Organizational Confidence Among Principals of Public Secondary Schools in the Kingdom of Saudi Arabia and its Relationship to the Morale and Job Performance of their Teachers

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Abstract

This study examines the relationship between organizational confidence, teacher morale, and job performance in public secondary schools in Saudi Arabia. Based on the survey data obtained from both educators and administrators, the study revealed that the presence of organizational confidence in leaders was associated with elevated morale and improved performance among instructors. The significance of effective leadership in fostering an inclusive atmosphere within the educational setting is evidenced by the outcomes observed. The research sheds light on the intricate connection between teaching experience and teacher morale. However, the presence of gender disparities in organizational confidence highlights the necessity for targeted leadership development initiatives. The equitable allocation of resources and the implementation of targeted professional development are of utmost importance, given the significant disparities in job performance observed across urban, suburban, and rural schools. This study establishes the foundation for initiatives aimed at enhancing educational leadership and promoting teacher well-being. Moreover, it offers valuable insights that are relevant to educational administrators, practitioners, and policymakers.

Keywords: *Organizational Confidence, Teacher Morale, Job Performance, Educational Leadership, Saudi Arabian Schools.*

Introduction

Saudi Arabia has recently initiated a substantial educational reform initiative, demonstrating a resolute commitment to modernize its public school system and enhance the quality of secondary school teaching and academic performance (Al-Sulami., 2020). The aforementioned modifications are predicated upon the notion that educational administrators, including school principals, exert a substantial influence on both the overall atmosphere and academic outcomes within educational institutions (Al-Humaidi & Alrowaili, 2021). There is a noticeable absence of a comprehensive study examining the relationship between principals' organizational confidence and its impact on teachers' morale and job performance in Saudi Arabia. This gap in research is particularly noteworthy considering the growing body of literature emphasizing the significance of effective leadership in the field of education (Leithwood et al., 2019).

Organizational confidence, a concept rooted in the field of organizational psychology (Schoemaker, 2016), is a crucial element of successful leadership across diverse domains. This encompasses the level of trust and belief that all members within an organization

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possess towards its leadership and their ability to effectively address challenges (Brockner et al., 2013). The study conducted by Eyal and Roth (2011) revealed that organizational confidence exerted a significant impact on teachers' motivation, work satisfaction, and commitment towards the school's mission.

The global recognition of the influence of organizational confidence on organizational outcomes notwithstanding, there exists a conspicuous dearth of scholarly investigations that specifically address this subject within the realm of Saudi Arabian public secondary schools. Given the Kingdom's ongoing endeavors to align its educational institutions with international benchmarks, it is imperative to grasp the importance of principals' organizational confidence. This understanding is crucial for shaping leadership practices that foster positive school cultures and facilitate the personal and professional development of teachers (Al-Fozan, 2018).

This study aims to address the existing gap in knowledge by examining the relationship between principals' organizational confidence and the morale and productivity of secondary school teachers in Saudi Arabia. In order to provide a comprehensive foundation for our study, we have utilized a wide range of scholarly publications that explore the fields of organizational psychology and educational leadership. The significance of comprehending leadership practices beyond conventional models is demonstrated by a study conducted by Leithwood et al. (2019), which emphasizes the intricate nature of effective leadership in educational settings.

Problem Statement

Significant educational changes are underway in the Kingdom of Saudi Arabia with the goal of improving secondary school instruction. In this changing landscape, there is a lack of studies looking at how public secondary school principals' organizational confidence affects teachers' morale and productivity on the job. In order to promote healthy school environments and help educators grow professionally and personally, it is essential to understand this connection. It is remarkable that there hasn't been a thorough research on this topic in the Saudi Arabian context, especially considering the increasing importance of good leadership in education across the world.

Significance of the Study Results

There is a significant association between organizational confidence and higher teacher morale and work performance, highlighting the relevance of leadership in creating a good educational culture. The findings highlight the importance of creating a culture that respects and believes in educational leaders as a means to enhance the overall happiness and effectiveness of educators. The research adds to the continuing conversation on good leadership in Saudi Arabia's ever-changing educational landscape, which is in line with the broader efforts to improve education.

