

Morale as Predictor of Secondary School Teachers' Performance: A Study of the Schools of Khyber Pakhtunkhwa

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Abstract

Teachers are those trained employees who are basically concerned with teaching/learning process in schools. They have a very close contact with their students during working hours daily. Thus they have a great and dominant influence on their students and school. Their positive outlook about their profession is called teacher morale. This study is aimed to investigate the morale as predictor of secondary school teachers' performance. The objectives of the study were: (1) To investigate the level of Teachers' Morale at Secondary level. (2) To investigate the relationship between Teachers' Morale and Students' Academic Achievement. This study consisted of one major hypothesis and five sub hypothesis. For this study, sample of 280 teachers were selected from the population of 5878 Government secondary school teachers of southern districts of Khyber Pakhtunkhwa, Pakistan. Standardized Questionnaire was used for the data collection. The data was analyzed through SPSS-20. The frequency, percentages and Pearson's correlation 'r' statistic was applied for analysis of data. Findings of the study shows that the teachers are overall agree about their rapport with school head. There is overall positive correlation between teachers' morale and student academic achievement. The hypothesis of no relationship between teacher morale and student academic achievement is rejected. It is required that the government may take steps for the increasing of teacher salaries. Teachers should be encouraged by lessening their work load. Curriculum should be revised and modified according to the changing needs of society.

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Key words: Teachers' morale, Academic achievement, Secondary school, Khyber Pakhtunkhwa.

Introduction

In Oxford Advanced Learners' Dictionary, morale is defined as it is the degree of confidence and eagerness of a person on himself or in relation to a group in a particular time.¹ Webster's new world online college dictionary defined morale, as it is the sound state of mind of an individual having self confidence, courage, obedience, passion, eagerness to bear difficulty, etc. individually as well as collectively in a group work.² Here in this current study morale is a combination of these five factors of teacher morale i.e. a teacher rapport with his school head, his satisfaction with teaching, teacher salary, teachers' teaching load and issues in curriculum.

Here in this current study, we can define teacher morale as it is the overall contentment that a teacher thinks about his profession. Teacher morale is the overall self-satisfaction of a teacher about his profession. The satisfied teachers with high morale actively perform their roles in schools. They properly build up the character of their students. It results in higher academic achievement of students. A teacher is a government employee who had taught to 9th class students of the annual session 2013-14 in a Government high school of southern districts of Khyber Pakhtunkhwa. A student is a learner admitted in 9th in a Government high School of southern districts of Khyber Pakhtunkhwa during academic session 2013-14. Secondary level here means two classes' i.e. class 9th and 10th.

Here in this study academic achievement is the educational goal of a 9th class Government secondary school student who has completed his academic session 2013-14 and was appeared in the 9th class final examination held by Boards of Intermediate & Secondary Education (Bannu, Kohat and D.I Khan Boards) 2014. The Southern Districts of Khyber Pakhtunkhwa contained these seven districts (Lakki, Bannu, Karak, Kohat, Hangu, Dera Ismael Khan and Tank). The Khyber Pakhtunkhwa is a Province of Pakistan.

Need of the Study

In Pakistan no published research is available in this regard. There are some researches which focus on relationship between teacher morale, job satisfaction, organizational commitment and other issues of the similar nature. Yet no research explaining morale as

predictor of teachers' performance is published. Hence it had been an urgent need to study the morale as predictor of secondary school teachers' performance; a study of the schools of Khyber Pakhtunkhwa, Pakistan.

Review of Literature

Willis and Varner defined morale as it is a sound mental condition of an individual who is persistently trying to achieve important and shared goals of his life.³ In the online Merriam Webster dictionary, morale is defined as it is the degree of mental happiness of a person who has a good judgment of self-confidence and willpower in making his future brighter.⁴ Werang defined morale as it is the personal approach and performance of an individual showing his eagerness about his duty and institution.⁵ According to Govindarajan teacher morale is the degree of satisfaction of fulfilling the desires of teachers.⁶ It is a personal approach of a teacher to take a state of satisfaction from his job in a best manner. Review of the studies related with teacher morale shows that many of the studies were conducted by the researchers to find out the factors related with morale of teachers but it was not an easy task to define or measure it properly. Therefore, the researcher liked the Bentley & Rempel's definition of teacher morale. They define morale as a person's proficient concentration and passion that he shows in the attainment of individual and group goals in a particular job situation. They stated that morale is made of a combination of the needs of individuals and goals of organization.⁷ A high morale is possible only the when the procedure for attaining the goals of organization confirm the individual needs. Now a day the morale of teachers have a dominant status in the dynamic field of education. It ensures that when teachers' use their full potential in classroom. As a result, the students will gain the best possible learning from them. The character and personality of teachers has a prolonged effect on the young minds.

Factors of Teachers' Morale

Following are the variables consider as the factors of teacher's morale.

