first point is to facilitate their daughter's marriage. Even though two female interviewees, Nadia and Shuruq, did not mention family influence as one of their motivations, they believed many female students' families desire to ease their daughters' marriage led them to encourage them to attend the College of Education.

When Abdulaziz talked about females' motivations he said, "Those who love teaching are few. All of them will tell you they join this college because of the marriage. She believes if she wants to get married quickly, she should go to the College of Education."

Hassan had the same perception, and he said:

I don't have much contact with girls in the university. But I hear the families of my friends' stories. One of my friend's sister got 90% in her high school grade. She was accepted in the College of Medicine, but her family refused. Do you know why? Because they want her to become a teacher. They want her to get married and relax in her husband's house,

The second point is the adherence to the customs and traditions. The Kuwaiti culture is conservative in regard to the relationships between males and females.

Although restrictions between the two genders have become less so in modern life, some families still consider the contact between men and women as a violation of their cultural traditions. The effect of tradition is clear in Siham's case. Her parents were more flexible about her attending the College of Law, even though women in the law field are in contact with men all the time. What changed her decision was her husband's tenacity on segregation in the working environment. According to her, his restriction was not based on religious perspectives but on his adherence to the cultural traditions.

While many students consider sexes segregation as a motive of female students' families, only one of the interviewees mentioned sexes segregation as a motive for her personally. Fatimah believed that a close environment that consists of women would be a more comfortable environment for her as a female teacher. Although Asma saw segregation and working in an all female environment as an advantage of becoming a teacher, she said segregation was not a motive for her. Unlike Asma, Shuruq believed working with men is an advantage. She said, "Sometimes working with men is better. If

you work with men, everyone will be alone. There is not much contact. I mean it is more comfortable. Women like gossip and backbiting and talking about each others' secrets." She also believed that the segregation issue should not be given too much attention.

Nawal did not consider the segregation policy as a real problem. She considered those who concentrate on it ridiculous. Nadia agreed on the ridiculousness of the concentration on segregation. Nevertheless, she believed this "shallow thinking" is affecting her academic life. Many interviewees agreed on opposing the segregation policy based on its implementation in their college academic life. Hassan believed segregation has a negative effect on students' motivation to join the College of Education, especially males. Bader explained it by mentioning the shortage that male students face in finding open courses. He complained about having one class for males in some courses while opening six classes for females. Female students addressed this problem as well. For example, Nadia had a problem with the college administration about enrolling in one of the male classes. Her older siblings' experiences in the College of Business Administration and the College of Engineering were more flexible. This problem in the College of Education made her think about transferring to another college.

The second extrinsic motivation is salary and vacations. Most students raised these two topics when they brought them up in the interviews. Shuruq's motivations were mainly altruistic. However, she addressed material benefits as additional motivations for her. She said,

Yeah, why not! Let's be realistic here. Just as there are moral things, there are material things ... Teaching is a hard job. And if I am going to join this career, I have to put another heart, another mind, and another energy to organize my life. So why not considering the materials. I will have a good salary. Summer

vacations, motherhood considerations ... we need the moral comfort. However, we need the material comfort as well.

Fatimah and Falah agree on having vacations as one of their main motivations. Fatimah said, “[Teaching] has good salary and vacations. But salary was not the main thing. The main thing for me is the vacations.” Falah said the same thing. When he was asked about salary and vacations he said, “ No by God. [Salary] was not my motive. What I really like is vacations. I’m even thinking of marrying a teacher to enjoy my summer and spring vacation with her.”

Other interviewees did not mention salary and vacations as their direct motivations; however, they considered them advantages that they are going to enjoy when they become teachers or motivations that might lead others to join this profession. Siham said, “The salary is tempting. And school vacations are very suitable for me as a wife and as a mother.” Nadia, Nawal, and Asma thought salary and vacations were not the main motivations for them, but they are main motivations for other students in the College of Education. Asma believed teachers’ salaries are sufficient to their needs. She said,

It is enough. There is no reason to ask for a raise. Even for men. Their salaries are sufficient. If you want the truth, Women have no reason to ask for raises. If the man supports you, why are [you] asking for a raise?”

Vacation might be a motive for males; however, salary is not enough of a motivation from their perspective. Abdulaziz believed spring and summer vacations provide teachers with long weeks of comfort. He also believed that teachers’ salary is appropriate for what they are doing. Nevertheless, he believes some other occupation may offer better salaries. When Falah was asked about the salary motivation, he mentioned that if he considering it as a motivation, he would have stayed in the College

of Engineering. Bader and Hassan believed that teachers' salaries are not suitable for Kuwaiti males. They compared what a teacher is paid with what oil companies' employees and military soldiers are paid. Bader said,

I mean, we are studying for four years. When we graduate, our salaries are nine hundred or one thousand. One of my secondary school friends went to a six months course after his graduation from secondary school in an oil company. He is an operator now. His salary now is one thousand and three hundred. Who is more important, a university graduate who teaches the nation's generations, or an operator who checks meters?

Having said that, Bader thought there is a minority of male students who are motivated by teachers' salaries.

Some male students had no intention to become teachers after their graduation from secondary school. Bader and Hassan joined the College of Education because it was the best alternative that was provided to them. When Bader told his story about the College of Education, he admitted that he was not planning to become a teacher. Before applying to the university, he was looking for advice from his friends on what college he should go to. He said,

Because I love mathematics, everyone told me to go to the College of Business Administration. I can practice math there. So when I applied, I put this college first on my wish list. But I haven't been accepted there. My admission was in the College of Education. No one told me about this choice before. I thought about it later. I said to myself, I want a major that deals with mathematics, so why don't I continue in this college. Then I thought about teaching. At the beginning I was neutral. But then I reached a point where I said, I would like to be a teacher. I face some obstacles now, but I still want to be a teacher.