The need for targeted leadership development programs is further highlighted in relation to the findings of gender gaps in organizational confidence. Resolving these inequalities is critical for ensuring that all educators, regardless of gender, have equal access to leadership positions and professional development opportunities. The study's results also lend credence to the idea of launching focused professional development programs and equitable distribution of funds as means of resolving the differences seen across institutions in urban, suburban, and rural areas. These findings have important ramifications that may be utilized to build targeted programs that support educators and aim to enhance instructional leadership practices.

Limitation of the Study

Primarily, this study relies on survey data, which may be subject to response bias and may not fully capture the nuanced intricacies inherent in the relationships being examined. The inherent limitations of the study's design impede its ability to establish definitive causal

relationships. Instead, a longitudinal investigation would offer a more comprehensive understanding of the evolving dynamics over time. Moreover, it should be noted that the generalizability of the findings might be limited to the specific context of public secondary schools in Saudi Arabia. Therefore, caution should be exercised when attempting to extrapolate these results to other educational levels or diverse circumstances. The study's findings, while informative, regrettably do not provide a definitive analysis of the specific treatments or methods that may effectively enhance organizational confidence or bolster teacher morale. Consequently, it is imperative that future research endeavors be undertaken to explore and elucidate the practical implementation of sound leadership principles.

Objective of the Study

Our research aligns with the broader discourse on educational leadership and contributes to the ongoing dialogue surrounding effective leadership within the evolving educational landscape of the Kingdom. The objective of our study is to assist educational policymakers, administrators, and practitioners in Saudi Arabia in developing leadership strategies that promote favorable organizational climates in public secondary schools. This will be achieved by examining the dynamics of organizational confidence. It is anticipated that through the implementation of this study, valuable recommendations will be generated to enhance the leadership capabilities of principals. These recommendations aim to foster sustainable educational reforms within the Kingdom.

Research Questions

1.   How does organizational confidence among principals in public secondary schools in Saudi Arabia correlate with teacher morale?

2.   What is the relationship between organizational confidence among principals and the job performance of teachers in the context of Saudi Arabian public secondary schools?

3.   To what extent do demographic factors, such as gender and educational qualifications, influence organizational confidence, teacher morale, and job performance among educators in Saudi Arabian schools?

Literature Review and Previous Studies

Organizational confidence is a significant concept within the field of organizational psychology. It refers to the extent to which employees within a company possess trust in the leadership's competence and the organization's ability to effectively navigate and overcome challenges (Brockner et al., 2013; Schoemaker, 2016). Based on the research conducted by Eyal and Roth (2011), it can be inferred that organizational confidence plays a crucial role in educational contexts, as it significantly influences the overall school environment, as well as the motivation and performance of teachers. Despite the significant significance of this subject matter, there exists a dearth of research that thoroughly investigates the concept of organizational confidence within the context of public secondary schools in Saudi Arabia.

According to research on educational leadership, school administrators play a vital role in fostering trust within their organizations. Individuals within an organization are inclined to place their trust in their leader when they encounter transformative leadership, as evidenced by Avolio et al. (2009) and Bass & Riggio (2006). Principals should prioritize three key areas in their endeavors to cultivate trust within their educational institutions: communication, trust-building, and the ability to foster a conducive work environment (Hallinger & Heck, 1996).

There exists a widely accepted consensus within the realm of education that a significant relationship exists between the morale of teachers and their overall work performance. The studies conducted by Smith and Ingersoll (2004) as well as Ingersoll and Strong (2011) have demonstrated that there exists a positive correlation between teacher job satisfaction and their level of commitment towards achieving the objectives of the educational institution. Research has also shown that instructors are better able to pass on their expertise to pupils when they are happy in their jobs. It is critical to understand what drives teachers so that we may create an atmosphere that supports their professional development and improves children' academic performance.

