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TEACHER MORALE OF MATRICULATION HIGHER SECONDARY SCHOOLS IN TIRUNELVELI DISTRICT

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Abstract

In this paper should be aim to analyse a teacher morale of matriculation higher secondary schools in tirunelveli educational district. Morale is two types. High Morale means when one worker attitudes are satisfied to the circumstances and achievement of its goals such as enthusiasm , atmosphere ,loyalty, reliability, fidelity, steadiness. Low Morale means when one worker inhibit the eagerness and capability of an organization to achieve the goal like apathy, wringing, suspicion, glumness, breaking the rules, lack of aware and laziness..

Keywords: Morale, Perception, Reorganization, School , Teachers, Working Environment..

INTRODUCTION

Beginning of morale is in 1752, initially it means ethical value. . Morale is French statement which is constructing of moral so as to called confidence mainly in military. The statement was firstly recorded in 1831. Collins English Dictionary defines morale as the level of mental otherwise moral confidence of anyone or else group. In addition it means attitude of cheerfulness. Morale is a concept of various dimension like for example a affection, belief, a state of mind, a mind set, an emotional feelings (Mendel, 1987). On individual basis morale is defined as the belief a worker has about

his job, it is the one the worker perceives himself in the establishment, it is the level in which the establishment is viewed as discussion the worker's own requirements and expectations (Washington and Watson 1976). Morale is also connected to the attitudes of a group. In a battle the word morale is used by the concentration beside a circumstances, while the opponent's attack is disgusted and the army goes forward gleeful as soon in the ground inspite of several difficulties, in this circumstances it is thought that the morale of the soldier is exceedingly high. The morale is assumed at a low level when the army

leaves from the battlefield. Morale is a narrative, a feeling, an opinion, a manner, satisfaction and generally outlook of employees for the period of their time in a place of work atmosphere. The capacity of actual productivity is considered to be exactly related to the morale of the employees. Employees who are cheerful, assertive, and clear at work are said to have affirmative or high morale. The institution in which employees who are disappointed or frustrated and destructive about their atmosphere are said to be depressing or low employee morale (Dr. Abha Sharma, 2016)

TEACHERMORALE

Teachers' morale refers to the state of the spirits and mind or mental and physical well being of one teacher or group of teachers'. It is the eagerness, satisfaction, willingness, motivation which denote the professional awareness and enthusiasm in students' achievement and development of teaching profession or achieving the mission. Teacher's morale is concerned as an effect interrelated to the booming interaction between teachers' requirements, incentives and organizational goals. Teachers' morale is a complete measurement of a school's effectiveness. If the teachers' morale is high, it indicates the school achievement. If teachers' morale is low, it indicates that hardly to act effectively for organizational goals.

SIGNIFICANCE OF THE STUDY

Teachers act at all levels of education, be present in primary level, secondary level or at the tertiary level. Teachers are the main point in every educational system. In several aspects teachers as a nation's best asset and moreover the method that execute the curriculum (Mgbodile, 2004, Osman, Halim & Meerah, 2006). Teachers 'morale can allow clear-cut effect on pupil attitudes and knowledge. Attitude is not only to construct teachers, new

pleasant for the teachers but in addition learning new pleasant for the students. This creates an atmosphere that is more helpful to learning. Teachers are a most important part of the learning system. They give the motivation and assist that students be successful. Teacher morale can suffer directly to the continuous stress of difficulty to meet educational goals and also change in leadership or policies. Improving teachers' morale has many advantages. It can help teachers to continue a clear attitude and happier at work. If schools provide good working environment, the teacher morale improve, and their willingness to work in their job will also be high.

OBJECTIVES OF THE STUDY

- To identify the recognition which influence teacher morale in Tirunelveli education district.
- To find the teacher perception towards work place in Tirunelveli education district.

SCOPE OF THE STUDY

This study is designed to learn the morale of teacher in Tenkasi education district. The previous researches so far done are in northern part of the country and other urban areas. The study compares morale with leadership, organizational climate, job satisfaction. The Tirunelveli district consists of three educational districts namely Tirunelveli Central Educational District, Cheranmahadevi Educational District and Tirunelveli Educational Dist This study focuses on the teacher morale of matriculation higher secondary schools in Tenkasi education district. Both rural and urban area is covered. The data collected from 14 schools. Totally 15 questions were used to assess teachers' morale.

