

## The Effectiveness of Bilingual Schools: The State of Kuwait

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### ABSTRACT

The study aimed at identifying the effectiveness of bilingual schools in the State of Kuwait from principals' and teachers' perceptions due to some variables: gender, qualification and experience. To achieve the purpose of this study, a questionnaire of (60) five-likert scale items in five domains: (behavior of teachers, behavior of directors, outcomes of students, school climate, and the school's relationship with the local society) was distributed. The questionnaire was applied on a random sample of (316) principals and teachers in bilingual schools. The study came out with a number of outcomes, above which were: The level of effectiveness of bilingual schools from principals' and teachers' perceptions was high in all domains of effectiveness, and it was at its highest in the domain of students' achievement, whereas it was at its lowest in the domains of school environment and the school's relationship with the local society. The study also found differences with statistical significances among the average of degrees at 0.05 due to: gender, job, nationality and qualification. However, there were no statistical differences between the individuals of the sample in terms of their evaluation of the school's effectiveness due to experience.

**Keywords:** Bilingual Schools; Kuwait.

### INTRODUCTION

The subject of school's effectiveness is considered one of the major concerns of many researchers since the beginning of the seventeen's of last century, taking into account that the school is one of the most important educational institutions that represent the essence of the educational process and is considered an example on a working group whose work is completed and integrated through the efforts of the team of employees. The reason why measuring the effectiveness of the school is important is that it helps those who are responsible for the educational process specify the school's level of success in performing its tasks and identifying its ability to achieve its goals and reach its purposes in general.

To understand the effectiveness of the school and realize the effect of its different factors, we should be able to distinguish between what is meant by the term

“Effectiveness” and the term “Efficiency”. Effectiveness is looked at depending on the range of the school's ability to achieve its goals, through the best balanced use of resources, provided that no goal is achieved instead of another. Moreover, all its components should interact. (AL-Jaradat, 3, 1995). Such an interaction could be **administrative** (which is what an administrator achieves regardless of the effort he or she has made and regardless of the nature of this effort). The interaction could also be **external** (which is related to the administrating behavior of the principal, such as: achieving a task on time, making quick decisions, making good relations at work... etc.) or **personal** (dealing with the individuals' achievement of their personal goals and their goals' correspondence with the school's goals, such as satisfaction, high spirit, ...etc.) (Reddin, 1971). As for the term efficiency, it is related to economy in terms of using inputs and economically activating operations with the least cost and the best method possible. Its main concern is the dimension and the quantity of productivity, whereas effectiveness is concerned about the system's

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inputs and outputs and the way the system's operations are performed (Al-Taweel, 2001). Despite the fact that the terms "Efficiency" and "Effectiveness" are different, they are related to each other; efficiency means performing actions in the right way, and effectiveness means performing the right actions in the right way, which means achieving the school's goals (Abdeen, 2001).

Previous researches came out with a big number of characteristics (approximately 50) for an effective school. Nevertheless, some characteristics are obviously repeated in most of the researches. Researches have almost decided on about 11 characteristics that are required for a school to be effective, which are: Professional leadership, Shared vision and goals, a learning environment, Concentration on teaching and learning, Purposeful teaching, High expectations, Positive reinforcement, Monitoring progress, Pupils' rights and responsibilities, Home-school partnership, A learning organization. (Sammons, Hillman, and Mortimore, 1995a).

(Sammons, Hillman, and Mortimore 1995a) has indicated that identifying these characteristics does not necessarily mean realizing "how" they can be applied. Moreover, finding a method for applying these characteristics does not necessarily mean that this method will be successful in every school. Hence, founding an effective school requires identifying these characteristics and then building an integrated program for practically applying each one of those characteristics in a way that goes with the status of that school and complies with the process of change. In fact, knowing what makes the school successful is much more important than the way we apply this knowledge. Therefore, the characteristics of a successful school are merely the starting point, not the final one. (Sammons, Hillman, and Mortimore 1995a) has also pointed out two important issues pertaining to effective or successful schools, the first of which is that the existence of some of these characteristics in a school does not necessarily mean that the school will definitely be a successful one as these characteristics, especially if

looked at individually, could be comparison characteristics and not reasons leading to the school's effectiveness. The second issue is that there is a difference between the way an ineffective school can be developed and the way the effectiveness of an effective school can be preserved.

An effective school requires an educational leadership that is mindful and able to see the real dimensions of the educational process and to work on raising its effectiveness through efficiently and effectively achieving its goals. The role of a principal is considered an indication of the school's effectiveness as the school's success indicates the principal's success and its failure indicates his or her as well. A successful principal is the one who knows how to adapt a working environment that provides employees with a harmonious and healthy climate, and knows as well how to increase the effectiveness of employees and how to gain their full collaboration. The principal is required to know all about the network of relationships between him and the employees and between the employees themselves. An effective principal should always review the school's activities and objectives and make sure that the school has reached its desired goals through realizing the strength and weakness points in all times and domains (Al-Omari, 1993).

One of the most important factors in school effectiveness is the teacher, as the success of the educational process depends on him or her. The teacher is considered a basic element in this process and is deemed its leader. The teacher's effectiveness is identified as the progress of students towards achieving the desired educational objectives (Adas, 2000). The characteristics of an effective teacher have been particularized by Rutherford as follows: An effective teacher refers to flexibility in his or her teaching methods, observes the world from the perspective of the learner, relies on experimentation, masters the skill of raising questions, has complete knowledge of the teaching material, shows friendly behaviors towards the learner and excels in

communication and debate skills with learners (Al-Khzoos, 1995).

Thus, the effectiveness of the school is affected by several factors that are necessary for achieving the school's objectives and reaching the intended standards. Effective schools should create a good educational climate, distinguished teaching and learning procedures, and continuous improvement operations (Tanash, 1993). The arrangement issues of a school reflect its adequacy to communicate, its positive social interaction, the clarity of its objectives, and its commitment that is accomplished with high motivation towards achieving the school's educational goals, and this is what distinguishes an effective school from an ineffective one. (Al-Barmi, 2005).

Due to the fact that the school's effectiveness is a basic demand that guarantees the endurance of these schools and is a powerful factor that attracts the attention of students' parents looking for education that achieves the educational goals and offers a high level of distinguished education, in her attempt to measure the effectiveness of these schools, the researcher has sought through this study to measure the effectiveness of bilingual schools in the State of Kuwait and to identify the level these schools have reached in applying the characteristics of an effective school.

### Literature Review

Reviewing educational literature, it was found out that many Arabic and foreign studies have dealt with the subject of school effectiveness. (Abu Al-Ruz, 1991) studied the effectiveness of preliminary International Relief Agency schools from the perspective of supervisors, principals, and teachers. The results showed that the responses of the sample for the characteristics of an effective school in preliminary International Relief Agency schools in Jordan were above the level of educationally accepted effectiveness. The outcomes also indicated that there was a statistical significance difference among the averages of the sample responses

for the school effectiveness, which is due to the difference in the nature of their work (e.g., principal, supervisor, teacher). Moreover, there were no statistical significance differences due to sex (e.g., male schools, female schools).

(Haddad, 1993) aimed at identifying the level of effectiveness at the public secondary schools in Jordan. The findings of the study showed that the level of effectiveness at the public a secondary school in Jordan was of a medium degree, indicating a statistical significance difference among the average responses of the sample regarding the school effectiveness due to the difference in the job (e.g., principal, teacher, administrator, and student). Moreover, there were no statistical significance differences due to sex.

(Hammad, 1995) conducted a study that aimed at revealing the effectiveness of the elementary stage in private schools in the Governorate of Zarqa in Jordan from the perspective of educational supervisors as well as principals and teachers. It also aimed at identifying whether there is a statistical significance effect due to: sex, job, qualification, and experience. The outcomes of the study showed that the responses of the sample for the availability of effective school characteristics in the Governorate of Zarqa were high. In addition, there were statistical significance differences between the average responses of the sample for the school effectiveness due to: sex, job, qualification, and experience.

