



Do Internal Working Conditions Affect Morale of Teaching? A Study of Teachers' Perception

Vol. IV, No. II (Spring 2019) | Page: 166 – 173 | DOI: 10.31703/grr.2019(IV-II).18

p- ISSN: 2616-955X | e-ISSN: 2663-7030 | ISSN-L: 2616-955X

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Abstract

The study was to investigate teachers' morale towards their teaching Profession at the University of Sargodha. The qualitative research design was used for this study. The adopted instrument was used for the research purpose. 39 items were developed by the researcher. Teachers from 24 departments of University of Sargodha were selected as sample of the study by using convenient sampling technique. Ninety (90) teachers out of Two hundred (200) were the total selected sample. Collected data were analyzed by using descriptive and inferential statistical techniques. The results showed that there is significant difference between teacher's morale and internal factors. The insignificant difference was found among teachers of different ages and gender, also concluded there was significant difference among masters. M.phil and Ph.D. qualified teachers. The study suggested that another research may be conducted to investigate different external and internal working conditions like environment and family background.

Key Words: Teachers' Morale, Internal Working Conditions, Teachers' Perception

Introduction

Learning is the basic ingredient of teaching. It is necessary for learners' personal and professional development. Pedagogy of teaching and learning is the major field of a person's life. (Mark G. Y. 2008). The teacher makes people able to learn. (Miraj, S. 2018) is of the view instructor facilitates students learning. He has to decide about the methodology being used for instructions. He considers students' level of learning, classroom environment and a standardized curriculum that has to be focused. (Eboka, 2016). He has to deal with students of different abilities. He also is the supervisor who organizes school functions and other curricular and co-curricular activities. In most cultures, teaching is an asset carrier for the citizens of any nation. Since teaching career has many similarities and differences across the nations. UNESCO inaugurated World Teacher Day on October 5, 1994. The purpose was to recognize the efforts of the teachers. (Abazaglu 2016)

Importance of the teacher may not be denied. The progress of a nation is dependent on its high morale. Morale is defined as a strong sense of enthusiasm and dedication to a common goal that unites a group. Morale has been observed as a feeling and a state of mind, a mental attitude and an emotional attitude (Nadeem, M, 2011). Dr. Enset Benson is of the view that the conditions influence teachers' high or low morale are mostly related to race relations. He explained that promotions, office accommodations, and research support are the issues that may affect a teachers morale (Gowland, 2002). He also discussed some more factors which influence teachers' workplace morale, which includes teachers' job security, promotions and increments, positive work culture environment and etc. He argues that high morale affects students learning. The study in hand includes five internal factors that may highly affect teachers morale: teachers' relations with boss, relations with peer group, satisfaction with salary, satisfied with curriculum issues and self-satisfaction being a teacher.

Boss or the head is the person who is mainly responsible to develop teachers morale. If management possesses high moral values it has to be participative and supportive with its colleagues in making decisions and setting goals (Sharma, 2007). Jones 1993 is of the view that Senior faculty members are responsible to reach out to their young colleagues. Job satisfaction is considered as the main function of relationship between one wants

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from his job. Praise, acceptance and favorable regard help to promote confidence, morale, and motivation: While criticism, disapproval, and failure to admire may lead to negative feelings. Which divert attention and may create negative motivation, isolation and obstructive behavior (Evans, 1998). Salary also proved as a big factor which affects teachers morale. Teachers' salaries from countries to country. (Rauf, M. 2013).

The curriculum is the syllabus of a particular class to meet learning objectives. While developing a curriculum, committee should be familiar with the stakeholders on whom it is to be implemented. Ravich, 1995 concluded that curriculum standards may be improved by clearly defining what is to be thought.

The key objective of this study was examining the morale of teachers teaching in university sector of Pakistan, which may be affected by different internal working conditions. It was assumed that teachers having high morale are more successful in their profession. As satisfaction from other factors like salary, rapport with the boss and colleagues may boost their interest to perform well. Encouragement to participate in decision making and taking responsibility may also prove as good internal factors to enhance morale of the teachers. The study in hand is of the view that if we are able to achieve above mentioned aim it will be quite physical to achieve standard reforms in curriculum and assessment (Park, 1983). The paper explored different internal factors that may affect teachers more during their carrier. Internal factors refer to the factors associated within the workplace: rapport with head and colleagues, freedom to teach, relations with students and important most the income or the salary satisfaction (REFERENCE)

Aim of the Study

The aim of this research was to examine teacher's morale, affected by internal factors (Rapport of the teachers with their head and colleagues, satisfaction towards salary, syllabus related issues) towards their teaching profession.

Population and Sampling

All the teachers (lecturers, associate professors, assistant professors, and professors) of University of Sargodha were the accessible population of the study. Out of accessible population, the researcher selected ninety teachers from all the departments in the University of Sargodha, by using convenience sampling technique. In this way researcher selected ninety teachers out of 200 teachers from 24 departments of the University of Sargodha.

