

# Shaping Teacher Morale: Personal and Institutional Dynamics Influencing Libya's EFL University Academic Staff

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**Abstract:** *The study explores the factors shaping the morale of university-level EFL teachers in Libya, employing a mixed-methods approach to provide a comprehensive analysis of both personal motivations and external influences. Results indicate that while teachers demonstrate high intrinsic motivation and confidence in their professional abilities, external challenges—such as inadequate compensation, limited institutional support, and low levels of student engagement—significantly erode morale. Teacher-student dynamics emerge as a crucial factor, with teacher morale notably higher when students are engaged and responsive. Based on these findings, the study offers recommendations for policymakers and educational leaders, including the need to improve teacher compensation, strengthen institutional support, expand professional development opportunities, and actively promote student engagement. These targeted interventions are essential not only for sustaining teacher morale but also for enhancing the overall quality of education within Libya's EFL context.*

**Keywords:** teacher morale, EFL teachers, Libya, personal ideals, external factors

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## INTRODUCTION

Teacher morale is a critical determinant of educational quality, influencing teachers' motivation, job satisfaction, and performance. High morale is often associated with increased productivity, dedication to student achievement, and a supportive classroom environment, while low morale can lead to burnout, disengagement, and high turnover, thereby undermining educational outcomes. For English as a Foreign Language (EFL) teachers, particularly in challenging settings such as

Libya, morale is influenced by an intricate balance of personal ideals and external factors, each of which can either support or impede their efficacy.

In this study, morale is defined as the emotional and psychological well-being of teachers within their professional context, encompassing job satisfaction, confidence, and enthusiasm—all essential for sustaining long-term commitment and effectiveness in teaching. In the EFL profession, morale relates specifically to teachers' attitudes and emotional states in the context of instructing students in English as a foreign language. This study adopts this definition to provide a structured framework for analysing teacher morale within the unique challenges of the Libyan educational environment. Factors such as language proficiency, access to teaching resources, and institutional support are especially relevant for EFL teachers and are further complicated by Libya's broader societal and educational difficulties.

The context of Libyan higher education poses significant challenges to teacher morale due to political instability, limited resources, and systemic issues within the educational system. EFL teachers at the university level face pressures such as managing large, under-resourced classes and dealing with vague curriculum expectations, all while maintaining a personal commitment to their roles. Such conditions highlight critical questions regarding the primary factors impacting teacher morale, particularly in terms of whether intrinsic values or external circumstances play a more influential role in shaping their experiences. Establishing a clear definition of morale in this specific setting enables a focused investigation into these issues, underscoring the importance of addressing both internal and external factors to support Libyan EFL teachers effectively.

Research has long underscored the importance of teacher morale for educational quality. However, specific factors affecting morale among university EFL teachers in Libya remain underexplored, particularly within the unique socio-political and educational context of Libya. While EFL teachers worldwide encounter common challenges, Libyan EFL educators face additional contextual pressures stemming from the country's socio-political instability, limited institutional support, and widespread student disengagement (OECD, 2019; Skaalvik & Skaalvik, 2011). Understanding these unique factors is essential for developing strategies to enhance teacher satisfaction, retention, and educational standards (Dinham & Scott, 2000; Skaalvik & Skaalvik, 2011; Tran et al., 2022). Addressing these issues benefits not only the teachers but also has broader implications for students and the educational framework as a whole.

Existing theories on teacher morale emphasise the interaction between personal ideals and external conditions, yet it remains unclear which exerts a more significant influence in the Libyan EFL context. Research indicates that personal ideals, such as dedication to student success and a sense of efficacy, sustain high morale, particularly in adverse conditions (Bandura, 1997; Hargreaves,

2003). Recent studies continue to show that self-efficacy remains a strong predictor of job satisfaction and morale among educators, especially in challenging settings (Han & Wang, 2021). Conversely, external conditions—including salary, work environment, and student engagement—can significantly erode morale when insufficient (Herzberg, 1959; Ingersoll, 2001; Skaalvik et al., 2021). The relative impact of internal versus external factors on teacher morale within Libya is underexplored, highlighting the need to clarify whether personal values or external conditions are more pivotal in shaping EFL teacher morale and in creating interventions that effectively support teachers in the Libyan context.