A study conducted by (Zohd, 1995) aimed at identifying the impact of the job, sex, experience, and qualification on the perceptions of principals, educational supervisors, and teachers regarding the effectiveness of primary schools. The outcomes showed that the sample' level of response for effectiveness was of a medium degree in all domains except for students' achievement, where it was high. Statistical significance differences were found in the response of the sample in all domains, except for the domain: the relationship between the school and the local society (due to experience, in favor of 11 years of experience or more). Statistical

significance differences were found in the responses of the sample in all domains due to: qualification, and in favor of the qualification less than Bachelor's degree).

A study conducted by (Al-Ghamedi, 1996) aimed at identifying the opinions of principals and teachers in the developed secondary stage schools in the city of Riyadh in Saudi Arabia about the effectiveness of the developed secondary stage system of education and its ability to achieve its goals in the Kingdom of Saudi Arabia. It also purposed to reveal how these opinions differ according to the variables: position, qualification, nationality, and experience. The study came out with a number of outcomes, among which was that the developed secondary education system in general achieves the intended goals. Nevertheless, the Saudi society tends to reject this system in its current condition. This is evident in the noticed shortcoming in financial and human capabilities as well as in the errors of application. The outcomes of the base-line assumptions indicated that there were no statistical significance differences between the principals, directors, and teachers' points of view in all degrees regarding the effectiveness of the secondary stage education system and its ability to achieve its goals. This is due to: position, qualification, nationality, and experience.

(Gaziel, 1996) conducted a study aiming at examining the concepts of schools' effectiveness among students, their parents, teachers, and principals. It also pointed at questioning the differences in concepts in different school levels (elementary and secondary) and types of schools (religious and non-religious). The findings were compared to the indicators of school effectiveness available in studies and researches. The analysis showed that students' parents focused on the schools' outcomes, teachers focus on the learning skills and operations, students focus on both the incomes and the outcomes, and principals mainly focus on the incomes. The study also found out that religious schools pay more attention to values. This study was found to be correspondent with the findings of studies and researches about effectiveness.

Moreover, a study conducted by (Al-Araifi and Al-Omari, 2001) aimed at identifying the variables that affect the effectiveness of elementary schools that follow the District of Education in the Governorate of Madaba as well as the availability of effective school characteristics in these schools. Outcomes showed that the sample's responses of the effectiveness of elementary schools were high in all domains, except for the domain of students' behaviors, where their responses were of a medium degree. According to the findings of the study, there were statistical significance differences between the average responses of the sample regarding educational leadership and supervision due to sex (in favor of males). Also, there were no statistical significance differences between responses of the sample in all domains, and this is due to: qualification and experience.

In her study, (Al-Barmi, 2005) pointed at identifying the effectiveness of elementary schools in the public sector in the Sultanate of Oman from the perspective of supervisors, principals, and teachers through recognizing the impact of the job, sex, qualification, experience, and the educational domain on the effectiveness of elementary schools. Outcomes of the study showed that the elementary schools level of effectiveness from the perspective of supervisors, principals, and teachers was high in all domains of effectiveness, except for the domains: the relationship between the school and the local community, and the school environment, as the level of effectiveness was of a medium degree in these two domains from the perspective of supervisors. The outcomes of the study also showed that there were statistical significance differences in all domains due to: job, and in favor of principals and teachers. Differences were found due to the sex variable and in favor of females. Findings of the study also showed that there were differences in all domains of the study, except for the domain of supervision on the educational process in schools (due to: qualification, and in favor of the Bachelor's degree or less category). Additionally, the

findings of the study indicated that there were no differences in all domains due to: experience, except for the domain: students' behavior. These differences were in favor of the categories: (6-10 years) and (more than 10 years).

Regarding the effectiveness of the school administration and the characteristics of effective principals and teachers, Al-Jaradat (1995) conducted a study that pointed at identifying the perceptions of principals at the Jordanian primary schools regarding the importance of the availability of effective primary school characteristics in their schools. The study also aimed at revealing the impact of principals' qualifications as well as sex and experience on their own perceptions of the importance of characteristics. The study concluded that primary schools' male and female principals advocate the characteristics of an effective school and believe that the existence of these characteristics is more important than how much these characteristics are applied in their schools. Based on the findings of the study, there were no statistical significance differences between the averages of primary schools' male and female principals' responses regarding the importance of effective schools' characteristics due to the qualification. Differences were only found in the domains: interaction with the society, and school facilities. Findings of the study also indicated that there were no statistical significance differences due to the experience except in the domain of school facilities, where the responses of experienced male and female principals were higher than the responses of those who are less experienced. Findings of the study showed that there were statistical significance differences due to sex and qualification. However, regarding the availability of effective primary schools' characteristics, findings of the study indicated that there were statistical significance differences between the averages of male and female principals' responses due to: the qualification, experience, and sex.

Another study conducted by Ellett & Teddlie (2003) aimed at providing the educational domain with a general

historical view of the researches conducted in the United States of America about the effectiveness of teachers and schools and the responses of teachers. The study considers the studies conducted in this domain were conducted separately, hence showing a lack of integration. Accordingly, the study suggests there should be a strong relationship and a good interaction between the effectiveness of teachers, the response of teachers, and the effectiveness of schools as it is time to link practices and studies pertaining to the effectiveness of schools and teachers through a shared standard, which is: "students' achievement". The study found that changes that appear inside the school, especially in the effectiveness of teachers, strongly affect and improve the effectiveness as well as the outcomes of the school. The study emphasizes the importance of linking these changes together due to their great effect on each other.

Al-Mamari (2004) conducted a study aiming at identifying the effectiveness of the administration at secondary schools in the Sultanate of Oman and the visions of improving it in light of the educational development system in the Sultanate of Oman. The study included the following five domains: behaviors of leadership, organization of work, employees' professional advancement, students' service, human relationships, and the relationship with the local community. According to the findings of the study, the level of the secondary schools' efficiency in the Sultanate of Oman was high in the domains of human relationships and employees' professional advancement, whereas it was low in the domains: the relationship with the local community, students' service, organization of work, and behaviors of leadership. There were statistical significance differences due to sex in favor of females, and statistical significance differences due to practical experience were in favor of the more than eight years of experience group. This is regarding the secondary school's level of effectiveness in the Sultanate of Oman in the domains: employees' professional advancement and students' service. As for the variable job description, findings of the study

indicated statistical significance differences in favor of principals.

Bedford (1988) conducted a study that aimed at identifying the relationship between the characteristics of school effectiveness and some demographical variables and its effect on students' achievement in schools in Middle Georgia. The study focused on the relationship between each of the seven characteristics that distinguish effective schools (educational leadership, environment, expectations of students' achievement, educational objectives on the school level, class exercises, supervising students' improvement, and the relationship between home and school) and 6 demographical variables (school size, social and economic status of students, student's race, school location, principal's period of position occupation, type of principal, and students' achievement). Findings of the study indicated that there was a relationship between a number of demographical variables and the characteristics of an effective school with three academic variables (reading, Mathematics, and the Grade Point Average (GPA)).

Luyten (1998) conducted a study that included a comparison between primary and secondary schools in Holland in regard to the constancy of students' achievement in all courses on the individual level as well as on the school level. Findings of the study indicated less constancy on the individual level within schools and less constancy in secondary education than in primary education.

In the domain of Organization Health and School Environment, (Maloy & Seldin (1983) conducted a study that aimed at comparing between the way teachers, students, and students' parents see the school environment in the secondary schools at Greenfield, Massachusetts through making judgments on a number of sentences about the school objectives (schools prepare students for university education, raise their concern about others' needs, improve their economic and social status, prepare them for the current decade (the upcoming ten years), prepare them for different professions and jobs, help them

achieve self-fulfillment, improve their conceptual abilities, raise their respect for society's laws). The study found differences between principals, students, and students' parents' points of view in regard to secondary schools' environment. As a result of this disagreement, accomplishing an objective and organized school environment in Greenfield is not an easy task. Moreover, it is impossible to fulfill a clear academic mission as long as there is a gap in the points of views of those who are concerned about achieving the school objectives; to educationally achieve school effectiveness, there should be an agreement in the points of views of teachers, students and students' parents on what concerns the school.

A study conducted by (Nanson, 1990) aimed at identifying the variables of the school organizational environment which organize the effective school relations. The study was conducted in five primary schools that were described as "effective", and the outcomes of the study showed that the most important variables of a school environment are: the principal's leadership, school size, class organization, school organization, and social setup of students. Findings of the study also indicated that an effective school that enjoys an effective organizational environment is characterized by its small size and an obvious collaboration between the different organizational structures in addition to the strong leadership of its principal.