Instrument of Research

A questionnaire is a more precise and quick instrument to collect data. In Purdue Teacher Opinionnaire (PTO), four-point scale was used for scoring. The researchers used this questionnaire as an instrument in this study but they used five-point Likert scale. Those five points on Likert scale are as follows; The researcher selected 39 items from the 100 items of Opinionnaire and modified according to the need and demands of the study. From the collected data, reliability was computed. The reliability of the tool (questionnaire) was equal to 0.8660.

Data Analysis

Data was entered and analyzed through SPSS. The analysis of the data was done through the following methods.

Table 1. Item Wise Analysis of the Data

S No	Statements	Responses					Analysis			
		SD	D	N	A	SD	n	%	mean	St DV
1	To achieve common and personal objectives, university faculty cooperate with each other.	3	8	17	49	13	90	100	3.677	.946
2	Young colleagues are warmly welcomed by their senior faculty.	0	11	14	50	15	90	100	3.766	.874
3	My colleagues are equally competent with other departments.	2	4	16	42	26	90	100	3.955	.923
4	Here, we cooperate with one another.	2	12	24	41	11	90	100	3.522	.950

05	I enjoy my daily tasks due to the confidence I have on my boss.	2	8	18	47	15	90	100	3.722	.924
6	We as teachers inculcate positive values among our students.	3	8	16	53	10	90	100	3.655	.913
7	My Head/ boss is highly professional .	2	5	24	37	22	90	100	3.800	.950
8	We as teachers are free to take initiatives during our assignments.	0	14	23	42	11	90	100	3.555	.900
9	My carrier provides me lot f satisfaction.	2	3	9	38	38	90	100	4.188	.910
10	By adopting this as a profession, I am able to contribute positively to the society.	0	0	7	44	39	90	100	4.355	.623
11	I always would like to be a teacher.	6	5	9	35	35	90	100	3.977	1.15
12	I feel myself important for my institute.	5	1	11	49	24	90	100	3.955	.970
13	I like to work with with student's societies.	0	4	22	39	25	90	100	3.944	.839
14	To me, teaching Is the most challenging task.	4	4	14	38	30	90	100	3.955	1.03
15	I really enjoy working with my students.	1	1	4	38	46	90	100	4,411	.732
16	I am contented with my present position.	5	12	10	40	23	90	100	3.711	1.15
17	I am competent enough in my present status.	1	5	16	51	17	90	100	3.866	.823
18	I am in love with my profession.	0	1	10	38	41	90	100	4.322	.716
19	I recommend my students to adopt teaching as profession.	3	7	11	33	36	90	100	4.022	1.07
20	I feel happy, as it is a highly satisfying and rewarding profession.	0	3	12	55	20	90	100	4.022	.702
21	My colleagues are of the view that I am a good teacher.	0	3	25	52	10	90	100	3.766	.687
22	My students owe me much and I feel proud of it.	0	2	7	62	19	90	100	4.088	.611
23	Unlike others I feel myself more competent.	1	3	15	53	18	90	100	3.933	.776
24	My boss appreciates my work and personality.	0	6	16	44	24	90	100	3.955	.846
25	My boss makes efforts to be in contact each faculty member during office hours.	0	3	13	46	28	90	100	3.866	.823
26	Leadership qualities of my boss stimulates me to work hard.	0	6	11	50	23	90	100	4.322	.716
27	My mostly discuss my professional issues with my boss.	1	10	10	42	27	90	100	4.022	1.07
28	My boss makes my assignments easier	1	4	18	43	24	90	100	4.022	.702
29	My boss promotes sence of belonging among the faculty.	0	8	11	47	24	90	100	3.766	.687
30	We feel free to advise our boss on different administrative matters.	0	9	11	47	23	90	100	4.088	.611
31	My boss shows his serious concern to solve my domestic problems.	0	7	13	41	29	90	100	4.022	.886
32	I make affective use of the capacities of my students.	0	9	10	49	22	90	100	3.933	.871
33	Our course out lines is well written.	0	6	19	41	24	90	100	3.922	.864

34	Our course outlines address individual differences.	0	6	26	38	20	90	100	3.800	.863
35	We often revise our outlines according to the new patterns.	6	22	33	23	6	90	100	3.011	1.02
36	Curriculum is helpful to achieve objectives.	1	13	22	47	7	90	100	3.511	.877
37	Our curriculum is enriched with the material to provide responsible citizens.	1	9	13	53	14	90	100	3.777	.871
38	Communication between me and my colleagues are quiet perfect	1	5	14	51	19	90	100	3.911	.829
39	I am satisfied with the polices through which pays are raised.	4	12	29	37	8	90	100	3.366	.976

The table shows that 100 % of teachers (90) gave responses to the 39 items. The item no 15: "I really enjoy working with my students" had maximum mean value that was 4.411 whereas the value of standard deviation was 0.7328. The 46 teachers were strongly agreed with this statement whereas one respondent disagreed with this statement. And the item no 35: "The curriculum of my department has no need of major revision" had minimum mean value that was 3.0111 whereas the value of standard deviation was 1.0222. The six teachers were strongly agreed with this statement whereas 22 respondents disagreed with it.