REVIEW OF LITERATURE

Paramasivan. C (2015)

Education becomes a powerful weapon to the socio-economic setup of the country which brings colorful changes in almost all the stakeholders. Providing quality and

time bound education to the students is the vital role of the educational system of the country particularly in higher education which is highly knowledge based, innovation oriented and research centered. Education and educational system largely depends on the academicians particularly the teaching faculty. Therefore, the teacher must be a opt person to teach his subject in a systematic manner. A teacher is not only a person already well educated but also he/she should be a active learner throughout his/her service though formal training such as orientation, refresher programmes.

Basilus, R.W., Okto, I., Henie, P.A., (2015). Relationship between school Principals transformational leadership, teachers job satisfaction and teachers work morale at state elementary schools in Boven Digoel Regency, Papua, Indoneva. International Journal of science and Research. Volume 4, Issue 8. The author conclude that the regional education administrators want to improve teacher job satisfaction and teacher's work morale then they have to take some strategic steps and effort to improving principals' transformational leadership.

John, O.K.O., Misia, M.M.K., Bonijace, N.N., (2015). Effect of teachers morale on standard eight pupils' Academic achievement in public primary schools in maranisubcountry, Kenya, International Journal of scientific and research publication. Volume Issue 10. The researcher recommended that there is a strong relationship between attitudinal professional and motivational aspects attitudinal aspects like, an optimistic view towards one's colleagues, and enthusiasm for one's work. Professional aspects like update and maintain teaching and learning instruments. Motivational aspects like school management committees should give teacher's incentives. These three aspects promote teachers' morale and lead to high pupils academic achievement and parents,

teachers associations should ensure schools' environment is conducive for learning.

Abha,S..(2016). Study of Teachers morale in relation to organizational climate of government and private secondary schools. Abhinav National monthly refereed journal of Research in Arts and education. Volume 5, Issue 4. The author reveals that teacher morale was closely related to organizational climate of state government as well as private secondary schools irrespective of theirmanagement.

Muhammad, R., Muhammad, S.A., Zafar, I..(2016). Relationship between morale and job satisfaction of subject specialists teaching in higher secondary schools of Khyber pakhtunkhwa, Pakistan. Volume VIII Number I.The author identify that the increased job satisfaction leads to high morale . The relationship is slightly stronger in case of male subject specialists, the strength of relationship is higher that urban subject specialists. Similarly the strength of relationship is much higher in case of married subject specialists as compared to unmarried subject specialists.

Nuzhat, J.M., Khan M.A...(2015), Morale of teachers working in various higher secondary schools of Kashmir Division – A comparative study of science and arts teacher. Crlobal advanced research journal of educational research and review. Volume 4 Issue 9.The researcher found that the morale factors like personality factors, professional aspiration, professional skill, school facilities environmental impact, arts and science higher secondary school teachers have same morale but the factors school administration and educational administration, science and arts higher secondary school teacher differ on morale. Arts higher secondary school teacher have better school

administration and science higher secondary school teacher have better educational administration.

Bessie.S.,Matthew.K.,Army.H..

(2015). Education leadership styles impact on work performance and morale of staff. *Journal of marketing and management*. Volume 6, Issue 2. The author suggested that leadership style is closely associated with work performance and morale and have a stronger effect on morale & performance. The teacher and support staff samples recognized that leadership behaviours and practices exhibited by school principals have an impact on the performance and confidence level of school personnel.

Vandana, M.,Gaaganpreet, K..

(2015). Morale among secondary school teachers. *Journal of teacher education and research*. Volume 10, Number 1, doi: 10.5958/2454-1664. 2015.0003.8 The author revealed that the Chandigarh secondary school teachers exhibited better teacher morale than Mahali secondary school teachers; Chandigarh and Panchkula secondary school teachers exhibited comparable teacher morale; and Panchkula secondary school teacher exhibited better teacher morale than Mahali secondary school teachers

Vincent.T.. (2014).

Organizational climate and teachers morale in the higher secondary schools of Namakkal district. *Research Paper*. Volume 3 Issue 11. The author shows that there exists no relationship between organizational climate and teacher morale. The organizational climate and teacher morale do not differ on the basis of type of schools, management, experience of the teachers and locality of the schools.

Monica.D.T., Lawrencia.K.W..

(2014). Teacher morale and attitude to work in selected senior secondary schools in the Cape Coast Municipality. *European journal of Educational and Developmental psychology*. Volume 2, Number 2. The

researcher indicated that the teacher salary and conditions of services is the factor of unsatisfactory. As regards teacher morale and attitude of teacher to work, school facilities and student behaviour made unique significant contribution concerning teacher morale and type of school, the student behavior, school facilities and satisfaction with teaching are the factors that showed significant differences in single sex school as against co-educational schools.