Matheo Ninan (2006) assessed the impact of school environment on the school effectiveness. The study came out with a number of important and effective factors that reflect the points of view of students' parents and the local society about the concept "effectiveness of education and school". The study summarized these factors as follows: lack of "complete memorization" - where a student merely memorizes the material without understanding it -, classes with a small number of students, lack of physical punishment, the family climate provided by the school through showing great love and care, the presence of good qualified teachers, the use of

the group evaluation instead of the individual one, focusing on the curriculum and curriculum-supportive activities, the rareness of homework assignments, dividing the school into departments each with its own principal, and encouraging the use of the library. The study concluded that these factors -if separately implemented- do not have the same power and effect they have when united, and this is what forms the school environment. Additionally, it was noticed that the most important three factors that create a healthy school environment are: the place, individuals, and operations.

In regard to the students' parents and the society's perceptions of school effectiveness, Al-Mleihat (1993) conducted a study that aimed at revealing the effectiveness of the administration of public secondary schools in developing the local community from the perspective of principals, teachers, and students' parents in the Directorate of Education in Great Amman. Findings of the study indicated that there were no statistical significance differences in principals' and teachers' responses of the school administration effectiveness due to sex, whereas statistical significance differences were found in the students' parents' responses of the school administration effectiveness due to the sex variable. Moreover, findings of the study indicated statistical significance differences in principals and students' parents' responses of the school effectiveness due to the qualification variable, and there were no differences in teachers' responses of the school effectiveness due to qualification. Findings also indicated that there no differences between the sample's responses of the school administration effectiveness were due to: job.

Hatamleh (1996) aimed at specifying the services the school provides to the family, the local environment and society and the role these services play. The study concluded that principals are conscious of their leading role; in the domain of family service, administrators showed great interest in working in favor of the family through informing the students' parents about their sons

and daughters' progress every now and then. In the domain of community service, such as tree-planting and protecting streets and beaches, the response percentage reached (98%). Findings also indicated an increase in the willingness to serve the community through serving the communities' youth and encouraging them to enroll in summer youth centers. The response percentage reached (93%), which indicates the positive role the school plays in the domain of community service.

Townsend (1997) conducted a comparative study between school communities in the United States of America and school communities in Australia to identify the society's visions of the objectives of an effective school. The main purpose of this study was to answer the following question: "What are the most important factors contributing to the effectiveness of schools from the perspective of the school society (students' parents, students themselves, principals, and teachers)? To achieve this goal, seventeen characteristics which employees on the school level in Australia and the United States of America believe to be the distinguishing characteristics of effective schools were compared. According to the study, elements pertaining to the teaching faculty members, such as the presence of qualified and devoted teaching faculty members, the presence of an administrative and academic leadership, operations developed within the comprehensive school environment, such as "clear school objectives", "positive motivating strategies", "safe organized environment", and "positive school climate" are the most important elements for improving effective schools. As for elements that represent part of the educational procedures used by the school, they are less important, and elements pertaining to organizational operations in schools and to the school system are the least important elements. The study did not find any differences between school communities in the United States of America and school communities in Australia.

We can conclude from the previous studies that an effective school is distinguished by the perception of the

objectives it desires to achieve, the presence of an effective principal who has good communication skills and enjoys effective leadership behaviors, effective teachers, a healthy organizational climate that leads to the provision of an effective school environment, interaction with the local community, and high expectations for students' achievement. Most of the studies emphasized that there is a positive relationship between students' achievement and the increase in school effectiveness. Previous studies also concluded that the following variables: sex, experience, job and qualification have great effect on achieving effectiveness. We can notice that this study is considered be an extension to previous studies, despite the fact that what distinguished this study is that it was conducted in a different country, which is the State of Kuwait, and on a different sample that consisted of bilingual schools. Accordingly, this study is considered to be a new addition to what is already there, and aims at reaching more information and facts about school effectiveness, especially in regard to the effectiveness of bilingual schools.

Escamilla (1994) reports the results of a case study of a school that labels itself as a bilingual school. The study examines and describes language use in "bilingual classrooms" in the school and language use in the larger school environment outside of the classroom. The study asserts that if bilingual programs are to be places where children truly become bilingual and biliterate, then the environment outside of the classroom encourage and support the use of two languages with the same enthusiasm as the environment inside bilingual classrooms. Further, each language must have the same status outside the classroom in a bilingual school. Results of the study conclude that, while two languages are used both inside and outside bilingual classes at this school, they each serve different functions. Further, while both languages are used, they don't share equal status.

#### **Statement of the Problem**

It has been noticed in the last years that many Kuwaiti

students' parents looked for enrolling their sons and daughters in private schools - despite their heavy costs - instead of public ones for they think that private schools offer better education in terms of quality and enjoy more effectiveness than public schools do, especially in terms of achieving the desired goals. They also think that the outcomes of this type of schools are better in quality than the outcomes of public schools and those students who graduate from private schools are more efficient. Hence, this study attempts to identify the effectiveness of bilingual schools in the State of Kuwait from principals' and teachers' perceptions through measuring its inner effectiveness as well as its ability to achieve the goals of the educational process.

Private schools, especially those with foreign curricula, appeared for the first time in the State of Kuwait in 1967 following the coming of a great number of people to Kuwait carrying different foreign nationalities to work in the state. These schools were allocated at the beginning for the sons and daughters of those communities in order to offer them the same level of education offered in their countries. However, following the economic awakening and invigoration in Kuwait, which was associated with an improvement in the Kuwaiti society, some of the Kuwaiti individuals tended to enroll their sons and daughters in foreign private sector schools, aiming at offering them a high level of distinguished education in English. As time passed by, it was found out that despite the high level of education these schools offer, they transport the ideas and beliefs of their countries. It was also noted that Arab students who graduate from these schools tend to suffer from weakness in their mother language, which is the Arabic language, which led those who are concerned about the educational process to search for a new type of education whose curriculum is foreign, but at the same time conserves the Arabic language and goes with the Islamic principles and dogma as well as with the customs and conventions of the Kuwaiti society. Accordingly, they started establishing private schools that teach both in

Arabic and in other foreign languages, which resulted in establishing bilingual schools. On the 1<sup>st</sup> of May 2001, article number (1443) was issued regarding the conditions of opening bilingual schools in the private education sector. This article gives great attention to both the Arabic and English languages, and the courses of Arabic language, Islamic education, social studies and computer follow the curricula of the Ministry of Education in the State of Kuwait. Schools abiding by this rule enjoy a high level of flexibility in the methods of teaching as well as in the methods of presenting concepts and information as the learner is the core of the educational process (Ministry of Education, 2008, a).

### **Purpose and Questions of the Study**

The purpose of this study is to identify the effectiveness of bilingual schools in the State of Kuwait from principals' and teachers' perceptions and the impact of gender, sex, job, qualification, and practical experience on the perceptions. Particularly, the study sought to answer the following questions:

- 1) How effective are bilingual schools' from principals' and teachers' perceptions?
- 2) Are there any statistical significance differences in the effectiveness of bilingual schools according to gender, job, nationality, qualification, and experience?

### **Importance of the Study**

This study is intended to contribute in providing the information necessary for those responsible for the educational process in the domain of private education about the educational situation of bilingual schools as this information can be employed to overcome weakness points and reinforce the positive sides to improve the educational process (teaching and learning) as desired.

### **Operational Definitions**

The study included the following terms:

### **Effectiveness**

Effectiveness is defined through this study as: the school's ability to achieve its intended goals according to the domains specified by the instrument of the study (e.g., behavior of principals, outcomes of students, school environment, and school's relationship with the local community).

### **Bilingual Schools**

A kind of private schools that pays great concern to both the Arabic and the English languages. This school is known for its high level of flexibility in the methods used for teaching as well as in the methods used for presenting concepts and information as the learner is the core of the educational process.

### **Principal**

The head or director of a school or a college.

### **Limitations of Study**

The study was limited to measuring the inner effectiveness of fifteen bilingual schools in the State of Kuwait that are distributed in Kuwait's different governorates. The study was also limited to principals and teachers working in these schools in the academic year 2007/2008.