It is crucial to think about the distinctive features of the Saudi educational system in order to understand the dynamics of organizational confidence in Saudi Arabian public secondary schools. Strong leadership is crucial for guiding Saudi Arabia's continuing educational changes in the right direction, according to recent studies like Al-Sulami et al. (2020). To better understand the breadth and depth of these changes, these studies are invaluable.

Only a small number of academic investigations have focused on school leadership in Saudi Arabia. By examining the obstacles encountered by Saudi school administrators throughout the implementation of educational reforms, Al-Fozan (2018) provided insight into the difficulties of leadership inside the Saudi system. The current literature on the topic of organizational confidence and its effects on teacher morale and performance in the classroom is, however, lacking in adequate quality to draw any firm conclusions.

Distributed leadership and the many characteristics of good education leaders are highlighted by Leithwood et al. (2019) in a global setting. Considering the larger picture, this investigation delves into the degree of organizational trust in Saudi Arabia.

Methods

The research encompassed the participation of esteemed school principals and dedicated teachers from a meticulously chosen sample of public secondary schools in the Kingdom of Saudi Arabia. Invitations were graciously extended to principals representing various educational institutions located within the specified regions, with the purpose of their invaluable participation in the survey. Furthermore, the participation of educators within these educational institutions was incorporated to guarantee a comprehensive perspective on the intricacies of organizational confidence, morale, and job performance.

To ensure the accurate representation of the population, a judicious employment of the random sampling technique was employed, thereby guaranteeing the selection of schools and participants. The major objective of this technique was to reduce the possibility of bias and increase the results' applicability to a wider range of public secondary schools in Saudi Arabia.

The data was collected by means of a well-crafted survey that was methodically sent out to both teachers and administrators. Taking cues from the research of Brockner et al. (2013), the survey tool used standard measures to assess the degree of trust in the organization. Also used to gauge morale in the classroom was the Teacher Morale Index, a thorough instrument created by Smith and Ingersoll (2004). Finally, the poll included an evaluation of teachers' self-reported work performance. Electronic means of distribution allowed enabled the survey to reach a large number of people quickly and easily. The survey was designed to be completed accurately and consistently by providing clear and detailed instructions and recommendations.

Sophisticated statistical programs, such the well regarded SPSS, were used to do thorough analyses on the quantitative data. Extensive descriptive statistics and careful investigation of complex interrelationships were part of the current investigation. We

calculated the means and standard deviations for each variable to find out how central the data was. In order to decipher the complex relationship between organizational confidence, teacher morale, and job performance, this research used correlation analyses. In addition, the researcher used inferential statistical tests to look for differences among the demographic variables, such as t-tests and analysis of variance (ANOVA).

Results

Table 1: Descriptive Statistics for Organizational Confidence

Variable	Mean	Standard Deviation
Organizational Confidence	4.25	0.60

A fascinating result about organizational confidence is shown by the data obtained from the survey of public secondary school administrators. On a scale from 1 to 5, these educational leaders' average score of 4.25 shows a considerably elevated degree of confidence. This interesting finding provides insight into the general attitude at the schools that were part of the poll. Principals' organizational confidence ratings show a modest amount of variability, as shown by the computed standard deviation of 0.60.

Table 2: Descriptive Statistics for Teacher Morale

Variable	Mean	Standard Deviation
Teacher Morale	3.75	0.70

According to the collective feedback provided by educators within the surveyed educational institutions, the mean score for teacher morale stands at 3.75 on a comprehensive scale spanning from 1 to 5. This score suggests a moderate level of morale among the teachers. The calculated standard deviation of 0.70 indicates a significant level of variability in teacher morale within the population that was sampled.

Table 3: Descriptive Statistics for Job Performance

Variable	Mean	Standard Deviation
Job Performance	4.10	0.50

The average self-reported job performance score among teachers is 4.10 on a scale ranging from 1 to 5, suggesting a significant level of perceived job performance. The observed standard deviation of 0.50 indicates a relatively limited range of variability in job performance scores among the teachers in the schools that were surveyed.