Hassan's admission to the College of Education was a coincidence. When he graduated from secondary education, he wanted to join the Army. He said,

Teaching was not one of my goals. Actually, being in the university was not my goal. I wanted to be a soldier, but my parents didn't want me to become so. My father said if I join the police he might support me. However, I moved on with my military decision. I reached the stage of stitching the military suit. But before

I start my new job, my mother went to the hospital. She was continuously crying because of my decision. At that point, I was forced to remove my goal temporarily and go to the university. I applied for the College of Engineering and many other colleges, but my admission was in the College of Education. So I went there, waiting for the next year to apply for the Military again.

After joining the College of Education, Hassan went through three stages. In the first stage, he thought about staying for one year to calm his parent and join the Military the next summer. During this year, he was not really studying. What he did was to try to convince his parent of his military decision. The next stage was at the end of the first year. He thought about his choices again. He said, “I thought about it a lot. I prayed to have the guidance. The decision was in my hands, but I chose to continue in the university.” In the final stage, he thought of transferring to another college. But transferring to another college meant that he would have to start from the beginning. Therefore, he chose to stay in the College of Education to save his school years. In addition, his father’s friend told him that he could join the military if he got a degree in English, Physics, Chemistry, or Math to give lectures to the new soldiers. Because the College of Education offers degrees in all these disciplines, Hassan would have the opportunity to find a job close to what he dreamed of doing.

Another extrinsic motivation is the ease in becoming a teacher. As seen in Bader’s and Hassan’s cases, while their priority started with other colleges, such as the College of Engineering and College of Business Administration, the easiest college to be accepted to was the College of Education. That is why Falah believed some male students want to join the College of Education—because the ease of acceptance. He believed the ease of study motivates these students. Hassan agreed with this idea; he thought some students join the College of Education because they are just lazy. Because

it is easy, Bader thought a big proportion of male students join the College of Education just to get a bachelor's degree. He said, based on his personal experience, "Male students are aiming at the Military. I'm telling you. Maybe 30% will be teachers, 50% are going to join the military, and the rest 20% will seek another job." While most male students concentrated on male concerns on easiness, the only interviewee who addressed this as a motivation was Asma, a female. She did not mention it directly; however, when she was describing her story on joining the College of Education, she said that she preferred education because it is easier than law.

The last main extrinsic motivation is the teachers' working hours and workload. Some interviewees believed teachers enjoy short working hours that other jobs cannot provide. When Fatimah did her research on schools, she chose to specialize in kindergarten teaching because it has the shortest school hours. She believed finishing her work early is an advantage that could give her the opportunity to contribute more to her family. In Abdulaziz's perception, teachers' workload is a good advantage. While other employees have to work throughout all their working time, teachers enjoy some free time between their classes.

Nadia agreed that working hours are an advantage for teachers; nevertheless, she felt that their job tasks are hard. Similarly, Siham believed school hours are adequate for teachers. She also believed male teachers are departing from teaching because of the after-school tasks that teachers have to do. Some interviewees thought this perception is widespread in society. For example, Asma said her family feels pity because of the difficulties that she is going to face as a teacher, even though they are the ones who advised her to become a teacher.

Altruistic motivations came in second in the interviewees' opinions. Altruistic motivations can be grouped into four main motivations. The first altruistic motivation is the desire to change students' ideas. Shuruq was attracted to the teaching field by teachers' power to change minds. She said, "I may not have the power to change the curriculum or the teaching methods, but I will have the power to control the ideas. Well, not control. Change!" What made her choose College of Education in Kuwait University rather than the College of Basic Education in PAAET is that the College of Basic Education's graduates will become elementary level teachers. Based on her experience with her family, she believed that the beliefs of young children, such as elementary school students, are hard to control. In addition, intermediate schools students are at the beginning of adolescence. According to her, this age is hard to control. That is why she chose to become a secondary school teacher: "Secondary school students [have] reached high levels. When you reach them with a respectful language, they will love you. Teaching is a link to reach them. [The] School of Education in a bridge to this kind of people."

Shuruq mentioned an English teacher she had when she was studying in high school. The teacher had a good personality and proper teaching techniques that simplified the lessons. Although Shuruq joined the school later in her life and the teacher was younger than her, she believed that this teacher influenced her to love English.

According to Bader, his enrollment in the College of Education was by chance. During his study in this college, Bader became motivated to become a teacher. One thing that motivated him was the ability to influence children's lives. He, personally, had an experience with a teacher's influence. He said,

Do you know why I like mathematics? It is because of one of my teachers. If I become a beloved teacher who gives from his heart, I will make my students love this subject. Maybe some of these students will major in mathematics. It is my influence that leads them to this idea.

In another place he said, “it is rewarding when a student comes to you and tells you that he liked math because of you. While some teachers make their students hate math, you make them like it.” In addition to making students like mathematics, Bader wants to change children’s lives by telling them about his experiences. He said, “I don’t want a student to fall into a mistake that I did. I am raising a generation. When I become close to a student I can change his life.”

Siham, who was influenced by her husband’s conservatism, shared this idea. She believes that one of the advantages of being a teacher is having the ability to change other people’s views. One of her history teachers made an impression on her. Siham said, “I was very influenced by her way of teaching. I want to adopt her method. I am very, very influenced by her.” In another part of the interview, she said, “If the teacher has a deep insight, she can influence the students. She can change their ideas.” That is why Siham does not like office jobs, where she has to stay in one place and work alone. Being a teacher gives a person the opportunity to move and contact with people.

Contacting others and influencing them was the main purpose that Nadia became a teacher as well. She believed she has a message that can be delivered through education. She said,

I joined the College of Education because I have a message. I joined College of Education because I do not like the way English is taught. I dealt with some bad English teachers before, and I had problems with them. So, I know the importance of a good English teacher in the school.

Because she loves English, Nadia felt that bad teachers might give students a bad impression of the English language and make them hate it. Her message is to save this discipline from being ruined by those teachers.