Table 2. Gender wise comparison of morale of the teachers at the US

S. No	Gender	N	Mean	Std dev.	St error mean	T	df	sig
1	Male	47	150.68	20.13	2.9371	0.339	88	0.735
2	Female	43	151.90	13.08	1.9947			

Table 2 shows the gender-wise comparison teachers of UOS. The table shows that the mean value of female teachers was greater than the male teachers who were 151.90 and 150.68 respectively. The standard deviation of male and female teachers was 20.13, 13.08 respectively. The significance value was greater than the 0.05 level of significance which shows that there is an insignificant difference between the morale of the male and female teachers.

Table 3. Independent sample t-test "qualification wise"

S. No	Qualification	N	Mean	Std dev	Standard error mean	t	df	sig
1	PhD	11	152.27	20.08	6.0559	1.123	30	0.270
	M.Phil	21	143.71	20.67	4.5109			
2	M.Phil	21	143.71	20.67	4.5109	-2.444	77	0.017
	Master	58	153.81	14.33	1.8816			
3	Master	58	153.81	14.33	1.8816	0.305	67	0.761
	PhD	11	152.27	20.08	6.0559			

Table 3 shows the qualification wise comparison of morale of University teachers. The table shows that the mean value of Master teachers was maximum which was 153.81. The table shows that (the mean value of M.Phil teachers was the minimum that was 143.71.

The table shows that M.Phil teachers had a maximum standard deviation that was 20.67. The significance value between M.Phil & Master teachers was less than the 0.05 level of significance which shows that there was significant difference between the morale of the M.Phil, and Master teachers of University'of Sargodha. Whereas other significance values were greater than .05 level of significance and there was an insignificant difference

Table 4. Independent Sample T-Test “Designation Wise”

S. No	Designation	N	Mean	Std dev	Standard error mean	t	df	Sig
1	Professor	3	147.33	24.33	14.05	-0.723	5	0.502
	Associate Professor	4	157.50	13.02	6.512			
2	Associate Professor	4	157.50	13.02	6.512	0.515	16	0.614
	Assistant professor	14	151.92	20.23	5.408			
3	Assistant professor	14	151.92	20.23	5.408	0.196	81	0.845
	Lecturer	69	150.94	16.55	1.993			
4	Lecturer	69	150.94	16.55	1.993	0.364	70	0.717
	Professor	3	147.33	24.33	14.05			

Table 4 shows the designation wise comparison of morale of males and females teachers of UOS. The table shows that the mean value of Associate Professors was maximum that was 157.50 and their standard deviation value was 13.02 (min). The mean score of Professors was minimum that was 147.33 and their St.dv value was 24.339(max). The significance value was greater than 0.05 (level of significance) which shows there was an insignificant difference between the morale of the teachers of different designations.

Table 5. Independent Sample T-EST (Faculty Wise)

S. No	Faculty	N	Mean	Std dev	Standard error mean	t	df	Sig
1	Agriculture	1	155.0	0.0	0.0	0.148	7	0.887
	Management & administration	8	153.5	9.57	3.385			
2	Management & administration	8	153.5	9.57	3.385	0.803	45	0.426
	Science & technology	39	148.8	15.71	2.516			
3	Science & technology	39	148.8	15.71	2.516	-1.054	79	0.295
	Art, social sciences & law	42	153.0	19.40	2.994			
4	Art, social sciences & law	42	153.0	19.40	2.994	-0.102	41	0.919
	Agriculture	1	155.0	0.0	0.0			

Table 5 shows faculty wise comparison of morale of male and female teachers of UOS. The table shows that the mean value of faculty Agriculture was maximum that was 155.00. The mean value of faculty Science & technology was the minimum that was 148.84. The table shows that the faculty Art, social sciences & law had the maximum standard deviation that was 19.404. The significance values were greater than 0.05 (level of significance) which shows there was an insignificant difference between the morale of the teachers of different faculties.