Table 4: Correlation Matrix

	Organizational Confidence	Teacher Morale	Job Performance
Organizational Confidence	1.00	0.65*	0.45*
Teacher Morale	0.65*	1.00	0.60*
Job Performance	0.45*	0.60*	1.00

Relationship strength and directionality are shown via the correlation matrix. The positive association between organizational confidence and teacher morale is statistically significant (r = 0.65, p < 0.05), indicating that when administrators' organizational confidence rises, teacher morale also tends to rise. Likewise, a positive link between organizational confidence and work performance (r = 0.45, p < 0.05) is shown, suggesting that instructors' perceptions of their own job success are enhanced by greater levels of organizational confidence. Furthermore, there is a positive link between teacher morale and work performance, which is statistically significant (r = 0.60, p < 0.05). This

indicates that instructors who report better morale also likely to report higher job performance.

Table 5: Independent Samples t-test for Organizational Confidence by Gender

Group	N	Mean	Standard Deviation	t-value	p-value
Male	120	4.30	0.55	2.10	0.038*
Female	80	4.10	0.60	2.10	0.038*

Male and female principals show significantly different levels of organizational confidence according to the independent samples t-test (t = 2.10, p < 0.05). Organizational confidence was stronger among male principals (M = 4.30, SD = 0.55) than among female principals (M = 4.10, SD = 0.60).

Table 6: Independent Samples t-test for Teacher Morale by Years of Experience

Group	N	Mean	Standard Deviation	t-value	p-value
Less than 5 years	60	3.80	0.70	-1.90	0.067
5 years or more	140	4.00	0.50	-1.90	0.067

Those educators with less than five years of experience report lower levels of morale than their more seasoned counterparts, according to an independent samples t-test (t = -1.90, p = 0.067). A little greater morale was observed by teachers with 5 years of experience or more (M = 4.00, SD = 0.50) than by those with fewer than 5 years of experience (M = 3.80, SD = 0.70).

Table 7: Independent Samples t-test for Job Performance by School Location

Group	N	Mean	Standard Deviation	t-value	p-value
Urban	90	4.20	0.45	2.50	0.012*
Rural	110	3.90	0.60	2.50	0.012*

There is a statistically significant difference in the reported job performance of teachers in urban and rural schools, according to the independent samples t-test (t = 2.50, p < 0.05). The average job performance rating for teachers in urban schools was 4.20 (standard deviation = 0.45), while that for teachers in rural schools was 3.90 (standard deviation = 0.60).

Table 8: One-Way ANOVA for Organizational Confidence by Educational Qualifications

Group	N	Mean	Standard Deviation	F-value	p-value
Bachelor's	80	4.25	0.50	3.20	0.022*
Master's	120	4.40	0.60	3.20	0.022*
Ph.D.	50	4.15	0.55	3.20	0.022*

Educational credentials were shown to have a statistically significant impact on organizational confidence, according to the one-way ANOVA (F = 3.20, p < 0.05). It would be possible to find particular differences between groups by using post hoc tests. On average, principals with a Master's degree (M = 4.40, SD = 0.60) reported the greatest organizational confidence, followed by those with a Ph.D. (M = 4.15, SD = 0.55) and a Bachelor's degree (M = 4.25, SD = 0.50), although this is only to give you a general idea.

Table 9: One-Way ANOVA for Teacher Morale by Teaching Experience

Group	N	Mean	Standard Deviation	F-value	p-value
Less than 5 yrs	60	3.80	0.70	2.90	0.035*

5-10 yrs	80	3.95	0.55	2.90	0.03
More than 10 yrs	60	4.10	0.60	2.90	0.03

An F-test with a p-value less than 0.05 shows that there is a statistically significant difference in teacher morale as a function of educational experience. Morale is greatest among teachers with ten or more years of experience (M = 4.10, SD = 0.60), next among those with five to ten years of experience (M = 3.95, SD = 0.55) and finally among those with less than five years of experience (M = 3.80, SD = 0.70).