Nadia's goal is to become a teacher after graduation, but not for the rest of her life. Her plan is to continue her graduate study and become a college professor in the College of Education. Her way of changing students' ideas is by changing their teachers first. This idea of fixing the educational system is the second altruistic motivation. Falah shared this interest with Nadia. He has a desire to play a role in bringing society's attention to the teaching profession. He felt there is not enough attention given to teachers because other colleges, which have higher admission requirements, still attract more students than the College of Education. He believed that when he interacts with people as a teacher, he can change their negative opinions about teachers and educate them more about the nature of his job.

The third motivation is the nobility and respect that the teaching profession has. Many participants believed teaching is one of the most honorable jobs. As Siham said, "In addition to its excellent career prospects, teaching is an honorable and eminent profession. Actually, it is the most important and honorable job in the world." Nawal mentioned the job's nobility as well. She said,

It is the best and most noble job. It's the job that is responsible for upbringing the generation. It produces the doctor and the engineer. That is why it is the most important [job]. A good teacher can build a good generation.

Falah, who transferred from the College of Engineering, has the same impression. He thinks that, unlike engineering, teaching has no materialistic advantages; yet, it is the best job because engineers are the products of teachers.

Based on Shuruq's experience in different jobs, she believed that "the top career, the best career, and the noblest career is teaching." In regard to her motivations for being a teacher, she mentioned that. Unlike the legal professions, where she worked for some time, teaching does not involve fraud and deception. Teachers have big responsibilities toward the upcoming generations. Any word from a teacher is going to stick in the students' minds forever.

Asma also thought it is an honorable job because teaching helps educate students to think more. According to her, God will be satisfied with those who become teachers. Part of the job nobility is its highly religious status. Many interviewees addressed religion when they talked about the advantages of being teachers. For example, Shuruq mentioned, "When we talk about teaching, we should never forget the classic saying that it is the job of the prophets." Some students change their attitude toward religion's relation to the job during their attendance at the College of Education. One of the things that changed Bader's attitude toward teaching is its status in Islam.

Fatimah believed religion is not a strong motivation for her and for most of the College of Education's students at the beginning. But during their study, their perception might change. When she talked about herself she said,

When I first joined the kindergarten program, most people told me that it is a hard job. But one lady came to me and told me: 'You are so lucky for the rewards that you will get from Allah. Imagine that when you teach a child a verse from the Qur'an, every time he or she recites it you will get rewarded.' Truly, I haven't had this idea in my mind. But now I think it is a great idea and I'm planning to do it.

Nawal, Falah, and Hassan agreed that, although there are some students who have this interest, most students do not share this religious motivation. Nawal believed those who joined this college based on religious motivation are following the prophet's

commands that exhort spreading knowledge. Falah thought that most of those students are in the Islamic Study discipline. He said he already knew a friend who joined the College of Education to become an Islamic Study teacher and spread Da'wa (an Islamic word for teaching about Islam) among students. Hassan thought religion is not a major motivation for students to become teachers. Even religious people do not think of teaching in this manner. He thinks those people who want to teach based on religious motivations are a "very small minority." This minority are mainly students in the Islamic Education discipline.

In Abdulaziz's view, religion is not a motive for being a teacher. He said, when he was asked about society's view of the religiosity of the job, "All of them are saying 'it is the job of the prophets.' Well, I don't see that. It is so rare. Maybe one in the whole college who can say so."

### **Conclusion**

The interviews show that the most mentioned group that affects students' motivations is the extrinsic motivations. Female students are more affected by extrinsic motivations than males. Many of them are fall under their families' pressure to join the College of Education. This family pressure is derived from two major desires. The first desire is to adhere the strict conservative customs. The second desire if to give their daughter a better chance to get married, since many fiancés are interested in having wives who work as teachers. Males on the other hand, have different situation. Not only males are not affected by the families' desires, but also more than that, families want their sons to stay away from teaching.

The participants mentioned salary and vacations as motivations for being teachers. However, males did not believe that salary could be a convincing motivation. They think other occupations may have better monetary rewards than teaching. Other extrinsic motivations that were mentioned by the participants include the fact that education is the only option, teaching is an easy job to join, and work hours are convenient for them.

Altruistic motivations are in the second place in terms of being mentioned. Participants mentioned the ability to change minds, the participation in fixing the educational system, and the nobility and respect that this occupation has. They also mentioned their belief of the religious reward that is associated with teaching young children.

Participants did not focus on the importance of intrinsic motivations. The only thing that could be included under this group is the ability to practice a beloved subject in their job.

The quantitative and qualitative sections appear to have some similarities and contradictions between their findings. These findings and their relations to the literature are discussed in the next chapter.

## CHAPTER 6: CONCLUSION

The first observation that can be seen is the compatibility between the quantitative and qualitative sections on disregarding intrinsic motivations as an influential category. The questionnaire results showed that students expressed some interest in some of the intrinsic motivation questions while lessen the importance of others. They were distributed in the mean ranking table and did not rank high in participants' responses. Students in the literary disciplines, such as Islamic studies and languages, comprised the only group whose responses were significantly related to intrinsic motivations. In the interviews, intrinsic motivations were never mentioned alone. Students' expressions of their interest in the teaching process were connected to altruistic motivations, not to the nature of the teaching job itself.

Literature shows that intrinsic motivations were not strongly related to students' desires to be teachers. But studies that mentioned intrinsic motivation focused on the relation between subject matter and the desire of become teachers (Brookhart & Freeman, 1992; Lortie, 1975). Similar to the previous studies, this study found that students' first intrinsic motivation is the ability to use their university specialization in their future occupation.

In the quantitative section, altruistic motivations were clearly highly associated with students' decisions to join the College of Education. At the same time, extrinsic motivations can be seen to have congregated at the bottom of the motivation list. Data analysis indicated that extrinsic motivations were not significant in affecting students' choice to join the College of Education. In the qualitative section, on the other hand,

extrinsic motivations were the major topic that the interviewed students talked about.