This study aims to identify and analyse the main factors influencing the morale of university EFL teachers in Libya, focusing on whether morale is predominantly shaped by personal ideals or external conditions. By providing a nuanced understanding of the challenges faced by Libyan EFL educators, this research seeks to contribute insights that can improve teacher morale, retention, and the overall quality of English language education in the country. Guided by two primary objectives—to identify the key factors influencing EFL teacher morale in Libya and to determine the relative impact of personal ideals versus external factors—the study poses two central research questions: (1) What are the key factors influencing the morale of university EFL teachers in Libya? and (2) Is the morale of EFL teachers in Libya driven more by personal ideals or external factors? Addressing these questions will help clarify the balance between internal motivations and external conditions in shaping EFL teacher morale, providing valuable guidance for developing interventions that can enhance the professional experiences of teachers in Libyan universities.

The study focuses on university-level EFL teachers in Libya, examining both personal ideals—such as professional dedication, self-efficacy, and job satisfaction—and external factors—including salary, institutional support, student attitudes, and working conditions. Using a mixed-methods approach, the research combines a quantitative questionnaire with qualitative interviews to provide an in-depth analysis of the various elements influencing teacher morale. Although geographically and contextually limited to university teachers in Libya, the insights gained from this research may have broader implications for understanding teacher morale in other developing or conflict-affected regions facing similar educational challenges.

## **METHODS**

The study employed a mixed-methods approach to investigate the factors influencing the morale of university EFL teachers in Libya, integrating both quantitative and qualitative data collection and analysis methods to address the research questions comprehensively. The mixed-methods design facilitated the examination of broad statistical trends while also capturing the detailed, experiential insights of participants, yielding a well-rounded understanding of teacher morale in this specific context (Creswell & Creswell, 2017).

A purposive sampling method was employed to select 45 EFL teachers from three Libyan universities, targeting a range of perspectives based on experience, gender, and institutional environment. This sampling technique, which prioritises participants with relevant expertise, enabled the collection of data that is both representative of diverse teaching environments and highly relevant to the research objectives (Dornyei, 2007). By including teachers from various institutional settings, the study aimed to elucidate factors impacting morale across different university contexts.

Data collection utilised a triangulated approach, combining a structured questionnaire with semi-structured interviews to ensure a comprehensive understanding of teacher morale. The quantitative component consisted of a 17-item questionnaire rated on a 3-point Likert scale with response options of "Agree," "Not Decided," and "Disagree." The use of a 3-point scale was intentionally chosen to simplify response options and reduce respondent burden, aligning with studies suggesting that fewer response options can lead to higher response reliability in contexts where participants may feel ambivalent or hesitant to provide extreme responses (Krosnick & Presser, 2010; Matell & Jacoby, 1972). Moreover, the 3-point scale helps to minimise central tendency bias by reducing the range of neutrality, encouraging respondents to make a clearer choice, which can improve data quality in exploratory studies (Clason & Dormody, 1994). To ensure the reliability and suitability of the questionnaire, pilot testing was conducted, as recommended in methodology literature to refine the instrument and enhance its validity (Cohen, Manion, & Morrison, 2007; Creswell, 2009). The structured questionnaire focused on key aspects of morale, including job satisfaction, institutional support, and opportunities for professional development, enabling a targeted assessment of the factors affecting teacher morale within the Libyan EFL context.

The questionnaire was distributed both electronically and in print, increasing accessibility and response rates among participants. For the qualitative component, semi-structured interviews were conducted with a subset of six teachers, allowing for an in-depth exploration of themes identified in the quantitative data. This approach provided a flexible format for probing individual experiences, as recommended by Denzin and Lincoln (2018), and enabled the study to capture nuanced, personal perspectives on the factors influencing teacher morale.

Data analysis was conducted through both quantitative and qualitative methods. The quantitative data from the questionnaires were subjected to descriptive statistical analysis, identifying key trends and patterns in factors influencing morale. Correlation analysis further examined relationships between variables, such as institutional support and job satisfaction, providing insight into how different factors interact to shape overall morale. Qualitative data were analysed using thematic analysis as outlined by Denzin and Lincoln (2018). Interview transcripts were coded and categorised into major themes, including intrinsic motivations, professional challenges, and external factors such as societal and institutional support. This thematic approach provided a

detailed examination of recurring factors, offering insights into the complex interplay of personal and external influences on morale.

Rigorous ethical standards were maintained throughout the study to ensure participant confidentiality and autonomy. Prior to participation, all individuals were fully informed of the study's aims and procedures, and written informed consent was obtained. Pseudonyms were assigned to protect participant identities, and data were securely stored, with access restricted to the research team. Participants were informed of their right to withdraw at any stage without repercussions. Digital data were protected with secure passwords, while physical questionnaires were locked in a secure location, adhering to best practices in ethical research conduct.