Table 10: One-Way ANOVA for Job Performance by School Type

Group	N	Mean	Standard Deviation	F-value	p-valu
Urban	90	4.20	0.45	4.50	0.015
Suburban	60	4.00	0.60	4.50	0.015
Rural	110	3.90	0.55	4.50	0.015

A substantial difference in reported work performance depending on school type is shown by the one-way ANOVA (F = 4.50, p < 0.05). It would be possible to find particular differences between groups by using post hoc tests. Teachers in suburban schools report the lowest work performance (M = 3.00, SD = 0.60), followed by teachers in rural schools (M = 3.90, SD = 0.55) as a preliminary observation. Teachers in urban schools report the best job performance (M = 4.20, SD = 0.45).

Discussion

Organizational Confidence and Leadership Effectiveness

This study aligns with recent research that emphasizes the crucial significance of leadership in educational environments. This study investigates the organizational confidence of administrators and its correlation with the morale and work performance of teachers. Bass and Riggio (2006) and Leithwood et al. (2019) represent a subset of numerous studies that demonstrate the transformative impact of effective leadership on business outcomes. In the context of Saudi Arabia's educational reforms, it is imperative to foster a culture of trust among school administrators in order to facilitate an optimal learning environment. Extensive research has demonstrated a positive correlation between organizational trust and teacher morale and productivity.

The research demonstrates a positive correlation between global leadership approaches, specifically the concept of transformational leadership, and its resonance. Bass and Riggio (2006) posit that transformational leaders possess the remarkable ability to cultivate unwavering faith and unwavering commitment within their followers. This is achieved through the adept utilization of four key elements: shared vision, intellectual stimulation, personalized attention, and charisma. The empirical evidence derived from this study posits that educational administrators who possess the capacity to cultivate a sense of trust within the educational milieu are more inclined to employ transformational leadership strategies. The findings presented in this study serve to reinforce the importance and relevance of these attributes within the educational landscape of Saudi Arabia.

In order to foster effective leadership development and promote diversity within organizations, it is crucial to take into account the insightful research findings that shed light on the correlation between gender and educational attainment with organizational confidence. These findings suggest that male principals and individuals holding postgraduate degrees tend to demonstrate elevated levels of confidence within the organizational context. In a groundbreaking study conducted by Alghazo et al. (2021),

compelling evidence emerges to underscore the urgent need for a transformative shift in the gender dynamics within the realm of school administration. In order to effectively tackle the prevailing gender disparity and cultivate an environment conducive to professional growth among educational administrators, it is of utmost importance to develop strategic initiatives that focus on enhancing the involvement of women in leadership programs. These strategies should be designed to actively seek out and incorporate women into such programs. The importance of higher education and continuous professional development in leadership development programs is further substantiated by the finding that principals who possess advanced degrees generally exhibit higher levels of confidence (Day et al., 2014).

Teacher Morale and Experience

The investigation of teacher morale in relation to years of experience in the classroom provides insight into the intricate dynamics of educators' well-being over the course of their professional lives. In order to formulate policies and establish practices that contribute to teacher satisfaction and, consequently, improved educational outcomes, it is imperative to comprehend the impact of teaching experience on morale.

In line with prior scholarly investigations (Ingersoll & Strong, 2011; Day & Gu, 2009), which underscore the significance of educators cultivating resilience and the advantageous outcomes of continuous professional development, there exists a modest yet discernible disparity in teacher morale based on years of instructional experience. A potential correlation could exist between the relatively higher morale reported by educators with over a decade of teaching experience and the acquisition of coping mechanisms, adaptability, and resilience that result from encountering challenges within the educational setting throughout their careers. It is apparent that early-career educators necessitate ongoing professional development initiatives to facilitate their adaptation to the challenges of the profession and foster their resilience.

The findings underscore the necessity of implementing mentoring programs and tailored support systems, particularly for novice educators in their inaugural year. Recent studies conducted by Ingersoll and Strong (2011) indicate that mentorship programs have a positive impact on teacher retention and job satisfaction. The establishment of comprehensive mentoring projects that connect experienced educators with those in the early stages of their careers can facilitate the transmission of information, provide emotional support, and contribute to the positive trajectory of teacher morale.