### **Research Methodology**

The study followed the descriptive surveying method in measuring the effectiveness of bilingual schools in the State of Kuwait from principals' and teachers' perceptions.

### **Population and Sample of Study**

There were (25) principals; (7) males and (18) females. Also, there were (988) teachers; (196 males and (792) females.

**Table (1): Distribution of sample according to particular variables of the study**

Variable	Category	Number	Percentage
Sex	Male	136	43 %
	Female	180	57 %
Nationality	Arab	224	70.9 %
	Foreigner	92	29.1 %
Job	Principal	20	6.3 %
	Teacher	296	93.6 %
Qualification	Diploma	37	11.7 %
	Bachelor's Degree	213	67.4 %
	Graduate Studies (Higher Degrees)	66	20.9 %
Experience	5 years or less	88	27.8 %
	6-10 years	81	25.6 %
	More than 10 years	147	46.5 %
<b>Total</b>			<b>100 %</b>

### Instrument of the study

To achieve the goals of the study, the researcher developed a questionnaire that was designed for measuring the effectiveness of bilingual schools in the State of Kuwait through making use of the measuring instruments which the previous studies in the theoretical literature about effectiveness have included, especially the study conducted by (Al-Barmi, 2005). The questionnaire consisted of two main sections:

#### First Section

This section included demographical data about the questioned people (e.g., gender, nationality, job, qualification, and experience).

#### Second Section

This section consisted of (60) five likert-scale on the following domains: (behavior of teachers (of (11) items), behavior of directors (of (15) items), outcomes of students (of (8) items), school climate (of (15) items), and the school's relationship with the local society (of (11)

items). The response to the study instrument was: too high (5) points, high (4) points, medium (3) points, low (2) points, too low (1) point. For the purpose of analyzing data, the researcher sorted the items by their mean, specifying the level of agreement on identifying the effectiveness of bilingual schools in the State of Kuwait from principals' and teachers' perceptions according to the following measure: means from (1 - 2.33): low, means from (2.34 - 3.66): medium, and means from (3.67 - 5): high.

#### Instrument Validity

The validity method was used to guarantee the credibility of the questionnaire through presenting it (the questioner) to a jury of specialists in Curricula from the Faculty of Education at the University of Kuwait to judge on how suitable the items are in terms of phrasing and fitting with the domain, and how these questions can achieve their goals, and then taking the referees' points into consideration and rephrasing the questionnaire to appear in its final form.

### **Instrument Reliability**

Instrument reliability was checked through extracting the total reliability factor using the interior consistency method using **Cronbach's Alpha** equation. The total alpha was (0.971), a value that is considered to be relatively high and that reflects the reliability of **Cronbach's Alpha**. Hence, the measurement was considered accepted as a research instrument that will be used for collecting data to answer the questions of the study.

### **Variables of Study:**

Variables in this study are of two kinds:

#### **A- Independent Variables:**

Gender, job, nationality, qualifications and experience.

#### **B- Dependent Variables:**

The effectiveness of bilingual schools, and it included the following: behavior of teachers, behavior of principals, outcomes of students, school climate, and the school's relationship with the local society.

### **Statistical Analyses**

To answer the questions of the study, the required statistical operations were conducted following entering the data into the computer to analyze it using the SPSS program. The accumulative, means, and standard deviations for the questionnaire's items were extracted through using the following statistical methods:

1- To answer the first question: means and standard deviations of the sample were extracted.

2- To answer the second question: The **Kolmogorov-Smirnov** test (K-S test) was used to verify

the assumption distributing data according to the standard distribution. According to this test, data in all dependent variables (behavior of teachers, behavior of principals, outcomes of students, school climate, and the school's relationship with the local society) does not follow the standard distribution. Hence, the researcher preferred to use non-educational tests, such as the **Mann-Whitney Test** (which is used for comparing between differences in two independent groups) and the **Kruskal-Wallis Test** (which is used for comparing between differences in more than two independent groups).

### **Outcomes of Study**

The outcomes of the study are presented according to the questions accordingly:

#### **Firstly: Outcomes pertaining to the first question: How effective are bilingual schools from principals' and teachers' perceptions?**

To answer this question, means and standard deviations were extracted (as a whole) to assess the effectiveness of bilingual schools in the State of Kuwait from principals' and teachers' perceptions. Afterwards, means in addition to standard deviations were extracted for each item separately. Outcomes of the first question are displayed according to the following domains:

#### **- Bilingual schools' level of effectiveness (given by the sample as a whole).**

Table (2) shows the means and standard deviations for the effectiveness level of bilingual schools in the domains as a whole and from the perspective of the sample as a whole.

**Table (2): means and standard deviations for the effectiveness level of bilingual schools in domains as a whole and from the perspective of the sample as a whole**

	<b>Domain</b>	<b>Means</b>	<b>Std.</b>
1.	Behavior of Teachers	4.24	0.549
2.	Behavior of Principals	4.22	0.678
3.	Outcomes of Students	4.28	0.600
4.	School Climate	3.98	0.729
5.	School's Relationship with the Local Society	3.89	0.770
<b>Total</b>		<b>4.12</b>	<b>0.665</b>

As shown in table (2), the sample's responses of the school effectiveness ranged between (3.89) and (4.28). Responses were high in all domains of effectiveness. The highest response was in the domain of students' achievement, where the means was (4.28) and the standard deviation was (0.600). As for the lowest response, it was in the domains: the school's relationship with the local society, and the school climate, as in these two domains the means ranged between (3.89) and (3.98), and the standard deviation was (0.770) in the first domain

and (0.665) in the second one.

**- Bilingual schools' effectiveness from principals' and teachers' perceptions according to the domain: effectiveness of teachers' behavior:**

Table (3) shows the means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of teachers' behavior.

**Table (3): Means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of teachers' behavior**

<b>Domain</b>  <b>Item</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Means</b>	<b>Std.</b>	<b>Means</b>	<b>Std.</b>
<b>Teacher's Behavior</b>				
Teachers are aware of the main significance of the school.	4.40	0.598	4.40	0.716
Teachers set up complete plans for their courses since the beginning of the semester.	4.25	0.550	4.42	0.782
Teachers follow up their students in class activities.	4.25	0.550	4.19	0.973
Teachers treat students respectfully.	4.40	0.598	4.56	0.671
Teachers attend training courses during their service.	3.65	0.988	3.54	1.181
Teachers employ the whole class time in productive interaction	3.95	0.686	4.26	0.783

Teachers offer additional activities that enhance effective learning	3.85	0.988	4.19	0.829
The teamwork spirit is presented among teachers	3.95	0.826	4.16	0.923
Teachers offer students constructive feedback	3.90	0.718	4.09	0.940
Teachers implant positive attitudes towards learning in students.	4.10	0.718	4.44	0.734
Teachers are keen to strengthen the moral values among their students.	4.25	0.639	4.57	0.965
<b>Total</b>	<b>4.08</b>	<b>0.512</b>	<b>4.25</b>	<b>0.551</b>

As shown in table (3), the responses of principals ranged between (3.65) and (4.40). This category's responses of the effectiveness of the domain: "teachers' behavior" were high in most of the domain's behaviors, except for the behavior: "Teachers attend training courses during the period of their service", where their responses were of a medium degree. The overall response of all items was high.

As for the responses of teachers, they ranged between (3.54) and (4.57). Teachers' responses of the effectiveness of the domain: "teachers' behavior" were high in most of the domain's behaviors, except for the behavior: "attend training courses during the period of their service", where their responses were of a medium degree. The overall response of all items was high.

It is obvious in Table (3) that both categories (principals and teachers) agreed in responding to the lowest item in the domain of: "teachers' behavior", which is: "Teachers attend training courses during their service", where their responses were of a medium degree.

- **Bilingual schools' level of effectiveness from principals' and teachers' perceptions according to the domain: effectiveness of principals' behavior:**

Table (4) shows the means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of principals' behavior.