In summary, the mixed-methods approach provided a robust framework for examining both general trends and individual experiences of morale among university EFL teachers in Libya. This methodology not only ensured the validity and reliability of the findings but also offered critical insights into the contextual challenges faced by teachers. The integration of quantitative and qualitative data allowed for a nuanced analysis, supporting policymakers and educational practitioners in understanding and potentially improving teacher morale in resource-constrained environments.

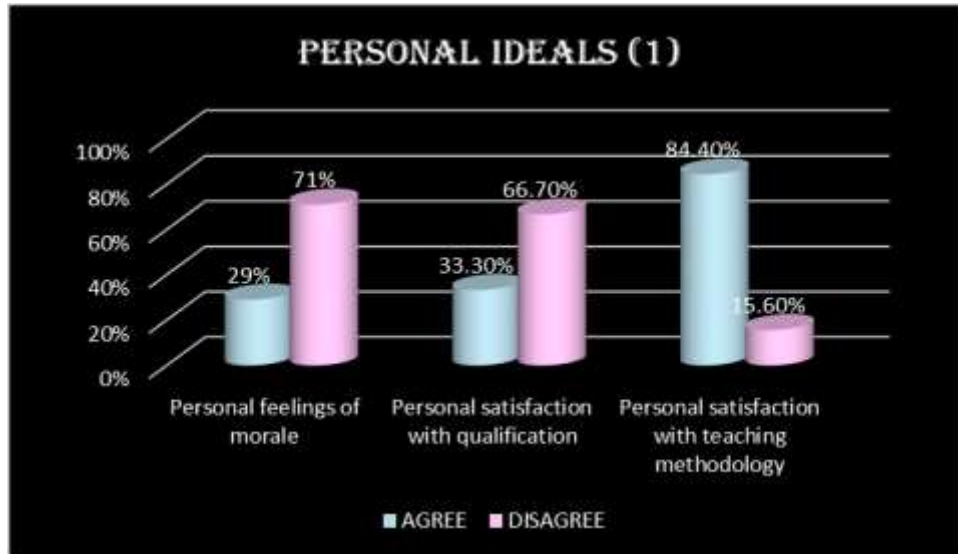
## RESULTS

### Quantitative Data

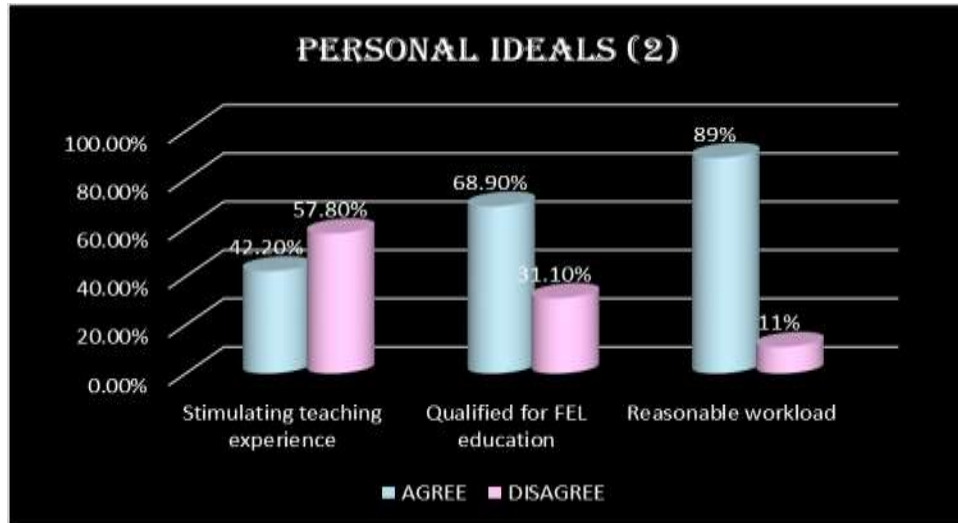
The quantitative data provided valuable insights into both **personal ideals** and **external factors** that shape teacher morale. Notably, none of the respondents selected the "Undecided" option on the 3-point Likert scale (Agree, Not Decided, Disagree), leading to its exclusion from the charts. This absence of "Undecided" responses reflects a clear division of opinions, with participants decisively expressing either agreement or disagreement on each item. This decisive response pattern enhances the interpretability of the results, providing a clearer insight into the teachers' perspectives on these key aspects of their professional experience. Below is a summary of key findings:

### Personal Ideals and Teacher Morale

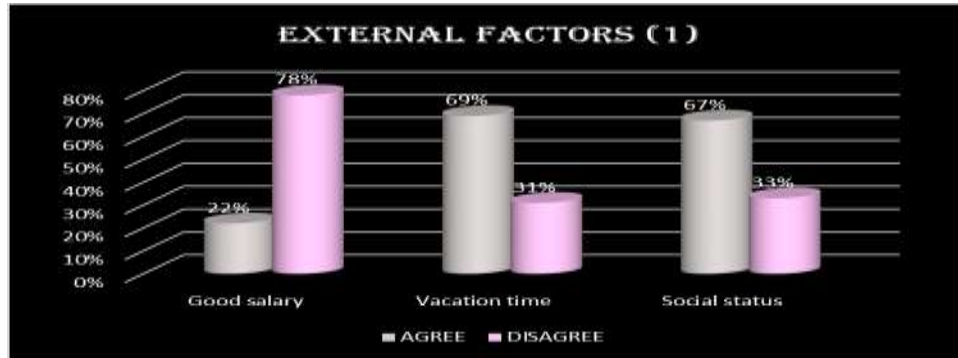
The analysis of the bar charts related to **Personal Ideals** offers valuable insights into the factors that shape the morale of university EFL teachers in Libya. The findings provide an understanding of how personal feelings of morale, satisfaction with qualifications, teaching methodologies, and workload contribute to overall job satisfaction and teacher effectiveness. Below are the key observations from the data:



The data show that the majority of teachers (71%) reported high morale, indicating strong emotional engagement and well-being in their roles. Nevertheless, 29% expressed dissatisfaction, highlighting that a significant portion of teachers may face morale issues that could affect their motivation and classroom effectiveness. Additionally, satisfaction with qualifications was high, with 66.7% of teachers feeling confident in their professional competence, suggesting that most believe they are well-equipped for their roles. However, the remaining 33.3% expressed dissatisfaction, possibly due to perceived gaps in ongoing professional development or a need for further training to address current educational demands. Satisfaction with teaching methodologies was also notably high, with 84.4% of teachers expressing confidence in their instructional practices, indicating alignment with their educational goals and pedagogical confidence. Conversely, 15.6% reported dissatisfaction, which may stem from challenges in meeting institutional expectations or effectively addressing diverse student needs. Together, these findings underscore the importance of personal ideals in shaping teacher morale and highlight areas where support for professional growth could further enhance teacher effectiveness and satisfaction.



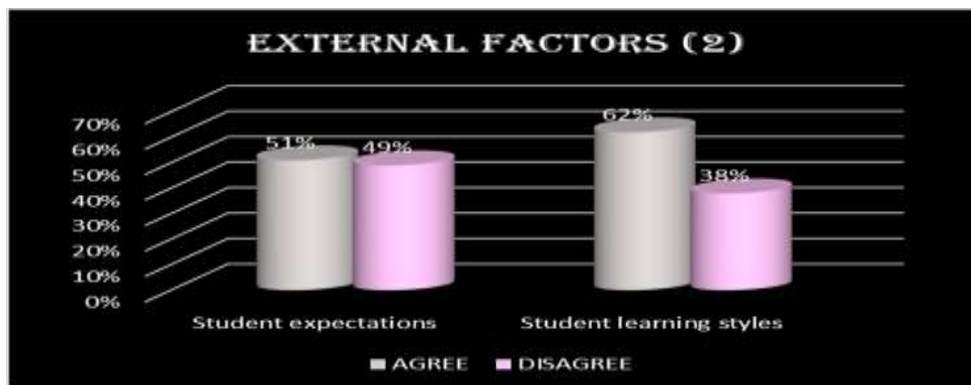
The second chart provides further insights into the personal ideals impacting teacher morale, particularly focusing on teaching experiences, qualifications, and workload. The data reveal that 57.8% of teachers found their teaching experience stimulating, while 42.2% did not, indicating that although a majority are engaged by their work, a substantial portion may lack the level of stimulation needed to maintain high morale and job satisfaction. Confidence in qualifications for EFL education is relatively strong, with 68.9% of teachers feeling adequately qualified, reflecting a general confidence in meeting job demands. However, 31.1% expressed dissatisfaction in this area, underscoring potential gaps in professional development and training opportunities. Perceptions of workload were predominantly positive, with 89% of teachers reporting a manageable workload, suggesting that workload is not a major concern. Only 11% disagreed, indicating that other factors might more significantly impact morale. Overall, while teachers generally feel qualified and find their workloads reasonable, concerns remain regarding the stimulating nature of their roles and the adequacy of their qualifications. These findings point to the need for enhanced teacher engagement and targeted professional development to support sustained morale and satisfaction in the EFL teaching profession.