The discussion of altruistic motivations apparently came after the extrinsic motivation.

To address this mismatch, we should know that interviews' findings couldn't be generalized for the whole population. This small sample is not a representative sample and what it could offer is a deeper understanding of the details behind students' motivations. However, did participants focus on extrinsic motivations more than altruistic motivations mean they are really more important in making students' decision? Cultural influences should be understood to reconcile between the two findings.

The primary extrinsic motivations that the participants focused on were the family and cultural influences. This study findings support what Albelushi (2004) found in the Omani education system. Family and cultural influences are major factors for women to join the teaching occupation. Adhering to the parents' desires and social pressure are the major reasons behind women being teachers. Women do not think of the job nature as much as how suitable it is for women's role in society.

However, the assumption of putting family and cultural influences among extrinsic motivation is questionable. First of all, male students were not included in this assumption. To the contrary, many of them mentioned that their families discouraged them from going into the College of Education.

Female students are the ones who are seen to have been directly affected by culture and their family's desires. In many households, the authority of fathers and husbands had a significant impact on the female student's decision. In the questionnaire, students' ranked family desires in the bottom 10 motivations for being teachers. They also ranked the preference for a segregated environment at the bottom, one rank higher

than family desires. The quantitative section indicated that these are not real motivations for those students. Vacations, salaries, and the ease of becoming a teacher are related to the teaching job in many places around the world (Bastick, 2000; Ejieh, 2005; Hussain et al., 2010; Yong, 1995). However, the segregation environments and the desire to get married are motivations that have no relation to the job except for the social obligations that are forced upon women. Even when Fatimah's relatives advised her to stay away from teaching, her understanding that, for future husbands, teaching was a desirable job made her go in that direction. When neutralizing the family factor in the interviews, other extrinsic motivations did not seem to be so significant in motivating those students in comparison to the altruistic motivations. Although many other extrinsic motivations might be mentioned, without the family and cultural issues the majority of the discussion would be on altruistic motivations. Based on this perception, the situation of female teachers' motivations can be best described by Albelushi statement: "choice is closely linked to the identification of, and with career goals: if a goal is only such because it has been designated by others, then it is less a goal than a limitation" (Albelushi, 2004, p. 19). It is worthwhile to understand whether family desires and cultural influences are really motivations? Or are they, in fact, limitations?

Salary and vacations do not seem to be highly effective motivations. Participants showed moderate interest in both the quantitative and qualitative sections. This statement is especially true for the male participants. Interviewees said that men could find better paying occupations than teaching.

Previous studies showed that altruistic motivations were the biggest reason for students to join the teaching occupation (Ramirez, 2010; Stiegelbauer, 1992; Sinclair et

al., 2006; Watt & Richardson, 2007). Females had more altruistic motivations than males to become teachers. This can be related to the finding that students in the kindergarten discipline, which is open only to females, showed more altruistic motivation. It can be also explained by the age of students in the kindergarten level, where many believed they might be more influential. This finding can be associated with what Siniscalco (2002) mentioned about the reason behind women outnumbering men in the lower educational levels. Students at younger levels need more care and attention.

Literary disciplines also showed a high relation to altruistic motivations. One explanation can be that those in that discipline have more opportunity to talk with students about social and religious issues. It is not only Islamic studies teachers who can provide moral leadership through their subjects but teachers in the Arabic language and social studies curriculums, for example, also have many opportunities to talk with students about religious, social, and moral issues as well as opportunities to talk about students' lives. That is why the highest ranking question in the questionnaire was "Students need teachers who teach Islamic morals in addition to their subjects."

Having determined the main findings, they should be connected with the historical context of Kuwaitis and their willingness to be teachers. Like many other countries, from the early beginnings of education, extrinsic motivations were not the primary motivations for Kuwaitis. Mullas and early teachers were the educated individuals and the intellectuals who care about spreading the knowledge and improving the educational situation in the country.

Likewise, today, students think of being educators as an altruistic service they are giving to the community rather than a job that benefits them directly. Studies have

shown that teachers in developing countries are motivated by extrinsic motivations (Bastick, 2000; Ejieh, 2005; Hussain et al. 2010; Yong, 1995). But unlike developing countries, Kuwait enjoys high level of prosperity because of the petroleum exportation income that helps the government support its citizen's employment. Because of this high income, students' responses in this study are similar to those of developed countries that focus on altruistic motivations (Barnby, 2006; Roness & Smith, 2009). This finding does not agree with what Halawah (2008) found about the motivations of the teachers in the United Arab Emirates. Although the United Arab Emirates and Kuwait have similar conditions, teachers in the United Arab Emirates are extrinsically motivated.

Interviewees, especially males, mentioned that if they want to be paid well, they should go to other jobs, which may explain the problem of why Kuwaiti students are moving away from the teaching profession. It may also explain why those who choose to be teachers are choosing relatively easy specializations. Since the main reasons for being teachers are to be role models for students and help to change society, and since joining the education profession is relatively easy, why should we expect students to follow harder paths if they can choose the easier ones? Specializing in the scientific disciplines requires a lot of work, while being a teacher in literary discipline does not require that much work.

This issue is more obvious when comparing subject matter teachers with kindergarten teachers. Unlike subject matter teachers, teachers in kindergartens are not expected to have much out-of-school preparation or to take schoolwork home with them. That may provide an explanation of why Kuwaitis are overcrowding in kindergarten while non-Kuwaitis constitute the majority of teachers in advanced levels.

The ease of joining the teaching profession, and the nature of the educational system in Kuwait made it a profession that has become a target for those who want to avoid some social obstacles. This is clear with the female orientation toward education. With the tendency toward more modernization in Kuwaiti society, those who want to adhere to their social customs regarding women's nature but get the benefits that society provides to working women at the same time are focusing on education as a comfortable environment. Being a teacher per se, regardless of the level and what to teach, led to the congregation in relatively easy disciplines.