- i). Teacher rapport with School Head: It addressed the views and opinions of teachers about their school head. It covers whether the school head understands and appreciate good teaching procedure of teachers or not.
- ii). Satisfaction with teaching: It addressed whether teachers' relationships are positive and good with their students or

- not. It discussed whether they are satisfied with their teaching or not.
- iii). Teacher salary: It concentrated on the views of a teacher about his salary that whether he is satisfied with his salary policies or not.
 - iv). Teaching load: It concerned with matters as record keeping and teachers' unreasonable work load.
 - v). Curriculum issues: It addressed the views of teachers regarding school agenda. It checks whether it has provisions for individual differences and students needs or not.⁸

Academic Achievement

The success of any school is based on high academic achievement of students. An academic achievement is a performance judgment test which evaluate that a learner has gain particular information or he has mastered the essential expertise or not.⁹

Teachers' Morale and Students' Academic Achievement

Ellenburg, made comparison between teachers' morale and academic achievement of students.¹⁰ He stated that in schools having high teachers' morale showed an increase in academic achievement student. Conversely, in schools' teachers with low morale level were not satisfied and showed less output. It is linked with less interest for those with whom they are working. It decreased excellence in one profession, results in depression and illness of teachers. It results in their continuous thinking of leaving the job. Houchard, made comparison among student achievement, principal leadership and teacher morale.¹¹ He stated that student showed increase in their achievement in schools under study where the morale of teachers was high. And the school having decrease teachers' morale, students showed less achievement. Willis and Varner stated that when the teacher morale is low then it results in decrease students' achievement due to their sick state of mind.¹²

Summary of the Study

The current study investigated morale as predictor of secondary school teachers' performance. The field of education is dynamic one and the task of teachers is changing day by day. With this change, their accountability increased. The focus is now changed due to the increase in the expectations from teachers. The focus now moves from the teaching towards learning. Now Teachers are not confined to teach to students according to a set of structured

criteria. They are not only teaching an educational textbook to students. They are required to facilitate the learner during the lesson. Thus students receive a lot of information and learn skills from them. They show excellence results during their examination. The purpose of this study was “to investigate the morale as predictor of secondary school teachers’ performance.

Objectives

Following were the objectives of the study:

- i). To investigate the level of Teachers’ Morale at Secondary level.
- ii). To investigate the relationship between Teachers’ Morale and Students’ Academic Achievement.

Hypotheses

There was one major and five sub hypotheses of the study.

Major Hypothesis

H₀: There is no significant relationship between Teachers’ Morale and Students’ Academic Achievement.

Sub hypotheses

H₀₁: There is no significant relationship between Rapport with School Head and Students’ Academic Achievement.

H₀₂: There is no significant relationship between Satisfaction with Teaching and Students’ Academic Achievement.

H₀₃: There is no significant relationship between Teacher Salary and Students’ Academic Achievement.

H₀₄: There is no significant relationship between Teacher Load and Students’ Academic Achievement.

H₀₅: There is no significant relationship between Curriculum Issues and Students’ Academic Achievement.

Methodology

Quantitative research practice was used in the study. The design of the study was descriptive. The purpose of the study was to investigate the morale as predictor of secondary school teachers’ performance.

Population and Sample

All the 5878 government secondary school teachers in 505 schools of southern districts of Khyber Pakhtunkhwa Pakistan constituted

the population from which sample of 280 (Male and Female) teachers were drawn by multi-stage random sampling technique. The teachers who had taught to 9th class students in these schools during session 2013-14 were included in the study. The Curry's sampling formula was used for selection of sample size.¹³ Equal allocation sampling technique was utilized through multistage random sampling. Thus 280 teachers who were 3% of the whole population were selected as a sample of the study.

Instrumentation

A standardized Questionnaire of Bentley and Rempel known as PTO was used to measure the level of teacher's morale. Five facets of the teachers' morale were included.¹⁴ These were a teacher rapport with his school head, his satisfaction with teaching, teacher salary, teacher's teaching load and curriculum issues. Five points Likert scale was used. This instrument was adopted from the original versions and its validity was checked by the field of experts in the local context. On the basis of expert opinions, the questionnaire was modified by the researcher to suit into the prerequisite of local setting and in this study as well. The researcher administered the questionnaires personally. The academic achievement of students was measured by the percentage of Boards (BISE Kohat, Bannu and D.I Khan) result 2014.

Analysis and Interpretation of Data

For analysis of data, the collected data was given weights as; Strongly Disagree 1, Disagree 2, Undecided 3, Agree 4, and Strongly Agree 5 on five-point Likert type scale. Software SPSS version-20 was utilized for the analysis of data. Frequencies, percentages and Pearson's correlation r was used.