The analysis of external factors reveals significant influences on the morale of EFL teachers, particularly in relation to salary, work environment, relationships, and social recognition. A major concern is salary, with 78% of teachers expressing dissatisfaction with their compensation,

indicating that financial issues are a predominant source of discontent impacting teacher morale. In contrast, 69% of teachers reported satisfaction with their vacation time, suggesting that while it is generally adequate, it remains a point of dissatisfaction for 31% of respondents. Social status also emerged as an influential factor, with 67% of teachers feeling respected in their roles, yet 33% perceiving a lack of recognition or prestige in their profession. These findings highlight salary as a primary area needing attention to improve teacher morale, while the other factors—though less critical—suggest areas where further support could enhance teachers' sense of satisfaction and professional esteem.

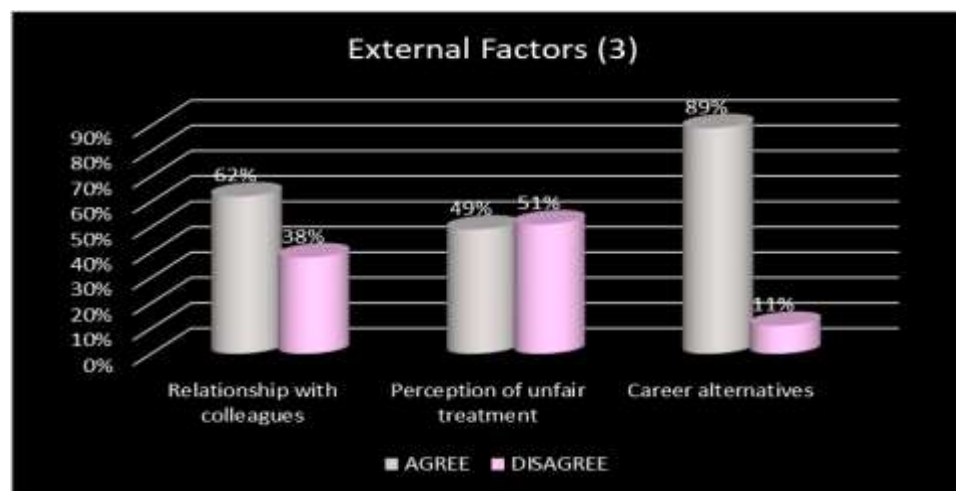
### External Factors and Teacher Morale



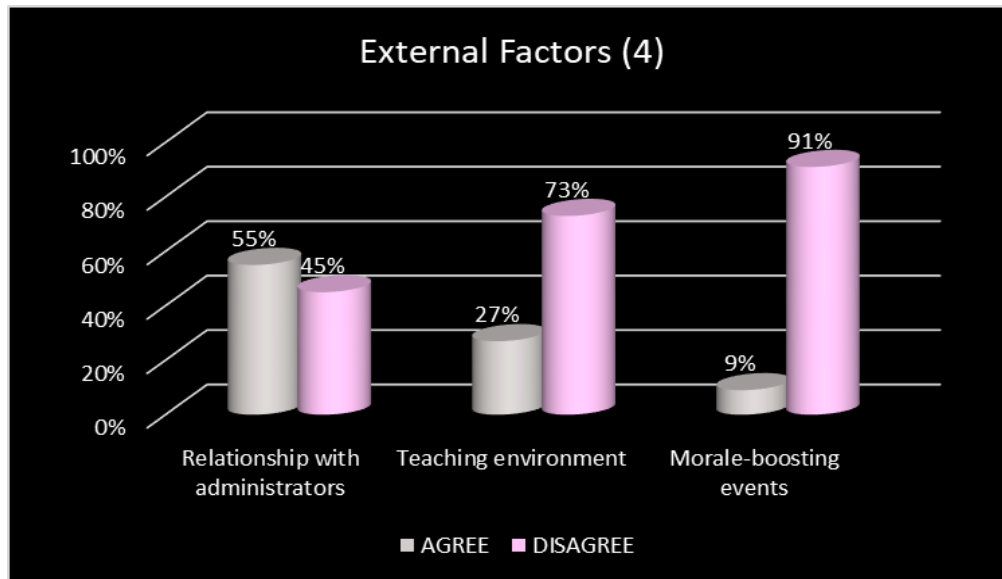
The analysis of student-related factors shows that teachers are divided on the reasonableness of student expectations, with 51% agreeing and 49% disagreeing, suggesting that managing student expectations presents a significant challenge that influences overall morale. Additionally, while