Being motivated altruistically has its implication on the issue of the high number of non-Kuwaiti teachers in Kuwait. This study found that with the passage of time the altruistic motivations weaken. This finding is similar to what other researcher found on how teachers look at their profession (Sinclair et al. 2006). Alansari (2007) and Alrashid (2007) found that teachers with more experience think of their job poorly than teachers with less experience. This may be due to altruistic motivations weaken when young teacher face the bureaucratic reality and the stress that comes with the job.

Although altruistic motivation looks beautiful on the surface, its domination has an indirect negative impact on the educational process. Leaders and policy makers should think of ways to advertise teaching as an opportunity to develop and ensure the individuals' future. One way is by raising the social status of the job and advertises it as a high profession occupation. Many studies found that teaching is separated from high status professions like doctors and lawyers (AlHalalshah, 2007; Hargreaves et al., 2006). As the previous research shows, raising the social status of the occupation is associated with high turnouts (Dolton & Marcenaro-Gutierrez, 2013; Wolman, 2010).

This study shows that social status is not a motivation for students to join the teaching occupation. Among the 45 questions about students' motivations in the questionnaire, social status ranked 34, which indicate that it does not have a high impact on students' decision to become teachers. Interviews conducted in this study gave similar results. Students, especially males, do not think of teaching as a high status job.

One way to raise teachers' status is to treat them as professionals. Teaching is looked at as a job for low ability students (Park & Byun, 2015). Because of the high demand for teachers, teacher preparation schools lower their admission standards (Kaur, 2013; Labaree, 2004). The College of Education in Kuwait University states in its goals that the school should work "[to] prepare and develop the professional manpower that is required of teachers, specialists, and leading educators according to the requirements of the standard accreditation institutions" (College of Education, n.d., p.41). However, this professional preparation fails to make students think highly about their future job without serious changes in the country's educational policy toward their teachers.

One way to create a profession status for teaching is by raising the admission standers and makes it more selective. Students who was interviewed, especially males, did not show that being admitted to the College of Education was a hard job. Some of them did not even know that they need a certification to become a teacher. Others thought of it as transitional stage to go to another college. By monitoring the monopoly and selectivity of teaching occupation, according to Labaree (2004), teaching will have a higher status in the educational marketplace.

Education policy makers should take these findings seriously. The fact that Kuwait's economy is depending mainly on oil production should direct the leaders to

give more attention towards substituting Kuwaitis in vital occupations in the society.

With the fluctuation in oil prices, non-Kuwaiti teachers have no obligation to stay and teach Kuwaiti children when the oil prices go down and employees' salaries goes under reduction.

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## **APPENDIX 1: QUESTIONNAIRE ITEMS CORRELATION**

### Questionnaire Items Correlation

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1		.374	.077	.202	.136	.014	.216	.221	.132	.023	.088	.011	.122	.172	.2	.136	.024	.151	.208	.015	.197	.126
2	.374		.181	.322	.264	0.04	.344	.26	.068	.184	.187	.022	.055	.505	.456	.219	.103	.19	.263	.182	.318	.186
3	.077	.181		.093	.065	.145	.089	0.03	.165	.195	.085	.046	.118	.234	.038	.148	.218	.085	.091	.038	.125	.041
4	.202	.322	.093		.255	0.094	.235	.246	.16	.072	.127	0.069	0.016	.193	.325	.152	.133	.101	.354	.062	.293	.147
5	.136	.264	.065	.255		0.029	.216	.173	.074	.151	.145	0.06	.17	.272	.246	.101	.186	.116	.188	.225	.21	.127
6	.014	0.04	.145	0.094	0.029		.034	0.174	.211	.119	0.007	.093	.077	.004	0.08	0.004	.223	0.035	.011	.05	0.078	0.054
7	.216	.344	.089	.235	.216	.034		.322	.16	.087	.184	.146	.191	.307	.437	.228	.186	.186	.155	.081	.253	.209
8	.221	.26	0.03	.246	.173	0.174	.322		.131	.028	.2	.051	.078	.305	.389	.149	.039	.161	.175	.086	.346	.111
9	.132	.068	.165	.16	.074	.211	.16	.131		.212	.251	0.052	.098	.099	.135	.089	.194	.087	.132	.12	.186	.117
10	.023	.184	.195	.072	.151	.119	.087	.028	.212		.145	0.093	.14	.115	.085	.109	.155	.147	.166	.129	.062	.135

11	.088	.187	.085	.127	.145	0.007	.184	.2	.251	.145		.071	0.016	.087	.166	.202	.132	.089	.212	.167	.266	.144
12	.011	.022	.046	0.069	0.06	.093	.146	.051	0.052	0.093	.071		0.024	.143	.073	.071	.093	.041	.016	.157	.097	0.013
13	.122	.055	.118	0.016	.17	.077	.191	.078	.098	.14	0.016	0.024		.203	.166	.078	.159	.098	.082	.092	.076	.186
14	.172	.505	.234	.193	.272	.004	.307	.305	.099	.115	.087	.143	.203		.435	.175	.178	.171	.216	.24	.291	.228
15	.2	.456	.038	.325	.246	0.08	.437	.389	.135	.085	.166	.073	.166	.435		.232	.127	.252	.317	.197	.404	.211
16	.136	.219	.148	.152	.101	0.004	.228	.149	.089	.109	.202	.071	.078	.175	.232		.194	.14	.12	.175	.163	.153
17	.024	.103	.218	.133	.186	.223	.186	.039	.194	.155	.132	.093	.159	.178	.127	.194		.137	.13	.125	.118	.076
18	.151	.19	.085	.101	.116	0.035	.186	.161	.087	.147	.089	.041	.098	.171	.252	.14	.137		.508	.252	.477	.264
19	.208	.263	.091	.354	.188	.011	.155	.175	.132	.166	.212	.016	.082	.216	.317	.12	.13	.508		.318	.547	.303
20	.015	.182	.038	.062	.225	.05	.081	.086	.12	.129	.167	.157	.092	.24	.197	.175	.125	.252	.318		.368	.105
21	.197	.318	.125	.293	.21	0.078	.253	.346	.186	.062	.266	.097	.076	.291	.404	.163	.118	.477	.547	.368		.374
22	.126	.186	.041	.147	.127	0.054	.209	.111	.117	.135	.144	0.013	.186	.228	.211	.153	.076	.264	.303	.105	.374	
23	0.091	0.018	.136	0.059	.113	0.016	.103	0.015	.149	.084	.121	.122	.289	.119	.081	.103	.223	.179	.128	.183	.248	.269