Results and Analysis

Table 1: Teacher's views regarding Rapport with School Head

S.No.	Statement		SDA	DA	U	A	SA	Total
1	Our school head always appreciating teachers' individual teaching.	freq	19	36	13	19	193	280
		%	7	13	4	7	69	100
2	Teachers freely criticize administrative policies during teachers' meetings.	freq	68	3	3	180	26	280
		%	25	1	1	64	9	100

3	Our school head understands and recognizes good teaching procedure.	freq	65	7	13	176	19	280
		%	23	3	5	62	7	100
4	Our school head sympathetically solved our problems.	freq	48	21	3	118	90	280
		%	17	8	1	42	32	100
5	We freely discuss our problems with our school head.	freq	34	37	20	112	77	280
		%	12	14	7	40	27	100
Overall		freq	20	35	50	120	55	280
		%	7	13	18	43	19	100

Table 1 shows the views of the respondents about rapport with school head. It shows that 69% of the respondents are strongly agreed with the statement that our school head always appreciating teachers' individual teaching. 64% of the respondents are agreeing about the statement that teachers freely criticize administrative policies during teachers' meetings. 62% are agree about the statement that our school head understands and recognizes good teaching procedure. 42% of the respondents are agreeing with the statement that our school head sympathetically solved our problems. 40% are agreeing about the statement that we freely discuss our problems with our school head. 43% of the respondents are overall agreeing about their rapport with school head. It shows that they have a good rapport with their school head.

Table 2: Teachers' views about Satisfaction with Teaching

S.No	Statements	Category	SDA	DA	U	A	SA	Total
1	Teaching gives me personal satisfaction.	Freq	34	11	2	40	193	280
		%	12	4	1	14	69	100
2	I think teaching is a best profession for me.	Freq	52	19	25	123	61	280
		%	19	7	9	44	21	100
3	I would stop teaching, if I could find another suitable profession	Freq	123	30	4	28	95	280
		%	46	9	1	10	34	100
4	I think teaching is a tiresome profession.	Freq	142	5	1	40	92	280
		%	51	2	1	13	33	100
5	I really enjoy working with	Freq	49	19	3	21	188	280
		%	18	7	1	7	67	100

my students.								
Overall	Freq	80	17	7	51	125	280	
	%age	28	6	3	18	45	100	

Table 2 shows the views of the Teachers' regarding Satisfaction with Teaching. It shows that 69% of the respondents are strongly about the statement that teaching gives me personal satisfaction. 44% are agreeing with the statement that I think teaching is a best profession for me. 46% of the respondents are strongly disagreeing about the statement that I would stop teaching, if I could find another suitable profession. 51% are strongly disagreeing with the statement that I think teaching is a tiresome profession. 67 % are strongly agreed about the statement that I really enjoy working with my students. 45 % of the respondents are overall strongly agreed about their satisfaction with teaching. It shows that teachers are satisfied with their teaching.

Table 3: Teachers' response about their Salaries

S.No	Statements	Category	SDA	DA	U	A	SA	Total
1	Salary proposals of teachers are communicated to the high-ups by the admin fairly.	Freq	164	17	0	23	76	280
		%	58	6	0	9	27	100
2	Teachers are satisfied with the policies governing salaries increases.	Freq	84	12	171	10	3	280
		%	31	4	61	3	1	100
3	Teachers have clear information about policies under which salaries are increased.	Freq	159	10	7	19	85	280
		%	57	3.6	2.5	6.8	30	100
Overall		Freq	136	13	59	17	55	280
		%	49	5	21	6	19	100

Table 3 shows the Teachers' response about their Salaries. It indicates that 58% of the teachers' are strongly disagree the statement that the salary proposals of teachers are communicated to the high-ups by the administration fairly. 61% of the respondents are undecided about teachers are satisfied with the policies governing salaries increases. 57% are strongly disagreeing with the statements that teachers have clear information about policies under which salaries are increased. 49 % of the

respondents are overall strongly disagreeing about the statement that teachers are satisfied with their salaries. It shows that teachers are not satisfied with their salaries.

Table 4: Teachers' response about their Work Load

S.No.	Statements	Category	SDA	DA	U	A	SA	Total
1	My teaching load is unreasonable.	Freq	70	14	4	11	181	280
		%	25.0	5.0	1.4	4	65	100
2	Teachers are unnecessarily over loaded with extra- curricular activities.	Freq	65	14	2	34	165	280
		%	23.2	5.0	.7	12	59	100
3	The teaching hours a teacher must work is irrational.	Freq	65	11	6	11	187	280
		%	23.2	3.9	2.1	3.9	67	100
4	The classes are irrationally distributed among teachers.	Freq	70	8	5	30	167	280
		%	25.0	2.9	1.8	10.7	60	100
5	Teachers teaching load confined their nonprofessional activities.	Freq	84	9	4	11	172	280
		%age	30.0	3.2	1.4	4	61	100
	Overall	Freq	72	10	5	19	174	280
		%age	26	4	1	7	62	100

Table 4 shows Teachers' response about their Work Load. It represents that 65% are strongly agree with the statement that my teaching load is unreasonable. 59% are strongly agreed with the statement that teachers are unnecessarily over loaded with extra-curricular activities. 67% of the respondents are strongly agreed with the statement that the teaching hours a teacher must work is irrational. 60% are strongly agreed with the statement that the classes are irrationally distributed among teachers. 61% are strongly agreed about the statement that teachers teaching load confined their nonprofessional activities. 62% of the respondents are overall strongly agreed about their heavy work load. It shows that teachers are heavily overloaded in schools.