Table 6. Independent Sample T-Test “AgeWise”

S. No	Age	N	Mean	Std dev	Standard error mean	t	df	sig
1	56-65 yrs	4	144.00	18.88	9.442	0.876	11	0.400
	46-55 yrs	9	154.44	20.19	6.731			
2	46-55 yrs	9	154.44	20.19	6.731	-0.757	17	0.460
	36-45 yrs	10	146.00	27.41	8.669			
3	36-45 yrs	10	146.00	27.41	8.669	0.620	47	0.538
	26-35 yrs	39	150.33	17.40	2.787			
4	26-35 yrs	39	150.33	17.40	2.78	1.142	65	0.258
	20-25 yrs	28	154.46	9.35	1.76			
5	20-25 yrs	28	154.46	9.35	1.76	-1.831	30	0.077
	56-65 yrs	4	144.00	18.88	9.442			

Table 6 shows age-wise comparison of the morality of male and female teachers of UOS. The table shows that the mean score of 20-25 yrs teacher was maximum which was 154.46. And the mean score of 56-65 yrs was minimum that was 144.00. The table shows that the teachers 36-45 yrs of age had maximum standard deviation value that was 27.41. The significance values were greater than 0.05 (level of significance) which shows that there was an insignificant difference between the morale of the teachers of different age

Table 7. Independent Sample Test “Experience Wise”

S. No	Experience	N	Mean	Std dev	Standard error mean	t	df	Sig
1	0-1 yrs	35	150.80	11.66	1.972	-1.318	65	0.192
	1-4yrs	32	155.40	16.69	2.951			
2	1-4 yrs	32	155.40	16.69	2.951	3.670	38	0.001
	5-9 yrs	8	130.62	18.68	6.606			
3	5-9 yrs	8	130.62	18.68	6.606	-3.687	12	0.003
	10-1 5 yrs	6	165.16	15.27	6.236			
4	10-1 5 yrs	6	165.16	15.27	6.236	1.093	10	0.300
	16-20 yrs	6	152.66	23.48	9.587			
5	16-20 yrs	6	152.66	23.48	9.587	1.030	7	0.337
	More	3	137.00	15.52	8.962			
6	More	3	137.00	15.52	8.962	-1.925	36	.062
	0-1 yrs	35	150.80	11.66	1.972			

Table 7 shows experience wise comparison of the morality of male and female teachers of UOS. The table shows that the mean value of the teacher of experience 10-15 yrs was maximum which was 165.16. And the mean score of teacher of experience 5-9 yrs was minimum which was 130.62. The table shows that the teachers of experience 16-20 yrs had maximum standard deviation that was 23.48. The significance values of 1-4 yrs, 5-9 yrs, and 10-15 yrs were less than 0.05 (level of significance) which shows that there was significant difference between the

morale of the teachers of these experiences. The significance values of 0-1 yrs, 16-20 yrs, and more years were greater than 0.05 (level of significance) which shows that there was an insignificant difference between the morale of the teachers of these experiences.

Conclusions

In this study, it was concluded that the internal factors of university or any other educational institution positively affect the morale of male and female teachers. The five factors of this study were teacher satisfaction with salary, satisfaction with curriculum issues, job satisfaction, rapport with head, and rapport with colleagues. They all positively affect the morale of the teachers. Therefore to increase the teacher and student performance it was necessary to give importance to the morale of the teachers. To enhance the morale of the teachers, it should be compulsory to provide them all the facilities of the job. It is an important factor in teachers deciding whether or not to stay in the profession. If the work lives of the staff can be improved, then the morale of the staff will increase.

Discussion

This piece of research was designed to find out different factors involved either in boosting or declining the morale of university teachers in Sargodha Pakistan. The first research question of this study was "is there any difference between male teacher morale and female teacher morale of University of Sargodha?" It was found out on the bases of the test of significance that differences between both of the genders were insignificant because the significance value was greater than the level of significance of the study. It showed that gender made no difference to the morale of the teacher.

The second research question of this study was "is there any difference between teachers' morale and their faculties?" The findings of this study proved that there was an insignificant difference between the morale of the teachers and their faculties because the significance value was greater than the level of significance of the study. So nature of faculty does not affect the morale of the teachers.

The third research question of this study was "is there any difference between teachers' morale and their designation?" According to the findings, there was insignificant difference between the morale of the teachers and their designations because the significance values were greater than the level of significance of the study. So type of designation does not affect the morale of the teachers.

The fourth research question of this study was "does there any difference between teachers' morale and their qualification?" According to the findings, there was significant difference between the morale of the teachers and their qualification because the significance values were less than the level of significance of the study. It shows that teacher's qualification affects the morale of the teacher.

The fifth research question of this study was "does there any difference between teachers' morale and their ages?" According to the findings, there was an insignificant difference between the morale of the teachers and their ages because the significance values were greater than the level of significance of the study. So teachers' ages do not affect the morale of the teacher.

The sixth research question of this study was "does there any difference between teachers' morale and their experience of teaching?" According to the findings, there was significant difference between the morale of the teachers and their experience of teaching because the significance value was less than the level of significance of the study. It shows that experience of teaching affects the morale of the teacher.

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