**Table (4): Means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of principals' behavior**

Domain Item	Principals		Teachers	
	Means	Std.	Means	Std.
<b>Principals' Behavior</b>				
The principal applies suitable methods to give teachers and coworkers a chance to participate in building a general vision for the school.	4.50	0.605	4.05	1.009
The principal is keen to implant self-confidence among all of the employees in the school.	4.65	.489	4.10	.999
The principal distributes tasks on employees according to organizing lists, taking their abilities into consideration	4.75	0.444	4.18	0.946
The principal encourages teachers to improve students' criticizing thinking	4.45	0.510	4.07	0.980
The principal takes the school objectives into account when making educational decisions.	4.75	0.444	4.36	0.840
The principal motivates teachers due to their best.	4.55	0.605	4.12	1.036
The principal facilitates the provision of the equipment required to guarantee the progression of the educational process	4.45	0.605	4.10	0.928
The principal sets up schedules for teachers' school visits	3.85	1.182	3.56	1.197
The principal is keen to maintain a good relationship with his or her students	4.80	0.410	4.35	0.793
The principal is concerned about continuously improving his or her own professional abilities	4.55	0.510	4.27	0.837
The principal is in charge of all of school activities.	4.60	0.503	4.28	0.840
The principal effectively plays his or her role within the teamwork in school.	4.65	0.489	4.41	0.810
The principal is easy to deal and communicate with others.	4.70	4.70	4.42	0.860
The principal builds moral directions which have an impact on daily work.	4.60	0.598	4.30	0.847
The principal expects a creative and desired performance from the employees.	4.55	0.686	4.45	0.735
<b>Total</b>	<b>4.56</b>	<b>0.343</b>	<b>0.420</b>	<b>0.690</b>

As shown in table (4), the responses of principals ranged between (3.85) and (4.80). Their responses of the effectiveness of the domain: principals' behavior was high in all aspects, especially for the following behaviors: "The principal is keen to maintain a good relationship with his or her students", "The principal takes the school objectives into account when making educational decisions", and "The principal distributes tasks on employees according to organizing lists, taking their abilities into consideration". The lowest responses were for the behavior: "The principal sets up schedules for teachers' school visits". The overall response of the items was high.

As for the category of teachers, their responses ranged between (3.56) and (4.45). Their responses of the effectiveness of the domain: principals' behavior was high in most of the aspects, except for the behavior: "The

principal sets up schedules for teachers' school visits", where responses were of a medium degree. The overall response of the items was high.

It is obvious in table (4) that both categories (principals and teachers) agreed in responding to the lowest item in the domain of: "principals' behavior", which is: "The principal sets up schedules for teachers' school visits".

**Bilingual schools' level of effectiveness from principals' and teachers' perceptions according to the domain: effectiveness of students' achievement:**

Table (4) shows the means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of students' achievement.

**Table (5): Means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of students' achievement**

Domain Item	Principals		Teachers	
	Means	Std.	Means	Std.
Students' achievement				
The school administration encourages teachers to take care of individual differences between students.	4.35	0.489	4.24	0.815
The school administration considers students' achievement one of the main objectives of the school system	4.55	0.510	4.35	0.780
Teachers motivate students who are academically outstanding.	4.25	0.716	4.37	0.788
Teachers commit themselves to their work in order to increase the effectiveness of students' achievement	4.25	0.851	4.44	0.701
Teachers are keen to facilitate the learning of students in order to increase the effectiveness of their outcomes	4.25	0.639	4.43	0.650
The school uses a number of tests as a measure for the different productions of learning (sciences, directions, and skills)	4.20	0.894	4.12	0.951
Teachers are concerned about handling the low academic outcomes of some students	4.00	0.795	4.26	0.821
Teachers rely on the performance evaluation method to ensure students' capability of excelling in the skill	4.10	0.788	4.12	0.905
<b>Total</b>	<b>4.24</b>	<b>0.520</b>	<b>4.49</b>	<b>0.606</b>

As shown in table (5), the responses of principals ranged between (4.00) and (4.55). Their responses of the

effectiveness of the domain students' achievement were high in all items, especially for the following behaviors:

"The school administration considers students' achievement one of the main objectives of the school system" and "The school administration encourages teachers to take individual differences between students into account". The overall response of the items was high.

As for the category of teachers, their responses ranged between (4.12) and (4.44). Their responses of the effectiveness of the domain: students' achievement were high in all of the items, especially for the following behaviors: "Teachers commit themselves to their work in order to increase the effectiveness of students' achievement", "Teachers are keen to facilitate the

learning of students in order to increase the effectiveness of their outcomes" and "Teachers motivate students who are academically outstanding". The overall response of the items was high.

**Bilingual schools' level of effectiveness from principals' and teachers' perceptions according to the domain: effectiveness of school climate:**

Table (6) shows the means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of school climate.

**Table (6): Means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of school climate**

Domain  Item	Principals		Teachers	
	Means	Standard Deviation	Means	Standard Deviation
School Climate				
The school takes students' psychological and educational needs into consideration	4.30	0.571	4.15	0.897
The school effectively implements clear systems	4.35	0.745	4.02	0.911
Teachers and students communicate with each other effectively	4.50	0.513	4.23	0.823
The school provides a healthy school climate that guarantees good education	4.45	0.605	4.18	0.848
The school offers chances for each student to benefit from educational sources (e.g., library, computer labs, schoolyard, and others)	4.45	0.826	4.32	0.868
The school provides a school climate that is suitable for students to develop an inner system of self-discipline	4.35	0.813	3.94	1.008
The school offers students chances to participate in educational activities outside the school	4.30	0.571	3.99	0.969
The school enhances students' desired behaviors	4.45	0.686	4.14	0.951
The school administration gives students a share in making decisions	3.85	1.04	3.72	1.141
The principal positively responds to developmental initiatives of school employees	4.55	0.605	4.09	0.925
The school administration works on increasing the moral spirit of teachers	4.35	0.988	3.61	1.207
The school administration is concerned about continuously improving teachers professionally	4.20	1.00	3.82	1.159
The school administration works on increasing the moral spirit of students	4.30	0.657	4.11	0.979
The school offers students chances to practice their rights within individual freedom	4.20	0.768	4.00	1.023
The school gives students a share in performing some administrative responsibilities	3.55	1.14	3.24	1.229
<b>Total</b>	<b>4.27</b>	<b>0.583</b>	<b>3.96</b>	<b>0.734</b>

As shown in table (6), the responses of principals ranged between (3.55) and (4.55). Their responses of the effectiveness of the domain: school climate were high in most of the items, except for the item: "The school gives students a share in performing some administrative responsibilities", where responses were of a medium degree. The overall response of the items was high.

As for the category of teachers, their responses ranged between (3.24) and (4.32). Their responses of the effectiveness of the domain: school climate outcomes was high in most of the items, except for the items: "The school gives students a share in performing some administrative responsibilities", and "The school administration works on increasing the moral spirit of teachers", where responses were of a medium degree. The overall response of the items was high.

According to Table (6), both categories (principals and teachers) agreed in responding to the lowest item in the domain of: "school climate", which is: "The school gives students a share in performing some administrative responsibilities".

**- Bilingual schools' level of effectiveness from principals' and teachers' perceptions according to the domain: effectiveness of the school's relationship with the local society:**

Table (7) shows the means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of the school's relationship with the local society.

**Table (7): Means and standard deviations of the effectiveness of bilingual schools from principals' and teachers' perceptions according to the domain: effectiveness of the school's relationship with the local society**

Items	Principals		Teachers	
	Means	Std.	Means	Std.
<b>School's Relationship with Local Society</b>				
The school regularly holds students' parents' meetings	3.95	1.35	4.27	0.939
The school administration welcomes students' parents' suggestions	4.25	0.786	4.28	0.871
The school offers chances for benefiting from the different experiences of the local society	3.95	1.05	3.78	1.09
Students participate in community service through different activities	3.35	0.988	3.54	1.18
The school encourages students' parents to follow up their sons and daughters' academic progress	4.60	0.503	4.43	0.795
In students' parents' meetings with the teachers, the school focuses on the factors affecting students' achievement	4.30	0.657	4.36	0.852
The school organizes visits of students to different places in the local society	4.15	0.489	3.94	1.03
The school gives students' parents a share in the decision-making process on issues pertaining to their sons and daughters	3.95	0.826	3.95	0.987
The school contributes in the organization of symposiums to identify the local society's needs	3.55	1.19	3.31	1.16
The school issues publications on the aim of raising the local society's awareness and introducing the educational mission of the school	3.95	1.05	3.61	1.28
The school offers chances to the local society to benefit from the school services and facilities (e.g., the use of libraries, halls, theaters, and schoolyards...etc)	3.50	1.31	3.30	1.39
<b>Total</b>	<b>3.95</b>	<b>0.690</b>	<b>3.88</b>	<b>0.776</b>

As shown in the table above, the responses of principals ranged between (3.35) and (4.60). Their responses of the effectiveness of the domain: school's relationship with the local society" were high in most of the items, especially in the items: "The school encourages students' parents to follow up their sons and daughters' academic progress", "In students' parents' meetings with the teachers, the school focuses on the factors affecting students' achievement", "The school administration welcomes students' parents' suggestions", and "The school organizes visits of students to different places in the local society". Whereas for the items "Students participate in community service through different activities", "The school offers chances to the local society to benefit from the school services and facilities (e.g., the use of libraries, halls, theaters, and schoolyards...etc), and the item "The school contributes in the organization of symposiums to identify the local society's needs", responses were of a medium degree. The overall response of the items was high.