62% of teachers feel confident in addressing diverse student learning styles, 38% do not share this confidence. This disparity highlights a potential need for additional support or professional development in differentiated instruction to better equip teachers for the varied learning needs in their classrooms. Together, these findings underscore the importance of understanding and managing student expectations, as well as providing targeted training to enhance teacher efficacy in handling diverse learning styles.



The analysis of external factors influencing teacher morale reveals complex dynamics within workplace relationships, perceptions of fairness, and career options. Positive relationships with colleagues were reported by 62% of teachers, indicating supportive peer interactions for most; however, 38% expressed dissatisfaction, suggesting that strained relationships may negatively impact the morale of a significant portion of teachers. Additionally, an almost even split was observed in perceptions of fairness, with 49% agreeing and 51% disagreeing that they are treated fairly within their institutions. This division points to institutional practices and policies that may contribute to decreased morale. Furthermore, 89% of teachers reported having viable career alternatives, which highlights that many might consider leaving the profession if their morale continues to suffer from unresolved external issues. Collectively, these findings underscore that factors like salary dissatisfaction, workplace relationships, and perceptions of fairness play a substantial role in shaping teacher morale. Addressing these concerns could lead to improved job satisfaction and better teacher retention within the profession.



The bar chart illustrates the level of agreement and disagreement among respondents on various external factors influencing their experiences. The data reveals mixed sentiments towards the relationship with administrators, with 55% agreeing it is satisfactory, while 45% disagree, indicating a notable divide. The teaching environment, however, appears to be less favourable, with a significant 73% expressing dissatisfaction, compared to only 27% who agree it is adequate. On the other hand, morale-boosting events receive overwhelming disapproval, with 91% disagreeing and only 9% in agreement, suggesting a strong sense of dissatisfaction in this area. The chart underscores that, while the relationship with administrators garners a relatively balanced view, both the teaching environment and morale-boosting events are viewed negatively by the majority, highlighting areas that may require attention for improvement.

### Qualitative Data

The thematic analysis of interview data reveals several interwoven themes that capture the nuanced factors influencing the morale of university EFL teachers in Libya. These themes illuminate the dynamic relationship between teachers' personal ideals, external conditions, and their professional experiences. The primary themes include the intersection of personal ideals and external influences, the effect of the work environment on morale, teacher-student interactions, the challenges associated with modern teaching methodologies, the role of confidence in teaching effectiveness, and the impact of external stressors relative to limited motivators. Together, these themes underscore the complex realities faced by teachers and provide insight into the factors that both uplift and challenge their morale in the Libyan educational context.

A recurring theme is the integration of personal ideals with external factors, which emerged prominently across the interviews. Teachers consistently emphasised the role of personal commitment, dedication, and intrinsic motivation in shaping their morale. As Sarah stated, *“Personal ideals, such as the will to help others, dedication, and patience, are fundamental to becoming a successful teacher.”* This indicates that teachers derive a sense of fulfilment from their dedication to student success and their investment in the profession. However, they also highlighted the conflict between these personal ideals and external constraints, with Yusef noting, *“Sometimes personal ideals contradict with external factors, leading to frustration and disappointment.”* This suggests that while personal ideals may form a strong foundation for morale, external factors—such as institutional support and political instability—either enhance or diminish this foundation depending on their alignment with teachers’ values.

The work environment emerged as another critical theme, with teachers expressing that an unsupportive environment can severely impact morale. Both Nada and Ali conveyed frustration with the current conditions in Libyan universities, citing issues like insufficient resources, inadequate administrative support, and poor working conditions. Ali noted, *“When my morale faces an unhealthy environment, conflicts arise, and the suffering increases.”* This sentiment emphasises that external pressures can erode morale, even in the presence of strong personal motivation. Conversely, an ideal work environment—one that fosters teamwork, provides adequate resources, and values teachers’ contributions—was described as a significant morale booster, with Sarah remarking, *“In situations where teamwork and support are present, morale is encouraged.”* This dichotomy suggests that the quality of the work environment is pivotal in either supporting or undermining teacher morale.

