



A status Report on the Morale of School Teachers

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Received 25th August 2019, Accepted 8th September 2019

Abstract

Teaching is a lifetime mission. To enable development of youth, first and foremost, the teacher's love for teaching is essential, with teaching as the soul of the teacher. Teachers must realize that they are responsible for shaping not only the students but igniting the youth who are the most powerful resource under the earth, on the earth and above the earth. Morale is a fundamental psychological concept. It is the sum of several psychic qualities that include courage, fortitude, resolution, and above all, confidence. Morale is a multidimensional concept. It is a complex mixture of several elements. It is viewed multidimensional because it recognises the influence of job situation on attitudes of individuals and also includes the role of human needs as motivational forces. This study attempts to study the morale status of teachers.

Key words

Morale of teachers, job satisfaction of teachers, status of teachers in India, Teacher satisfaction

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Introduction

"The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together" (Eric Hoffer, 2006). This is possible if and only if a teacher is well prepared.

The teacher is a "guru" a term derived from the Sanskrit word for "weighty" or "honourable". Teachers are treated with respects; students may have to stand up when teachers enter in a classroom. The education system is teacher oriented; teachers outline the intellectual paths to be followed. In the classroom there supposed to be strict order or direction, with the teacher initiating all communication. Teachers are never publicly contradicted or criticized and are treated with deference even out side the school. Fact is that the teachers like to remain as guru. Treat them as honourable person make them satisfied to their job (Hofstede, 2005).

Job satisfaction comes when the teacher is competent. More than the competency, the psychological preparedness is more important. The group of issues concerning this is usually termed as morale. Morale becomes the key to a good school system. Morale makes the difference between viewing teaching as a "job" and viewing it as a "profession". Morale has two educational implications. First, it improves school services and makes them worthy of public respect.

Secondly, enthusiastic teachers communicate their satisfaction and approval not only to pupils, but also to parents and public. Good teachers are a valuable asset to any school system. Poor teachers are a deterrent. The latter are expensive in that they require excessive amounts of supervision and administration, frequently undo the work of good teachers, are difficult to eliminate, and often disrupt the equilibrium and morale of the whole teaching corps.

The efficiency of an educational system depends largely on the efficiency of its teachers. The quality of education imparted to children depends to a large extent on the quality of teachers in the schools and colleges. Buildings, equipment, curricula, books and teaching methods are no doubt important. But no other aspect of education is so vital and significant as the men and women who actually teach in the educational institutions. It is they who can make proper use of the buildings and equipment, who can give life and meaning to the curriculum, who can make the books interesting or dull who can make teaching methods inspiring or soul-killing.

"Teacher morale can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning (Miller, 1999).

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Levels of Morale

'Personal morale' results from an individual teacher's personal circumstances ,including health,

family situation and financial stability. Although the status of the profession and in-school experiences will impact upon 'personal morale' many factors which influence 'personal morale' remain private and personal. Conversely, day-to-day experiences of teachers in their schools and local communities, lead to what is referred to here as 'school morale'. 'School morale' is influenced by 'personal morale' and vice versa. Morale which is inextricably intertwined with the status of teaching as a profession is referred to here as 'professional morale' or 'morale of the profession'. 'Professional morale' may impact on 'personal morale' and 'school morale' but may not impact on the day-to-day lives of teachers to the same extent as 'personal' and 'school morale'. These three overlapping forms or levels of morale create 'teacher morale': personal morale (largely within the control of the Individual); school morale (which the individual teacher may have some influence over); and professional morale (which the individual may feel they have little or no influence on That is:

Personal morale + School morale + Professional morale = Teacher morale.

(Ramsey 2000)

Rationale of the study

It is essential that the society understands the significant role of the teachers to whose care the children are entrusted for prolonged period and that it realizes that teachers are truly indispensable. Their quality should be a matter of deep concern as social well being and social advancement depend on a marked measure upon their excellence. This study will give an idea about the morale of secondary and higher secondary school teachers towards their profession. With more professional and non professional facilities to them, they may work whole heartedly to the interest of the pupils and the nation.

In addition to the significance for the field, the study is important to the school system where the study was performed. The study can lead to improvements in the principal preparation program in order to raise the morale level for teachers. With the demands on this growing school system to hire and retain teachers, this sort of principal preparation program improvement could be very beneficial. An attempt has been made to study the morale of secondary and higher secondary school teachers.