Teachers' responses ranged between (3.30) and (4.43). Their responses of the effectiveness of the domain: "school's relationship with the local society" were high in most of the items, especially in the items: "The school encourages students' parents to follow up their sons and daughters' academic progress", "In students' parents' meetings with the teachers, the school focuses on the factors affecting students' achievement", "The school administration welcomes students' parents' suggestions", and "The school regularly holds students' parents' meetings". As for the items: "The school offers chances to the local society to benefit from the school services and facilities (e.g., the use of libraries, halls,

theaters, and schoolyards...etc)", "The school contributes in the organization of symposiums to identify the local society's needs", "Students participate in community service through different activities" and "The school issues publications on the aim of raising the local society's awareness and introducing the educational mission of the school", responses were of a medium degree. The overall response of the items was high.

According to Table (7), both categories (principals and teachers) agreed in the highest response of effectiveness in the domain of: "school's relationship with the local society", which is: "The school encourages students' parents to follow up their sons and daughters' academic progress". They also agreed in the lowest response of effectiveness in the item: "The school offers chances to the local society to benefit from the school services and facilities (e.g., the use of libraries, halls, theaters, and schoolyards...etc)".

**Secondly: Outcomes pertaining to the second question: "Are there statistical significance differences in the effectiveness of bilingual schools according to gender, job, nationality, qualification, and experience?"**

To answer this question, means in addition to (Mann-Whitney Test) and (Kruskal-Wallis Test) were extracted to identify the level of effectiveness of bilingual schools in the State of Kuwait according to the variables: gender, nationality, type of school, job, qualification, and experience. Outcomes of the analytical analysis were as follows:

**Firstly: Differences according to: gender**

**Table (8): shows the results according to gender**

Domain	Gender	Number	Mean Rank	Mann-Whitney	Level of Significance
Behavior of Teachers	Male	136	165.58	11277	0.230
	Female	180	153.5		
Behavior of Principals	Male	136	155.56	11840.5	0.619
	Female	180	160.72		
Outcomes of Students	Males	136	158.86	12191	0.951
	Female	180	158.23		
School Climate	Male	136	173.49	10201.5	0.011
	Female	180	147.18		
School's Relationship with the Local Society	Male	136	170.51	10606.5	0.042
	Female	180	149.43		

Table (8) shows statistical significance differences between the means of responses of bilingual schools' effectiveness according to the variable gender in the following domains: "school climate" and "school's relationship with the local society" when the level of significance is 0.05, where the number of males was more

than the number of females. **Secondly: Differences according to the variable Job**

Table (9) displays the job, number, mean rank, Mann-Whitney test, and level of significance according to the variable job.

**Table (9): job, number, mean rank, Mann-Whitney test, and level of significance of the response of bilingual school's effectiveness from principals' and teachers' perceptions according to the variable job**

Domain	Job	Number	Mean Rank	Mann-Whitney	Level of Significance
Behavior of Teachers	Principal	20	127.2	2334.5	0.113
	Teacher	296	160.6		
Behavior of Principals	Principal	20	199.8	2134	0.037
	Teacher	296	155.7		
Outcomes of Students	Principal	20	145	2690	0.493
	Teacher	296	159.4		
School Climate	Principal	20	195.7	2215	0.059
	Teacher	296	155.9		
School's Relationship with the Local Society	Principal	20	163.3	2863	0.807
	Teacher	296	158.1		

As shown in table (9), there were no statistical significance differences between means of responses of the effectiveness of bilingual schools according to the variable job at  $\alpha = 0.05$ , except for the domain: principals' behavior, where principals' responses of the

effectiveness of bilingual schools were higher than those of teachers.

**Thirdly: Differences according to Nationality**

Table (10) displays the results according to nationality.

**Table (9): the results according to nationality**

Domain	Nationality	Number	Mean Rank	Mann-Whitney	Level of Significance
Behavior of Teachers	Arab	224	171.05	7492	0.000
	Non-Arab	92	127.9		
Behavior of Principals	Arab	224	166.5	8499	0.014
	Non-Arab	92	138.8		
Outcomes of Students	Arab	224	173.3	6987	0.000
	Non-Arab	92	122.4		
School Climate	Arab	224	173.2	6995	0.000
	Non-Arab	92	122.5		
School's Relationship with the Local Society	Arab	224	176.1	6341	0.000
	Non-Arab	92	115.4		

As shown in the table above, there were statistical significance differences between means of responses of the effectiveness of bilingual schools according to the variable nationality in all domains at  $\alpha = 0.05$ , as

responses of Arabs were higher than those of non-Arabs.

**Fourthly: Differences according to Qualification**

Table (11) displays the results according to qualification.

**Table (11): results according to qualification**

Domain	Qualification	Number	Mean Rank	Kruskal-Wallis	Level of Significance
Behavior of Teachers	Diploma	37	144.1	4.56	0.102
	Bachelor's Degree	213	166.1		
	Graduate Studies (Higher Degrees)	66	141.9		
Behavior of Principals	Diploma	37	168.1	2.36	0.307
	Bachelor's Degree	213	161.4		
	Graduate Studies (Higher Degrees)	66	143.7		
Outcomes of Students	Diploma	37	143.7	6.42	0.040
	Bachelor's Degree	213	167.4		
	Graduate Studies (Higher Degrees)	66	137.8		
School Climate	Diploma	37	162.9	1.52	0.467
	Bachelor's Degree	213	161.5		
	Graduate Studies (Higher Degrees)	66	146.9		
School's Relationship with the Local Society	Diploma	37	153.5	2.55	0.278
	Bachelor's Degree	213	163.9		
	Graduate Studies (Higher Degrees)	66	143.8		

Findings indicated that there were statistical significance differences at  $\alpha = 0.05$  between means of holders of Diploma degree, Bachelor’s degree and Graduate Studies (Higher Degrees) in the domain of students' achievement only. The following **Bonferroni’s** equation was used

$$: |R_j - R_k| > Z_c \sqrt{\frac{N(N+1)}{12} \times \left( \frac{1}{n_j} + \frac{1}{n_k} \right)}$$

in order to identify the directions of differences between dual groups. It was concluded from dual

comparisons between groups that there were no statistical significance differences between all groups when compared dually. Hence, statistical significance differences which were found by the **Kruskal-Wallis test** resulted from the overall differences between groups, and not from dual comparisons between each two groups. This is illustrated in Table (12), which shows that there are no differences between means of dual comparisons of groups according to **Bonferroni’s** equation.

**Table (12): Dimensional comparisons according to Bonferroni’s equation for dual differences between means of responses of bilingual schools’ effectiveness in the State of Kuwait from principals' and teachers' perceptions (domain of: students' achievement) according to the variable qualification**

Variable	Category		Differences between Means	Statistical Significance
Outcomes of Students	Diploma	Bachelor’s Degree	23.7	Not Significant
		Graduate Studies (Higher Degrees)		
	Bachelor’s Degree	Diploma	5.9	Not Significant
		Graduate Studies (Higher Degrees)		
	Graduate Studies (Higher Degrees)	Diploma	29.9	Not Significant
		Bachelor’s Degree		

**Fifthly: Results according to experience**

Table (13) displays results according to experience.