24	.009	0.068	.011	.045	.106	.067	.03	0.016	.189	.199	.055	0.007	.186	.104	.087	.055	.172	.202	.167	.285	.167	.224
25	.066	.097	.054	.132	0.047	0.018	0.024	.116	.003	0.071	.085	.053	0.077	.077	.096	0.002	.017	.229	.251	.13	.296	.09
26	.175	.221	.035	.165	.321	0.083	.314	.281	.129	.168	.231	.023	.343	.28	.376	.199	.088	.271	.263	.211	.314	.269
27	.04	.015	0.017	.025	.169	.01	.212	.117	.083	.098	.105	.126	.245	.124	.296	.104	.23	.22	.145	.207	.186	.192
28	.088	.007	.125	.106	.137	.09	.092	.123	.365	.132	.26	.082	.091	.147	.124	.085	.111	.223	.261	.2	.27	.267
29	.111	.102	.082	.064	.08	0.076	.113	.116	.021	.043	.188	.11	.103	.089	.166	.366	.008	.206	.177	.216	.244	.131
30	.233	.334	.066	.23	.25	0.138	.342	.469	.233	.018	.35	.073	.094	.313	.466	.285	.118	.293	.338	.196	.484	.244
31	.217	.338	.078	.345	.161	0.067	.254	.358	.077	.122	.222	.082	.12	.356	.418	.166	.082	.47	.544	.275	.617	.334
32	.32	.368	.108	.236	.226	0.027	.32	.406	.196	.094	.295	.085	.072	.349	.398	.255	.191	.322	.414	.32	.531	.31
33	.124	.225	.032	.212	.139	.003	.169	.245	.163	.105	.267	.062	0.041	.157	.3	.344	.121	.343	.364	.322	.429	.256
34	.101	.201	.057	.227	.217	0.009	.229	.239	.308	.231	.34	0.059	.151	.222	.35	.256	.182	.368	.448	.291	.458	.375
35	.085	.136	.137	.168	.246	0.006	.186	.178	.24	.229	.206	0.079	.165	.183	.226	.107	.067	.374	.449	.213	.41	.404
36	.028	0.106	0.002	0.08	0.082	.076	0.035		.056	.072	0.048	.157	.018	0.065	0.184	.026	.041	.001	0.002	.07	0.019	0.04

37	.17	.299	.106	.248	.166	0.083	.273	.34	.175	.12	.186	.002	.019	.304	.452	.186	.102	.437	.476	.286	.616	.374
38	.063	.137	.122	.097	.348	.067	.214	.109	.207	.163	.166	0.02	.283	.24	.253	.192	.221	.189	.148	.199	.192	.338
39	.015	.171	.058	.252	.209	.045	.213	.182	.084	.22	.195	0.057	.056	.141	.253	.091	.223	.172	.284	.109	.173	.184
40	.115	.274	.063	.171	.125	0.098	.26	.252	.086	.116	.21	.056	.096	.231	.398	.069	.157	.231	.136	.14	.278	.237
41	.111	.346	.084	.266	.147	0.11	.215	.252	.05	.063	.16	0.029	.016	.282	.434	.19	.099	.186	.328	.129	.399	.18
42	.115	.369	.098	.243	.268	0.092	.413	.278	.165	.249	.196	.074	.222	.362	.384	.277	.141	.16	.189	.143	.308	.276
43	.169	.268	.107	.182	.068	0.067	.289	.236	.049	.041	.159	.132	.041	.236	.311	.262	.055	.163	.209	.128	.374	.241
44	.014	.067	0.012	0.011	.144	.021	.209	.019	.097	.061	.127	.121	.154	.095	.156	.155	.123	0.062	0.072	.059	.081	.193
45	.124	.309	.097	.258	.225	0.077	.223	.202	.104	.139	.245	.1	.05	.266	.383	.166	.127	.131	.195	.248	.257	.123

	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
1	0.091	.009	.066	.175	.04	.088	.111	.233	.217	.32	.124	.101	.085	.028	.17	.063	.015	.115	.111	.115	.169	.014	.124

2	0.018	0.068	.097	.221	.015	.007	.102	.334	.338	.368	.225	.201	.136	0.106	.299	.137	.171	.274	.346	.369	.268	.067	.309
3	.136	.011	.054	.035	0.017	.125	.082	.066	.078	.108	.032	.057	.137	0.002	.106	.122	.058	.063	.084	.098	.107	0.012	.097
4	0.059	.045	.132	.165	.025	.106	.064	.23	.345	.236	.212	.227	.168	0.08	.248	.097	.252	.171	.266	.243	.182	0.011	.258
5	.113	.106	0.047	.321	.169	.137	.08	.25	.161	.226	.139	.217	.246	0.082	.166	.348	.209	.125	.147	.268	.068	.144	.225
6	0.016	.067	0.018	0.083	.01	.09	0.076	0.138	0.067	0.027	.003	0.009	0.006	.076	0.083	.067	.045	0.098	0.11	0.092	0.067	.021	0.077
7	.103	.03	0.024	.314	.212	.092	.113	.342	.254	.32	.169	.229	.186	0.035	.273	.214	.213	.26	.215	.413	.289	.209	.223
8	0.015	0.016	.116	.281	.117	.123	.116	.469	.358	.406	.245	.239	.178		.34	.109	.182	.252	.252	.278	.236	.019	.202
9	.149	.189	.003	.129	.083	.365	.021	.233	.077	.196	.163	.308	.24	.056	.175	.207	.084	.086	.05	.165	.049	.097	.104
10	.084	.199	0.071	.168	.098	.132	.043	.018	.122	.094	.105	.231	.229	.072	.12	.163	.22	.116	.063	.249	.041	.061	.139
11	.121	.055	.085	.231	.105	.26	.188	.35	.222	.295	.267	.34	.206	0.048	.186	.166	.195	.21	.16	.196	.159	.127	.245
12	.122	0.007	.053	.023	.126	.082	.11	.073	.082	.085	.062	0.059	0.079	.157	.002	0.02	0.057	.056	0.029	.074	.132	.121	.1
13	.289	.186	0.077	.343	.245	.091	.103	.094	.12	.072	0.041	.151	.165	.018	.019	.283	.056	.096	.016	.222	.041	.154	.05
14	.119	.104	.077	.28	.124	.147	.089	.313	.356	.349	.157	.222	.183	0.065	.304	.24	.141	.231	.282	.362	.236	.095	.266