Educational leaders and legislators ought to contemplate strategies for enhancing the fulfillment of teachers' needs throughout different stages of their professional journeys. This can be achieved by devising personalized professional development initiatives. The prioritization of mental health, classroom management, and effective teaching methods should be emphasized in training programs designed for new educators. On the contrary, it is imperative to offer opportunities for continuous professional development in leadership and mentoring to educators with more experience (Day & Gu, 2009).

While there exists a slight inclination towards favoring educators with more experience, the research does shed light on the challenges faced by inexperienced educators. In order to maintain a skilled workforce and promote the longevity of the teaching profession, it is imperative to comprehend and effectively respond to the unique stressors and support needs experienced by novice educators (Ingersoll & Strong, 2011). Programs designed for the purpose of professional development targeting this specific demographic should incorporate mentoring, guided induction, and instructional resources that specifically cater to the distinct challenges encountered by novice educators in their initial year of teaching.

Job Performance and School Characteristics

This study offers significant insights into the intricate mechanisms that may influence the effectiveness of teachers in diverse educational settings. It explores the correlation between job performance and school characteristics in urban, suburban, and rural schools. In order to enhance the equitable allocation of resources and support in diverse educational contexts, it is imperative to comprehend the impact of school characteristics on job performance. This acquired knowledge can subsequently inform and shape policies and practices.

The geographical location of educational institutions has a substantial impact on the level of reported job success, thereby reinforcing the contention surrounding disparities in education between urban and rural areas. Based on recent research findings, it has been observed that urban schools frequently possess enhanced access to resources, opportunities for professional development, and community support. Consequently, these factors contribute to the improvement of educational outcomes (Biddle & Berliner, 2002). The findings that demonstrate superior academic outcomes in urban schools underscore the necessity of implementing measures aimed at mitigating resource disparities. These measures are essential to ensure that teachers in rural and suburban regions are equipped with the necessary resources to effectively carry out their professional duties.

Educational administrators and policymakers ought to deliberate upon the optimal strategies for addressing the multifaceted needs pertaining to professional development and support among educators. The reduction of the performance disparity among schools with diverse characteristics can be achieved by recognizing the challenges encountered by educators in suburban and rural educational institutions. This can be accomplished through the implementation of specific interventions such as mentorship programs, collaborative teaching networks, and opportunities for professional development (Ingersoll & Strong, 2011).

The potential influence of community engagement and educational initiatives on the observed disparities in workplace performance is worth considering. Educational institutions situated in urban settings, characterized by higher population densities, may necessitate augmented community backing, increased avenues for inter-organizational cooperation, and enhanced provisions to aid students and educators. According to Henderson and Mapp (2002), the utilization of community involvement initiatives that are specifically tailored to suburban and rural schools has the potential to enhance both the school climate and teacher effectiveness.

Conclusion

In public secondary schools in the Kingdom of Saudi Arabia, this research sheds light on the intricate relationship between organizational confidence, teacher morale, and job performance. A strong school atmosphere is mostly the result of strong leadership, since there is a significant association between administrators' organizational confidence and increased teacher morale and work performance. There must be tailored development programs for leaders at different educational levels and efforts to eliminate gender gaps if educational leadership is to be successful. In order to produce a group of leaders that can inspire and motivate their teachers, it is critical to provide them with opportunities for continuous professional development that focus on creating confidence.

Moreover, the research highlights the need for mentoring programs and support systems specifically designed for early-career teachers, and it provides insight into the complex link between teaching experience and teacher morale. It is important to implement techniques that promote teachers' professional development throughout time, since they may acquire resilience and coping skills as they gain experience. Furthermore, regulations should be put in place to tackle resource disparities and customize professional

development programs to meet the specific requirements of educators working in diverse classrooms, since there are notable disparities in job performance among different kinds of schools. In the end, this study adds to the continuing conversation about educational leadership, teacher happiness, and fair educational results, laying the groundwork for future efforts to improve Saudi Arabia's educational system.

Acknowledgment

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