Methodology

After careful study on various methods of research, survey method was selected as it was founded relevant for the present study. **Purdue Teacher Opinionnaire** (Standardized tool prepared by **Bentley & Rampel in (1980)**), was used to collect data. The sample was taken from 4 type of selected schools using random sampling technique. Fifty samples were taken from Government School, 50 samples were taken from Government Aided School, 50 samples were taken from Corporation School, 50 samples were taken from

Matriculation Schools of Coimbatore. The questionnaire was given to 200 teachers in four type of schools. The teachers were kindly asked to tick their opinion for the questions. All the response sheets were scored systematically using scoring key.

Analysis and Interpretation

TABLE – I
TEACHERS MORALE SCORES BASED OF TYPE OF SCHOOL

TYPES OF SCHOOL	Teacher morale Score			F
	Mean	S.D	No. of Sample	
Government	277.38	26.24	50	37.302**
Government-Aided	308.92	30.11	50	
Corporation	285.14	26.94	50	
Matriculation	330.48	28.09	50	
TOTAL	300.48	34.68	200	

**Significant at 5% level

Table - IV and figure I portrays the morale scores of sample from different types of schools. To check the difference in the mean scores, the values are statistically analysed, using 'F' test. The results reveal that the type of school was found to have significant influence on teachers' morale scores since the 'F' value is significant at 5% level.

Looking at the mean scores, we are able to conclude that the teachers from matriculation schools have got good scores than the rest.

Hence the hypothesis stated as 'there is no significance influence of types of schools on the teacher morale scores' is rejected and the alternative hypothesis 'matriculation schools teachers morale scores are better than teachers from Government, Government Aided, and Corporation schools' is accepted.

TABLE -II
TEACHING SATISFACTION SCORE

<----- Teaching Satisfaction Score ----->					
V A R I A B L E S	Type of school	<----- Percentiles (N = 200) ----->			
		VL	L	H	VH
	Government	47.1	50	54	64
	Government Aided	50.1	55	64	70.9
	Corporation	49	51.3	60	66.8
	Matriculation	53.1	62	70.7	71
	Gender				
	Male	50	54	64	70
	Female	49	54	64	71
	Teaching Level				
	Sec	49	54	64	71
	Hr.Sec	48.5	54	63	70.5
	Locality				
	Rural	49	54	64	71
	Urban	49	54	62.8	71

The best and evergreen thing is finding satisfaction in our profession. We should find satisfaction in a particular field or profession we want to survive. The morale status of the teachers shall be easily revealed through their level of satisfaction in teaching. Teachers have personnel satisfaction and enable a greatest deal of contribution to society.

The questionnaire had 20 questions

pertaining to this category each carrying a maximum response of 4 and minimum response of 1. Hence the range of this distribution is 20 to 80.

When we look at the morale score of teachers from various schools high levels of morale are found from matriculation school teachers and the low responses are given by government school teachers in the very high level.

Equivalent responses are given by male and female teacher. Similarly the level of teaching and locality had no influence on the teaching satisfaction score.

TABLE -III
TEACHER STATUS SCORE

TEACHER STATUS SCORE					
<----- Teacher Status Score ----->					
V A R I A B L E S	Type Of School	<----- Percentiles (N = 200) ----->			
		VL	L	H	VH
	Government	21	22.3	26	26
	Government Aided	21	25	26	30
	Corporation	21	24	26	26
	Matriculation	24.1	26	30	30.9
	Gender				
	Male	21	24	26	30
	Female	21	25	26	30
	Teaching Level				
	Sec	21	24.5	26	30
	Hr.Sec	21	25	26	30
	Locality				
	Rural	21	25	26	30
	Urban	21	24	26	30

Teachers have a special social status in the community and afford security in the inoccupation.

When we compare the teachers' morale scores among different types of schools, the morale of teachers from the matriculation schools sounds better than the rest of the schools. This maybe because the matriculation school teachers are respected more in social areas hence enjoy on better social status.

The questionnaire had 8 questions pertaining to this category each carrying a maximum response of 4 and minimum response of 1. Hence the range of this distribution is 8 to 32. By observing the gender wise distribution, it is clear that the teacher morale scores did not differ regard to gender.

By looking at the teaching level, the teacher status scores were found to be the same for the secondary and higher secondary teachers. Considering the locality wise distribution, the teacher status score at the very low, low, high and very high level values are same in rural and urban area. Hence the teacher status scores does not offer much based on locality.

On the whole it seems the teachers enjoy good social status and are happy irrespective of their level of teaching, place of stay and gender.

Conclusion

The study revealed that the teachers despite limitations had good morale and is promising nation builders.

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Please cite this article as: Dr.V.Mrunalini and Dr.A.DIVYAPRIYA (2019). **A status Report on the Morale of School Teachers** *International Journal of Recent Research and Applied Studies*, 6, 9(4), 11-14.