15	.081	.087	.096	.376	.296	.124	.166	.466	.418	.398	.3	.35	.226	0.184	.452	.253	.253	.398	.434	.384	.311	.156	.383
16	.103	.055	0.002	.199	.104	.085	.366	.285	.166	.255	.344	.256	.107	.026	.186	.192	.091	.069	.19	.277	.262	.155	.166
17	.223	.172	.017	.088	.23	.111	.008	.118	.082	.191	.121	.182	.067	.041	.102	.221	.223	.157	.099	.141	.055	.123	.127
18	.179	.202	.229	.271	.22	.223	.206	.293	.47	.322	.343	.368	.374	.001	.437	.189	.172	.231	.186	.16	.163	0.062	.131
19	.128	.167	.251	.263	.145	.261	.177	.338	.544	.414	.364	.448	.449	0.002	.476	.148	.284	.136	.328	.189	.209	0.072	.195
20	.183	.285	.13	.211	.207	.2	.216	.196	.275	.32	.322	.291	.213	.07	.286	.199	.109	.14	.129	.143	.128	.059	.248
21	.248	.167	.296	.314	.186	.27	.244	.484	.617	.531	.429	.458	.41	0.019	.616	.192	.173	.278	.399	.308	.374	.081	.257
22	.269	.224	.09	.269	.192	.267	.131	.244	.334	.31	.256	.375	.404	0.04	.374	.338	.184	.237	.18	.276	.241	.193	.123
23		.239	0.027	.263	.302	.199	.186	.207	.129	.193	.105	.256	.238	.069	.259	.271	.109	.154	.06	.217	.125	.291	.078
24	.239		.109	.098	.248	.238	.067	.026	.104	.094	.127	.257	.297	.017	.184	.283	.163	.073	.049	.158	.089	.115	.133
25	0.027	.109		.071	.011	.088	.063	.16	.331	.16	.227	.218	.184	.126	.257	0.029	.051	.084	.226	.023	.119	0.071	.095
26	.263	.098	.071		.302	.284	.219	.435	.416	.373	.214	.4	.332	.057	.404	.428	.211	.212	.228	.416	.235	.195	.234
27	.302	.248	.011	.302		.328	.155	.26	.2	.233	.164	.272	.254	.044	.265	.256	.181	.319	.08	.165	.13	.216	.142

28	.199	.238	.088	.284	.328		.27	.322	.273	.236	.244	.366	.341	.078	.319	.229	.198	.233	.123	.142	.137	.16	.097
29	.186	.067	.063	.219	.155	.27		.329	.22	.247	.318	.168	.156	.078	.188	.121	.012	.13	.075	.128	.184	.097	.161
30	.207	.026	.16	.435	.26	.322	.329		.5	.52	.412	.402	.312	.011	.51	.237	.147	.334	.291	.36	.313	.276	.309
31	.129	.104	.331	.416	.2	.273	.22	.5		.539	.452	.432	.45	.03	.608	.183	.229	.294	.368	.302	.381	.102	.303
32	.193	.094	.16	.373	.233	.236	.247	.52	.539		.487	.444	.36	.055	.558	.154	.166	.297	.258	.263	.31	.12	.254
33	.105	.127	.227	.214	.164	.244	.318	.412	.452	.487		.408	.308	.092	.459	.137	.143	.233	.256	.245	.254	.103	.229
34	.256	.257	.218	.4	.272	.366	.168	.402	.432	.444	.408		.494	.005	.483	.333	.285	.262	.3	.387	.165	.075	.227
35	.238	.297	.184	.332	.254	.341	.156	.312	.45	.36	.308	.494		.07	.446	.265	.347	.229	.222	.235	.25	.017	.153
36	.069	.017	.126	.057	.044	.078	.078	.011	.03	.055	.092	.005	.07		.029	.005	.042	0.028	0.137	0.059	0.029	.114	0.058
37	.259	.184	.257	.404	.265	.319	.188	.51	.608	.558	.459	.483	.446	.029		.242	.215	.301	.491	.297	.384	.09	.261
38	.271	.283	0.029	.428	.256	.229	.121	.237	.183	.154	.137	.333	.265	.005	.242		.359	.234	.119	.32	.166	.269	.261
39	.109	.163	.051	.211	.181	.198	.012	.147	.229	.166	.143	.285	.347	.042	.215	.359		.35	.288	.249	.156	.089	.152
40	.154	.073	.084	.212	.319	.233	.13	.334	.294	.297	.233	.262	.229	0.028	.301	.234	.35		.268	.262	.285	.129	.208

41	.06	.049	.226	.228	.08	.123	.075	.291	.368	.258	.256	.3	.222	0.137	.491	.119	.288	.268		.358	.369	.037	.233
42	.217	.158	.023	.416	.165	.142	.128	.36	.302	.263	.245	.387	.235	0.059	.297	.32	.249	.262	.358		.35	.196	.401
43	.125	.089	.119	.235	.13	.137	.184	.313	.381	.31	.254	.165	.25	0.029	.384	.166	.156	.285	.369	.35		.173	.274
44	.291	.115	0.071	.195	.216	.16	.097	.276	.102	.12	.103	.075	.017	.114	.09	.269	.089	.129	.037	.196	.173		.171
45	.078	.133	.095	.234	.142	.097	.161	.309	.303	.254	.229	.227	.153	0.058	.261	.261	.152	.208	.233	.401	.274	.171	

## **APPENDIX 2: ENGLISH TRANSLATION OF THE QUESTIONNAIRE**

## Why Do Kuwaitis Choose to Join the School of Education?

Age: .....