**Table (13): results according to experience**

Domain	Experience	Number	Mean Rank	Kruskal-Wallis	Level of Significance
Behavior of Teachers	5 years or less	88	149.4	3.30	0.192
	From 6- 10 years	81	150.1		
	More than 10 years	147	168.4		
Behavior of Principals	5 years or less	88	153.2	0.749	0.688
	From 6- 10 years	81	155.7		
	More than 10 years	147	163.1		
Outcomes of Students	5 years or less	88	142.0	4.03	0.133
	From 6- 10 years	81	162.8		
	More than 10 years	147	165.9		
School Climate	5 years or less	88	143.7	3.99	0.136
	From 6- 10 years	81	156.8		
	More than 10 years	147	168.2		
School's Relationship with the Local Society	5 years or less	88	142.2	4.977	0.083
	From 6- 10 years	81	156.1		
	More than 10 years	147	169.5		

The table above indicated that there were no statistical significance differences at  $\alpha = 0.05$  due to experience.

**Discussion of Outcomes**

According to outcomes pertaining to the first question, the overall responses of principals and teachers of the effectiveness of the domain “behavior of teachers” were high for both categories. In the sample of principals, this domain ranked fourth among domains of the study, whereas in the sample of teachers, it ranked second. The high response of this domain indicates principals’ satisfaction of teachers’ behavior and performance. It is also a sign that teachers are bound by lists and systems that organize their work, for remaining in their jobs has to

do with their performance, especially that the schools they are working in are private and aim at employing teachers who are distinguished by their effective performance to gain good reputation for the school for the purpose of attracting the maximum number of distinguished students to join the school. We can notice from the outcomes of the study that both categories agreed in responding to the lowest item in the domain of teachers’ behavior, which is: “Teachers attend training courses during the period of their service”, which had a medium degree of response. This indicates the insufficiency of training programs available for teachers, in addition to the keenness of teachers to improve themselves professionally and their need for continuous

trainings that would widen their perceptions, develop their abilities, renew their energies, and link them to the updates on the educational level, causing a change in the daily routine that hinders teachers' creativities and offers. This finding agreed with the studies of (Zohd, 1995), (Ellett & Teddlie, 2003) and (Al-Barmi, 2005) as they all signified that the teacher's behavior is one of the most important factors that influence the effectiveness of schools, especially that the teacher is considered to be one of the basic corners on which the success of the educational process relies. Therefore, the effectiveness of the teacher has a great impact on improving the effectiveness as well as the outcomes of the school.

As for the overall responses of principals and teachers regarding the effectiveness of the domain: "principals' behavior", they were high for both categories. This domain ranked first among domains of the study in the sample of principals, and ranked third in the sample of teachers. Behaviors of this domain were high for both categories, except for one behavior whose response was of a medium degree, that is: "The principal sets up schedules for teachers' school visits". The reason why this domain ranked first from the perspective of principals is the principals' concern about the educational process in their schools in addition to their recognition of their job duties, which would greatly contribute to achieving the objectives of the school, and the fact that principals of bilingual schools are known for their effective leadership that empowers them to effectively lead their schools towards fulfilling the desired goals on the purpose of getting the best outcomes, especially that the continuous success of these schools and attracting the maximum number of students depends on the good reputation of the school administration and teachers.

It is noticed that the sample of the study agreed that principals should allow school visits between teachers to guarantee the effectiveness of the school; as such visits play a great role in developing the abilities of teachers through exchanging expertise, resulting in an increase in the effectiveness of the school. This finding agreed with

the studies of (Hatamleh, 1990), (Al-Jaradat, 1995), (Zohd, 1995), (Al-Mamari, 2004) and (Al-Barmi, 2005), as they all referred to the positive role an effective principal plays when directing the school, for the principal manages the educational process in a school through the type of administration he follows in applying rules and regulations that control the progression of the educational process and contribute to the achievement of the intended educational goals. Hence, the effective principal is considered one of the aspects of school effectiveness, as his or her success in the administrative mission means the success of the school in reaching its goals and accordingly its success in achieving school effectiveness.

The overall responses of principals and teachers regarding the effectiveness of the domain: "students' achievement" were high for both categories in all behaviors. This domain ranked third among the domains of the study in the sample of principals. On the other hand, it ranked first in the sample of teachers. The high response of this domain indicates the availability of a good educational environment whose concern is the enhancement of the educational domain and the provision of an effective administrative leadership that cares about the academic outcomes and finds solutions for any difficulties - pertaining to outcomes - that face students, aiming at maintaining the good educational reputation of the school and reaching a distinguished concern about outcomes. The educational administration's concern about the outcomes reflected on the behaviors of teachers though effective teaching, which caused an increase in students' achievement. The reason why this domain ranked first in the sample of teachers is that the teacher is the executive instrument through which the outcomes are made. Moreover, the response of teachers is greatly associated with students' achievement, which motivates teachers to care about students' academic outcomes as this would reflect on the school administration's response of them. Findings of this study agreed with the outcomes of the studies conducted by: (Bluset, 1986), (Bedford,

1988), (Abu Al-Ruz, 1991), (Hammad, 1995), (Zohd, 1995), (Al-Araifi and Al-Omari, 2001) and (Al-Barmi, 2005), as they all indicated that schools which focus on the academic side are the schools in which the level of students' achievement is high.

As for the overall responses of principals and teachers regarding the effectiveness of the school environment, they were high from the perspective of principals except in two items, which are: "The school administration gives students a share in making decisions that concern them" and "The school gives students a share in performing some administrative responsibilities". This domain ranked second among the domains of the study in the sample of principals, and this is due to principals' concern about providing a healthy school climate that helps create a good educational environment which raises the morals of teachers and works on providing an educational environment that is suitable for students and helps them excel in their academic outcomes through the effective communication between teachers and students and the fulfillment of students' psychological and educational needs. However, in the sample of teachers, the overall responses of this domain were high. The total mean rank of this domain was (3.96), ranking fourth in the sample of teachers. This could be due to teachers' wish that principals would provide a better school climate through generating a high moral motivation in teachers, which would help raise their moral spirit.

Teachers also hope that principals would give students a share in making decisions that concern them as well as in performing some educational responsibilities and accustoming them to holding educational and leadership responsibilities. In other words, teachers aspire to be provided a healthy climate that is better than the current one and a greater concern in issues of sharing between principals and teachers and between the administration and students. They also hope the interaction between the axes of the educational process (principals, teachers, and students) will be greater. Findings of this study agreed with the findings of the

studies conducted by (Nanson, 1990), (Abu Al-Ruz, 1991), (Haddad, 1993), (Zohd, 1995), (Al-Mamari, 2004), (Al-Barmi, 2005) and (Matheo, 2006), as they all pointed out the positive impact of the school climate on achieving school effectiveness. This study also agreed with previous studies in terms of considering an effective school that enjoys an effective educational climate distinguished by its principal's strong leadership and its qualified good teachers. Moreover, such a school encourages its students to use resources of education, such as the library.

The overall responses of principals and teachers regarding the effectiveness of the domain: "the school's relationship with the local society", they were high for both categories. The total mean rank of both categories was (3.95) and (3.88) respectively. This domain ranked fifth and last among the domains of the study in the sample of principals and teachers. This indicates that principals and teachers are concerned in this domain with technical matters pertaining to school, students, and students' parents as principals and teachers agreed on the point that these schools are keen to activate the collaboration between the school administration and students' parents through encouraging students' parents to follow up their sons and daughters' educational progress by focusing in meetings between teachers and student's parents on the factors affecting students' achievement. The school administration, represented by its principals and teachers, welcomes the suggestions of students' parents. Therefore, the school administration is concerned about holding these meetings regularly so students' parents would be aware of their sons and daughters' outcomes step by step and be able to deal with their weakness (if available) and try to gather efforts of the school and students' parents to solve students' problems step by step. On the other hand, the sample of the study, represented by principals and teachers, agreed that the school's relationship with the local society needs to activate its role more, especially that both categories agreed that the school should offer the chance for the

local society to benefit from school utilities and facilities, such as using the library, the schoolyard, and the theatre.