Teacher-student dynamics also emerged as a substantial influence on morale. The connection between teachers’ morale and their perceptions of student engagement was clearly expressed, with Adam stating, *“Both levels of morale are directly proportional... today’s generations generally lack interest in learning.”* This statement reflects a perceived decline in student motivation, which many teachers view as directly impacting their own morale. Positive student feedback was described as a crucial motivator, with Yusef stating, *“Students’ feedback and progress gauge teaching effectiveness.”* This implies that teachers who observe active student engagement and learning gains experience higher morale. However, when students are disengaged or primarily focused on passing exams, teachers feel disheartened, as reflected in Sarah’s comment, *“Most students pursue a certificate for employment rather than genuine learning.”*

The challenge of implementing modern teaching methodologies in Libya also emerged as a key theme. Participants expressed scepticism regarding the applicability of student-centred methods in their context, with Adam stating, *“I think the student-centred approach is not feasible for the Libyan EFL context, as students are unfamiliar with it.”* This remark highlights a mismatch

between traditional, subject-centred methods and newer approaches, compounded by the lack of systemic support. Ali observed, “*The teaching environment is not prepared to support this approach given the current state of education.*” This highlights that structural and infrastructural limitations create obstacles for teachers attempting to adopt modern methods, thereby lowering morale as they struggle to implement meaningful change.

Another theme was the role of confidence in teaching effectiveness as a sustaining factor for morale. Confidence in their ability to teach effectively was consistently highlighted by participants as a source of motivation. Nora explained, “*Confidence provides the necessary drive to continue and enhance effectiveness.*” This statement highlights the connection between self-efficacy and morale; teachers who feel effective in their roles report stronger morale. Conversely, when teachers encounter barriers to achieving student progress or lack institutional support, their confidence—and consequently, their morale—declines.

Finally, the interviews revealed a significant disparity between external stressors and available motivators, with teachers indicating that stressors far exceed institutional support and recognition. Yusef remarked, “*Stressors are numerous, while motivators are limited and primarily personal.*” This suggests that external pressures—including political instability, limited resources, and insufficient professional development—present substantial challenges, whereas institutional motivators remain sparse. The lack of support structures places a disproportionate burden on teachers, often resulting in decreased morale.

In summary, the thematic analysis of interviews highlights the multifaceted factors shaping teacher morale in the Libyan EFL context. Personal ideals, such as dedication and confidence in teaching, provide a foundation for morale, but external factors—including the work environment, student engagement, and systemic limitations—pose considerable challenges. Libya’s current educational system, burdened by political and social instability, adds further strain on teachers, forcing them to navigate conflicting personal values and external demands. These insights suggest a pressing need for systemic reforms, enhanced teacher support, and sustained professional development to improve teacher morale and retention in this challenging context.

## **Discussion**

The findings highlight several significant factors impacting the morale of university EFL teachers in Libya, offering insights that expand the existing literature on teacher morale. These results underscore the complex interactions between personal ideals, external factors, and teacher-student dynamics, aligning with and extending various theoretical frameworks discussed in the literature. This discussion elaborates on the most compelling findings, their practical implications, the study’s limitations, and recommendations for improving teacher morale in challenging environments like Libya.

The study's findings on external factors reveal notable challenges. Relationships with administrators were mixed, with 55% of teachers reporting satisfaction and 45% dissatisfaction, supporting the argument that administrative support is crucial for morale (Tschannen-Moran & Hoy, 2000). Additionally, 73% of participants expressed dissatisfaction with the teaching environment, echoing Herzberg's (1959) theory that inadequate external factors foster dissatisfaction. Morale-boosting initiatives were especially lacking, with 91% of respondents expressing dissatisfaction, suggesting an absence of effective support programmes that Hargreaves (2003) argues are essential for sustaining teacher motivation. These findings underscore the need for improvements in administrative support, work conditions, and morale-boosting initiatives, resonating with broader literature recommendations.

One of the most notable insights is the interplay between personal ideals and external conditions in shaping teacher morale. Quantitative data reveal that teachers generally feel confident in their teaching abilities, reflecting high self-efficacy, a factor Bandura (1997) identifies as crucial for motivation and morale. Recent studies confirm the sustained role of self-efficacy in enhancing resilience among educators (Han & Wang, 2021). However, qualitative data reveal a tension between teachers' intrinsic motivations—such as commitment to student success—and external challenges like limited institutional support, inadequate compensation, and political instability. This aligns with Herzberg's Two-Factor Theory, suggesting that personal motivators foster satisfaction while external "hygiene" factors, such as pay and working conditions, prevent dissatisfaction without inherently improving morale. Many teachers noted deriving satisfaction from their students' engagement, echoing Hargreaves' (2003) view that personal values significantly influence morale. Yet, without adequate institutional support, even motivated teachers struggle to sustain morale, a challenge also observed by Skaalvik et al. (2021).