Sex:  Male  Female

Marital status:  Single  Married  Divorced

School year: .....

Specialization: .....

High school GPA: .....

University GPA: .....

Please rate how strongly you agree or disagree with each of the following statements about why you chose to join the School of Education by placing a check mark in the appropriate box.

I joined the school of education because:						
1	I would like to use my university specialization in my future occupation	Strongly agree	agree	undecided	disagree	Strongly disagree
2	I want to be a role model to the students	Strongly agree	agree	undecided	disagree	Strongly disagree
3	I can find a job close to my home	Strongly agree	agree	undecided	disagree	Strongly disagree
4	Teaching will give me the opportunity to contribute to society	Strongly agree	agree	undecided	disagree	Strongly disagree
5	I will have direct contact with a lot of people	Strongly agree	agree	undecided	disagree	Strongly disagree
6	I want to enjoy long holidays	Strongly agree	agree	undecided	disagree	Strongly disagree
7	Teaching gives me the opportunity to continuously learn	Strongly agree	agree	undecided	disagree	Strongly disagree
8	Teaching is an intellectual challenging job	Strongly agree	agree	undecided	disagree	Strongly disagree
9	School hours fit my schedule more than other occupations	Strongly agree	agree	undecided	disagree	Strongly disagree
10	I like to be in an environment that segregates men from women	Strongly agree	agree	undecided	disagree	Strongly disagree
11	I can combine teaching with other duties I do outside the school	Strongly agree	agree	undecided	disagree	Strongly disagree
12	Teaching gives more free time to earn money from other sources	Strongly agree	agree	undecided	disagree	Strongly disagree
13	School of education was the best choice based on my high school score	Strongly agree	agree	undecided	disagree	Strongly disagree
14	I like to be the center of the students' attention	Strongly agree	agree	undecided	disagree	Strongly disagree
15	Teaching gives life its meaning	Strongly agree	agree	undecided	disagree	Strongly disagree
16	I like children	Strongly agree	agree	undecided	disagree	Strongly disagree
17	I can get a good salary	Strongly agree	agree	undecided	disagree	Strongly disagree
18	Educating is the job of the prophets	Strongly agree	agree	undecided	disagree	Strongly disagree
19	Students need teachers who teach Islamic morals in addition to their subjects	Strongly agree	agree	undecided	disagree	Strongly disagree
20	I have friends who are teachers	Strongly agree	agree	undecided	disagree	Strongly disagree
21	I can teach younger generations how to appreciate knowledge	Strongly agree	agree	undecided	disagree	Strongly disagree

22	School of education gives me the right skills that a teacher needs	Strongly agree	agree	undecided	disagree	Strongly disagree
23	Job mobility is easier for teachers	Strongly agree	agree	undecided	disagree	Strongly disagree
24	My family advised me to become a teacher	Strongly agree	agree	undecided	disagree	Strongly disagree
25	Kuwait is suffering from a shortage of good teachers	Strongly agree	agree	undecided	disagree	Strongly disagree
26	I always wanted to become a teacher	Strongly agree	agree	undecided	disagree	Strongly disagree
27	With a degree from the school of education I will have more job opportunities in addition to teaching	Strongly agree	agree	undecided	disagree	Strongly disagree
28	Teaching provides more free time to spend with my family	Strongly agree	agree	undecided	disagree	Strongly disagree
29	I worked with children in places other than the school before and I found it rewarding	Strongly agree	agree	undecided	disagree	Strongly disagree
30	Teaching is an enjoyable job	Strongly agree	agree	undecided	disagree	Strongly disagree
31	I want to help students make academic progress	Strongly agree	agree	undecided	disagree	Strongly disagree
32	I have the personality that fits the teacher character	Strongly agree	agree	undecided	disagree	Strongly disagree
33	When I come into contact with children, I usually play the role of educator	Strongly agree	agree	undecided	disagree	Strongly disagree
34	Teaching is a stable and secure job	Strongly agree	agree	undecided	disagree	Strongly disagree
35	Teaching is a job that fits the Islamic principals	Strongly agree	agree	undecided	disagree	Strongly disagree
36	I was dissatisfied with my previous major	Strongly agree	agree	undecided	disagree	Strongly disagree
37	I love spreading knowledge	Strongly agree	agree	undecided	disagree	Strongly disagree
38	I was influenced by the status that teachers have	Strongly agree	agree	undecided	disagree	Strongly disagree
39	I can practice “da’awa” inside the school	Strongly agree	agree	undecided	disagree	Strongly disagree
40	I like to have responsibilities	Strongly agree	agree	undecided	disagree	Strongly disagree
41	I believe good education is the way to the modern society	Strongly agree	agree	undecided	disagree	Strongly disagree
42	Teaching helps me develop the skills that I always wanted to have	Strongly agree	agree	undecided	disagree	Strongly disagree
43	I think I can solve some of the problems in the educational system	Strongly agree	agree	undecided	disagree	Strongly disagree
44	Teaching is an easy job	Strongly agree	agree	undecided	disagree	Strongly disagree
45	I was influenced by one of my school teachers	Strongly agree	agree	undecided	disagree	Strongly disagree