Catherine.B..(2013).

Conflict: Challenges and Mechanisms Head Teachers can use to manage conflict towards an improvement Teacher Morale in public Primary schools in Eldoret Municipality, Kenya. *Journal of social science for policy implication*. The author points out that some of the challenges facing head teacher's in conflict resolution in organization was lack of training in conflict resolution and management in public primary schools.

Anne.W., Kabutu.M.,

Ndirangu. M.,Antony.K. Evelyn.

M.O.. (2014).

Secondary school teachers perceptions of the factors that influence their morale and commitment to work: A CASE of Nakuru district. *International journal of innovation and applied studies*. Volume 9, Number 4. The author established that the teachers were highly committed to their work. There was no significant relationship between teachers' commitment to work and their age and experience of the teacher. Also there was no significant relationship between teachers' gender and commitment to their work. There was no significant relationship between teachers' gender, age, experience, academic, professional qualification. No significant relationship between teachers' perceptions of the factors that influenced their morale and their commitment to work.

Jenny.T.. (2015).

Teacher morale, student engagement, and

student achievement growth in reading in North carolino. Journal of organizational and educational leadership. Volumel, Issue 1.The author indicates that there was no significant relationship among the variables. The study include insights into each of the variables of teacher morale, student engagement and student achievement growth.

RESEARCH METHODOLOGY

The research methodology includes nature of the study, nature of the data, collection instrument, sample size determination, sampling procedure, area of the study and framework of data analysis. The research design applied for this study was descriptive in nature. The primary data were used in this study and collected through structured

questionnaire. For the purpose of the study the researcher selected 210 samples from 14 Matriculation Higher Secondary Schools in Tenkasi Education District. Simple Random sampling method was used for selecting the respondents from the populations. In order to analyze the collected data, the statistical tools such as simple percentage analysis, weighted average and t- test were used.

SAMPLING TECHNIQUE

The study has taken sample of 210 matriculation higher secondary schools teachers from 14 schools. Simple random sampling method was used to choose teachers from a population of 705 teachers which represented 30 percent of the population. Questionnaire is used as information instrument. T- test tool is used for analyzing the data.

Table 1
DEMOGRAPHIC PROFILE

DEMOGRAP HIC	CLASSIFICATI ON	FREQUEN CY	PERCE NT
AGE	less than 25	33	15.7
	25-35	128	60.9
	36-45	37	17.6
	46-55	10	4.7
	Above55	2	1.0
	Total	210	100.0
Gender	Male	31	14.7
	Female	179	85.2
	Total	210	100.0
Marital status	Single	63	30
	Married	147	70
	Total	210	100
Education	UG	20	9.5
	PG	45	21.4
	UG with BE.d.	79	37.6
	PG with BE.d,	55	26.1
	Others	11	5.2
	Total	210	100.0
Experience	Below 2 yrs	25	11.90
	3 to 5 yrs	58	27.61
	6 to 8 yrs	90	42.85
	Above 8 yrs	37	17.61
	Total	210	100.0

Salary	3000to5000	37	17.6
	5001to7000	62	29.5
	7001to10000	54	25.7
	Above 10000	57	27.1
	Total	210	100.0
Subject area	Social	34	16.1
	Science	55	26.1
	English	39	18.5
	Maths	44	20.9
	Tamil	38	18.0
	Total	210	100.0
Stay as a teacher	Working condition	18	8.5
	Enjoy working	150	71.4
	Time with family	7	3.3
	Adm. Support	5	2.3
	Job security	30	14.2
	Total	210	100.0
School location	Urban	83	39.5
	Rural	127	60.4
	Total	210	100.0
Teacher experience in present school	Below 1 yr	35	16.6
	1 to 3 yrs	94	44.7
	4 to 6 yrs	49	23.3
	7 to 9 yrs	32	15.2
	Total	210	100.0

Source: Primary Data

- Mostly teacher job was preferred by female rather than male respondents because of job security and comfort,
- Most of the respondents are in the age group of 25-35 at 60.9 percent because teachers are taken from private schools. Only 1.0 percent falls under the age group of above 55, because senior teachers mostly got job in over a period.
- 30 percent of respondents are single and 70 percent of respondents are married
- Most of the respondents are UG teachers with B.Ed (37.6 percent) because most schools prefer B.Ed. qualified teachers to teach the students and 26.1 percent of respondents have completed their PG degree along with B.Ed.
- 42.85 percent of the respondents are having working experience, because of their uncomfotability in IT and other jobs. So they retain as teachers.
- 26.1 percent of respondents are teaching Science. 20.9 percent of respondents are teaching Maths, 18.5 percent of respondents teach English, 18.0 percent of respondents are teaching Tamil, 16.1 percent of respondents are teaching Social subject.
- 71.4 percent of respondents are like to enjoy working with student's because of their dedication to their job.
- Even though Tenkasi belongs to urban area more samples are from the nearby rural area.