Table 5: Teachers' response about Curriculum Issues

S.No.	Statements	category	SDA	DA	U	A	SA	Total
1	Our school has a	Freq	77	17	4	12	170	280

	well-balanced curriculum.	%	27.5	6.1	1.4	4	61	100.0
2	There are adequate provisions for students' individual differences in the curriculum.	Freq	89	7	4	20	160	280
		%	31.8	2.5	1.4	7.1	57.1	100.0
3	There is need of major changes in curriculum.	Freq	65	9	1	10	195	280
		%	23.2	3.2	1	3	69	100.0
4	Our curriculum contained good provisions for social and moral values.	Freq	73	178	4	12	13	280
		%	26.1	64	1.4	4.3	5	100.0
Overall		Freq	80	100	4	13	83	280
		%	29	36	1	4	30	100

Table 5 shows Teachers' response about Curriculum Issues. It represents that 61% of the teachers are strongly agree about the statement that our school has a well-balanced curriculum. 57% of the respondents are strongly agreed with the statement that there are adequate provisions for students' individual differences in the curriculum. 69% are strongly agreed with the statement that there is need of major changes in curriculum. 64% of the respondents are disagreeing with the statement that our curriculum contained good provisions for social and moral values. 36% of the respondents are disagreeing about curriculum issues.

Interpretation of the Computed Correlation Coefficient

A common guide given by Mangal¹⁵ for interpreting a coefficient of correlation is used.

Table 6: Correlation between Teachers' Morale and Students' Academic Achievements

S.No.	Statements	Correlation coefficient	P
1	Rapport with school head	0.31	0.29
2	Satisfaction with teaching	0.713	0.00*
3	Teacher salary	0.71	0.00*
4	Teacher load	-0.35	0.35
5	Curriculum issues	0.15	0.36
Overall		0.72	0.00*

* Correlation is significant at the 0.05 level (2-tailed)

Table 6 shows correlation between teachers' morale and students' academic achievement. It shows that there exists overall high positive correlation between teachers' morale and student

academic achievement with correlation coefficient value 0.72. The hypothesis of no relationship between teacher morale and student academic achievement is rejected. Statement 1 shows that there exists low positive correlation between rapport with school head and students' academic achievement with correlation coefficient value 0.31. The hypothesis of no correlation between rapport with school head and students' academic achievement can't be rejected. Statement 2 shows that there exists positive high correlation between satisfaction with teaching and students' academic achievement with correlation coefficient value 0.713. The hypothesis of no relationship between satisfaction with teaching and students' academic achievement is rejected. Statement 3 shows that there exists positive high correlation between teacher salary and students' academic achievement with correlation coefficient value 0.71. The hypothesis of no relationship between teacher salary and students' academic achievement is rejected. Statement 4 shows that there exists moderate negative correlation between teacher load and students' academic achievement with correlation coefficient value -0.35. The hypothesis of no relationship between teacher load and students' academic achievement is not rejected. Statement 5 shows that there exists low positive correlation between curriculum issues and students' academic achievement with correlation coefficient value 0.15. The hypothesis of no relationship between curriculum issues and students' academic achievement is not rejected.

Conclusions

The following conclusions were made.

Table 1 shows that the respondents are overall agree about rapport with school head. Table 2 shows that the respondents are overall strongly agree about satisfaction with teaching. Table 3 shows that the respondents are overall strongly disagree about their salary. Table 4 shows that the respondents are overall strongly agree about their heavy work load. Table 5 shows that the respondents are overall disagree about curriculum issue. Table 6 shows that there is overall positive correlation between teachers' morale and student academic achievement. The hypothesis of no relationship between teacher morale and student academic achievement is rejected.

Recommendations

- The study shows that respondents are overall dissatisfied about their salaries. It is required that the government may take steps for the increasing of teacher salaries. Thus it may

result in increasing their morale and obviously result in high academic achievement of students.

- The study indicates that respondents are heavily work loaded. It is the need of the hour that teachers should be encouraged by lessening their work load, so they may be able to actively perform their roles in their teaching learning process and thus their morale may be increased.
- It is requested that the curriculum should be revised and modified according to the changing needs of society.

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