This item ranked last in the responses of both categories, which could be due to the fact that the school administration is afraid of opening its doors for the local community to benefit from its services after the official duty time for this, may cause damaging the school components. The sample of the study also agreed on the importance of the school contribution in the organization of symposiums to study the needs of a local society climate and to allow students to participate in community service through different activities for they believe that these schools should play a greater role in giving students a share in community service, which would strengthen their spirit of citizenship and social participation; the role of the school should not be limited to official duty time, but should also reflect on students' behaviors in community service after duty time. This finding agreed with the studies conducted by (Hatamleh, 1996), (Al-Araifi and Al-Omari, 2001) and (Al-Barmi, 2005), as all of these studies pointed out the great concern of principals and teachers to work in favor of the family through informing student's parents about their sons and daughters' progress and academic outcomes by holding regular meetings. Previous studies also indicated that schools should offer chances for the local society to benefit from school utilities and facilities, such as using the library, the schoolyard, and the theatre, and this agrees with the finding of this study.

There were no statistically significance differences due to gender. The responses of males regarding the effectiveness of bilingual schools were higher than those of females. This could possibly be due to the fact that males are better than females in matters of administration and leadership. Additionally, males pass their judgments on issues in general not in detail, and this is contradictory to females, who tend to look at matters' details and expect more than what is factually there. Hence, a female teacher expects from these schools to be more idealistic and effective in performing their roles, whereas a male

teacher accepts factual matters, and this reflects on his or her response of the school effectiveness. This result agreed with most of the studies in finding statistical significance differences resulting from the variable "gender", such as the studies conducted by (Al-Mleihat, 1993), (Hammad, 1995), (Al-Jaradat, 1995), (Al-Araifi and Al-Omari, 2001), (Al-Mamari, 2004) and (Al-Barmi, 2005), as they all indicated statistical significance differences resulting from the variable "gender". On the other hand, outcomes of this study disagreed with the studies conducted by (Abu Al-Roz, 1991) and (Haddad, 1993), which did not find differences resulting from the variable "gender". Outcomes of this study also agreed with the study conducted by (Al-Araifi and Al-Omari, 2001), which found differences in favor of males, which goes with the finding of this study, and disagreed with the studies conducted by (Al-Jaradat, 1995), (Al-Mamari, 2004) and (Al-Barmi, 2005), where differences were in favor of females.

Outcomes pertaining to the variable "job" showed statistical significance differences when the level of significance was 0.05 except for the domain: principal's behavior, as principals' responses of the effectiveness of the school were higher than those of teachers, and this could possibly be because this behavior is directly related to principals' tasks, and hence, the effectiveness of principals has to do with the effectiveness schools (and this is a form of appreciation for them). Thus, principals may exaggerate in responding to the effectiveness of this domain so as to raise the response of the effectiveness of their performance. This result agreed with the studies conducted by (Abu Al-Ruz, 1991), (Hammad, 1995), (Al-Mamari, 2004) and (Al-Barmi, 2005), as these studies pointed out statistical significance differences resulting from the variable "job". The result disagreed with the studies conducted by (Al-Mleihat, 1993) and (Al-Ghamedi, 1996), which did not find differences resulting from the variable "job".

Regarding the outcomes pertaining to the variable "nationality", statistical significance differences between

means of the responses of bilingual schools were found in all domains when the level of significance is 0.05; Arabs' responses of the effectiveness of schools were higher than those of non-Arabs, and this could be because of differences between Arabs and non-Arabs in perspectives pertaining to responding to the effectiveness of schools. Arabs believe that these schools, compared to public schools, would successfully achieve their goals and that the performance of these schools would be better than the performance of other schools, which would reflect on their response of the school effectiveness. On the other hand, non-Arabs believe that these schools do not achieve the desired effectiveness as required, for they expect better performance and hope that these schools would improve their performance and offer a distinguished level of education. Moreover, they expect these schools to be more open to the society. It could be possible that non-Arabs compare between these schools' level of performance and that of foreign schools in Britain and America, which are developed countries in terms of education, considering that most of the non-Arab teachers in bilingual schools are from these two countries. Accordingly, their response of the effectiveness of bilingual schools in the State of Kuwait is lower than they expect if compared to the performance of foreign schools in their original countries. The result of this study disagreed with the study conducted by (Al-Ghamedi, 1996), which did not find differences resulting from the variable nationality.

According to the findings, statistical significance differences were found at  $\alpha = 0.05$  in means between holders of diploma, Master's degree and Graduate Studies (Higher Degrees) in the domain of student's outcomes only. Despite dimensional comparisons between dual groups, differences were not in favor of any category. However, the researcher expects that each of the three categories aspires to raise the students' level of outcomes especially that the effectiveness of this domain is related to the effectiveness of their performance and is considered a reflection of their responses. The school

reputation and its excellence are also related to its students' achievement level. The result of this study agreed with the studies conducted by (Al-Mleihat, 1993), (Zohd, 1995), (Hammad, 1995), (Al-Jaradat, 1995), (Al-Mamari, 2004) and (Al-Barmi, 2005), as these studies pointed out statistical significance differences resulting from the variable qualification. On the other hand, it disagreed with the study conducted by (Al-Ghamedi, 1996), which did not find any differences resulting from the variable qualification.

Finally, according to the findings of the study, there were no statistical significance differences resulting from experience between means of responses of the sample regarding bilingual schools. This indicates that experience in the educational domain (be it short or long) has no effect on school effectiveness. This result agreed with the result of the studies conducted by (Al-Ghamedi, 1996), (Al-Araifi and Al-Omari, 2001) and (Al-Barmi, 2005), as these studies pointed out statistical significance differences resulting from the variable experience. However, it disagreed with the studies conducted by (Al-Jaradat, 1995) and (Al-Mamari, 2004), which found differences resulting from the variable experience.

In light of the findings of this study, the researcher recommended that the private education sector in the Ministry of Education should renew some of the training programs which would help reinforce the capabilities of teachers in private schools, develop their abilities, and link them to the recent educational updates. The researcher also believed that bilingual schools should strengthen their relationships with the local society through getting opened to it, holding symposiums for students' parents and participating in social activities. Bilingual schools should also reinforce students' behavior towards community service through encouraging them to serve the community after school duty time (for example, taking care of the environment). These schools should study the obstacles that hinder their opening to the society and try to handle them. Principals of bilingual schools should be concerned about teachers' visits inside and

outside the school as this has a great impact on exchanging experiences between teachers, which would lead to school effectiveness. Finally, the researcher recommended the need for conducting studies to identify the perceptions of students and their parents of the effectiveness of bilingual schools. The researcher also

recommends the need for conducting a similar study on other private schools with foreign curricula (e.g., American, French, Indian, Pakistani, Iranian, Philippine) and schools with Arabic curricula and then comparing its outcomes to the outcomes of this study.

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## فاعلية المدرسة ثنائية اللغة: دولة الكويت

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### ملخص

هدفت الدراسة إلى تعرف فاعلية المدرسة الخاصة ثنائية اللغة في دولة الكويت من وجهة نظر المديرين والمعلمين، وأثر كل من النوع، وطبيعة العمل، والجنسية، والمؤهل العلمي، وسنوات الخبرة في تصورات القائمين على العملية التربوية في هذه المدارس لمستوى الفاعلية. ولتحقيق هذا الهدف تم تطوير استبانة مكونة من (60) فقرة، موزعة على خمسة مجالات هي: سلوك المعلمين، سلوك المديرين، تحصيل الطلبة، المناخ المدرسي، علاقة المدرسة بالمجتمع المحلي، وتم تطبيقها على عينة عشوائية قوامها (316) من المديرين والمعلمين في المدارس الخاصة ثنائية اللغة. وقد توصلت الدراسة إلى عدة نتائج كان من أهمها: أن درجة فاعلية المدرسة ثنائية اللغة من وجهة المديرين والمعلمين كانت عالية في جميع مجالات الفاعلية، وكان أعلى تقدير لدرجة فاعلية في مجال تحصيل الطلبة، أما أدنى تقدير لدرجة الفاعلية فقد كان في مجالي المناخ المدرسي وعلاقة المدرسة بالمجتمع المحلي. كما بينت الدراسة فروقا ذات دلالة إحصائية بين متوسطات الرتب عند مستوى دلالة 0.05 تعزى لمتغير النوع، وطبيعة العمل، والجنسية، والمؤهل العلمي، ولم تظهر نتائج الدراسة أية فروق إحصائية بين أفراد العينة لتقديرهم لفاعلية المدرسة تعزى لمتغير سنوات الخبرة.

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