9. 44.7 percent of the respondents are currently working in the school for 1-3 year. Due to their family situation most of the respondents shift from one place to another, .23. 3 percent of respondents belong to 4- 6years, because salary paid to them moderate so they continue on the respective school.16.6 percent respondents are current working in the school below 1 year. 15.2 percent of respondents are currently working in the school between7- 9years

Table 2

WEIGHTED AVERAGE FOR RECOGNITION BY THE ORGANIZATION THAT DEVELOPS THE MORALE

S. NO	PARTICULARS	WEIGHTED AVERAGE
1	Extracurricular	4.42
2	Outside competition	4.36
3	Work involvement	4.5
4	Science exhibition	4.21
5	Literary day	4.1
6	Color day	4.03
	Mean of weighted average	4.27

Source: primary data

Interpretation

From the above table weighted average value 4.27 shows that the

recognition given by the schools are in an agreeable condition by the respondents.

Table 3

T-TEST FOR AGE AND RECOGNITION BY THE EMPLOYER

Variable	Age	Mean	Std deviation	T	Significant value
Recognition by the employer	Less than 35 years	25.7	3.39	.740	.460
	More than 35 years	25.3	3.18		

Interpretation:

H0: There is no significant difference between age and recognition by the employer **H1:** There is a significant difference between age and recognition by the employer

From the table ‘t’ value .740 and its corresponding ‘p’ value .460 .It is stated that there is no significant influence in recognition by the employer with that of the age.

The table reveals that, less than 35 years age group scored high mean value than the age group of more than 35 years. Hence, it stated null hypothesis is accepted. Less than 35 years age group teachers are accepting that the age is not considering the recognition.

Table 4
T-TEST FOR EXPERIENCE LEVEL AND TEACHERS PERCEPTION TOWARDS
WORKPLACE

Variable	Experience level	Mean	Std deviation	T	Significant value
Teachers perception towards workplace	Less than 5 years	47.6	6.10	2.629	.01
	More than 5 years	49.6	4.78		

Interpretation:

H0: There is no significant difference between experience level and teachers perception towards workplace.

H1: There is a significant difference between experience level and teachers perception towards workplace.

From the table ‘t’ value 2.629 and its corresponding ‘p’ value 0.01. It is concluded that experience level of the respondents have significant influences on teachers perception towards workplace.

The table reveals that, more than 5 years experience level group scored high mean value than the experience level group of less than 5 years. Hence, it stated null hypothesis is rejected. More than 5 years experience level group employees accept that teacher’s perception towards workplace is good. Less than 5 years experience level group employees do not accept that teacher’s perception towards workplace is good.

FINDINGS

In this study the researcher have some finding based on the objectives of the study.

Teachers Age and Recognition by the organization: Less than 35 years age group teachers are accepting that the age is not a criteria for the recognition of teacher morale.

Teachers Experience level and Teachers perception towards workplace: More than 5 years experienced teachers

accept that teacher’s perception towards workplace is good. Less than 5 years experience level group teachers do not accept that teacher’s perception towards workplace is good. Similarly t-test has been employed for certain variables like opportunity to improve my skills , rules/norms, adequate teaching materials, helps to conduct the program and event setc.

SUGGESTION

The researcher suggested that the teacher’s perception level also concentrated by the management for effective management. The perception of the teachers’ towards the workplace if negative leads to low morale and it decrease the willingness of the teachers’ to work towards their workplace. So the management need to take some effective steps to give the pleasant workplace to teachers that improves the morale in the organization

CONCLUSION

Teacher morale is high due to confidence, spirit, and willingness, cooperative living. Teacher morale is good among the teachers but it is affected by some of the variables like opportunity, adequate teaching material, proper rules and norms, if schools provide good working environment, the teacher morale is high that automatically induces student participation that develop the society. The researcher identify that the level of morale among teacher in Tenkasi education

district is high. In this study the researcher found that less than 35 years age group scored high mean value than the age group of more than 35 years. Hence, it is stated that null hypothesis is accepted. Less than 35 years age group teachers are accepting that the age is not considering the recognition and the found that less than 5 years of experienced staff group do not accept that teacher's perception towards workplace is good.

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