External stressors, including salary dissatisfaction, limited institutional support, and challenging work environments, emerged as critical factors. Consistent with Ingersoll (2001) and Johnson and Birkeland (2003), salary dissatisfaction is a significant demotivator, with 78% of participants expressing dissatisfaction with their compensation. This is particularly pressing in Libya, where socio-political instability compounds financial concerns, making improved compensation an urgent need to retain high-quality teachers. Lack of institutional support was a prominent frustration point, reflected in the almost even split between teachers feeling fairly treated and unfairly treated by their institutions. These findings underscore the urgent need for institutional reforms to create a more supportive and resourceful work environment.

Teacher-student dynamics also play a key role in morale, as teachers perceive their morale as closely linked to student engagement. The study's qualitative analysis revealed that teachers gauge their effectiveness and morale by student feedback and progress, aligning with Hargreaves' (2003)

concept of the reciprocal relationship between teacher and student morale. Recent findings indicate that student engagement is a powerful predictor of teacher motivation, suggesting that initiatives to boost student participation could positively impact teacher morale (Tran et al., 2022). Engaged students contribute to teachers' sense of fulfilment, enhancing their morale, while disengaged students can demotivate teachers, especially when students prioritise exam results over genuine learning. This underscores the need for strategies that actively engage students, creating a positive feedback loop that benefits both students and teachers.

The study's findings hold important implications for policymakers and educational leaders. Addressing teacher compensation and enhancing institutional support are essential steps. Policies that increase salaries, provide professional development opportunities, and improve working conditions could alleviate external pressures currently impacting morale. Enhancing student engagement is also a priority, as it directly affects teachers' morale. Institutions should consider revising curricula to align more closely with students' future career prospects, promoting student-centred learning approaches, and offering professional development to better equip teachers in engaging students. These steps could foster a more motivated and productive learning environment, benefiting both teachers and students.

Despite its contributions, this study has limitations. The sample size, while suitable for a mixed-methods study, may not fully represent the broader population of EFL teachers in Libya. Future research could employ a larger sample size across a more diverse range of institutions to enhance the generalisability of findings. Additionally, this study focused on university-level teachers, omitting primary and secondary education, where teachers may face different morale-related challenges. Including these educational levels in future research could offer a more comprehensive view of teacher morale across Libya. Another limitation concerns the socio-political context, as regional variations and political instability were not explicitly controlled. Future studies could examine how specific socio-political factors influence teacher morale across Libya's various regions.

The study recommends addressing salary dissatisfaction, enhancing institutional support, and promoting student engagement to improve teacher morale. Universities and educational institutions should focus on creating supportive environments by providing resources, administrative backing, and opportunities for professional growth, including mentorship programmes and regular feedback. Additionally, enhancing teacher qualifications through continuous professional development can increase skills, confidence, and overall morale, contributing to a more supportive and effective educational environment.

## CONCLUSION

The study provides a comprehensive understanding of the multifaceted factors influencing EFL teacher morale in Libya, highlighting the crucial interplay between personal ideals and external conditions. While intrinsic values such as self-efficacy and dedication play a significant role in sustaining teacher morale, external challenges—such as inadequate compensation, limited institutional support, and a lack of effective morale-boosting initiatives—negatively impact overall morale. Insights from the findings reinforce this, showing considerable dissatisfaction with the working environment and morale-boosting efforts, as well as mixed perceptions of administrative support. These findings emphasise the importance of targeted interventions that address these external stressors, aiming to create a professional environment in which teachers can thrive.

The complex interaction between personal ideals and external factors confirms that while teachers' intrinsic dedication fosters resilience, it is not enough to counteract the effects of challenging working conditions. Improving teacher morale requires a multifaceted approach that includes better compensation, enhanced institutional support, and effective strategies to increase student engagement and provide meaningful morale-boosting opportunities. Implementing these changes can create a more supportive educational environment, benefiting teachers and leading to improved educational outcomes across the Libyan EFL context. By addressing both personal motivations and systemic challenges, educational leaders and policymakers can build a stronger foundation for teacher morale and contribute to a more effective educational system in Libya.

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