



EFFECT OF FAMILY RELATED VARIABLES ON TEACHER MORALE

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Abstract

Teacher morale can have a positive effect on pupil's attitude and learning. It makes teaching more pleasant for teachers and creates an environment that is more conducive to learning. There are several factors that may affect teachers' morale such as changes imposed by the govt., working conditions, lack of power to enforce discipline and perception created by media and society. Teacher morale can be shaken and raised by giving treatment to some variables that effect teacher morale. There had been several studies pertaining to the teacher's morale and school related variables, but there are various other variables that may affect teacher morale. One of the variables that may affect their morale is their family factor i.e.

Keywords: teacher, teachers morale, family

There has been rapid changes of vast magnitude in all spheres in the past decades-technological changes; conceptual changes, industrial changes, geographical changes, man power changes population changes and revolution of rising expectation among the masses with all these social changes it is apparent that the educational system must keep pace with them. Education is a powerful instrument for change in society. The progress of the country can be measured with the quantity and quality of the schools. In India attention has been directed towards quantitative aspect of educational planning and the expansion of educational facilities at all stages. According to Miller (1981) 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. We can see this more clearly if we ask questions such as, "Would you really feel better about your job if you were paid a lot more? Would you enjoy the work more? Would you work harder, and willingly take on more than you are taking on at present?" The answers are probably no for most people. Some people work hard and do their best wherever they are and whatever they are paid. Often they feel good about the job – their morale is high. Other people do not. Many people have a high level of morale when starting a new job, but this may decline when they have become accustomed to the new post. Where it does decline it does so irrespective of the money – something else is changing which is reducing the individual's morale. Morale and achievement are also related. It is found that where morale was high, schools showed an increase in student achievement. Perception here is the key – it is not a case of how much teachers are actually paid, or how much the government interferes with the classroom, it is the perception of their role by teachers that affects how high or low their morale is. Looked at in this light we can identify a range of demoralizers that affect teachers:

Changes imposed by the government: On a day when a teacher is feeling under the weather he or she cannot pull away from the high level demands of the classroom and do some

less demanding paperwork instead, as others in different jobs might be able to do. The classes are still there demanding the teacher's attention. So the teacher is in a job where he or she has to work hard to maintain control, and when this is achieved the teacher feels good and morale will probably rise. But then suddenly the government comes along and changes everything without asking the teacher her or his opinion. And that is highly demoralizing.

Condition of service: The person doing the job invariably feels that he or she has some knowledge of how things work – and this is perfectly natural. Changes made from on high will invariably lead to a lowering of morale among the work force where those on high are not respected. If those on high are perceived as faceless bureaucrats it very hard to see how such respect can be gained.

Lack of power to enforce discipline: A teacher who perceives him to be unable to deal with a child in what he or she considers to be the correct way will usually feel powerless and demoralized. Where the teacher feels that a child can make a complaint to higher authority about the teacher's behavior, and that the teacher will then be suspended pending an enquiry, then that teacher is obviously going to feel extremely lacking in morale. Recent cases in which the word of one child have resulted in a teacher being branded a potential child-beater can be nothing but demoralizing.

Poor working conditions: Again perception is the key. If people perceive the world of work as one where conditions are poor, this will demoralize them. The change to a new and much better working environment can raise morale, but this does not always last for long. As with money, people become accustomed to what they have and quickly want more. Good working conditions alone are not enough to keep morale at a high level.

Public and media perception: Many would agree that the public and media perception of teachers is often not positive, and this too can have a demoralizing effect. Certainly at a recent conference in Glasgow the majority of those in the room stated that if the opportunity came up in a social

gathering to declare what their job was, they would try to avoid saying teacher. Some admitted they would actually lie. Because of their relative isolation from other adults, teachers have little opportunity to share their successes with colleagues and administrators. This results in greater reliance on student responsiveness for teachers' professional satisfaction (Goodwin 1987). Stress also affects morale. It can "result in emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction" (Stenlund). Feeling overly stressed can result in erosion of one's idealism, sense of purpose, and enthusiasm.

Objectives: The objectives comprised to identify and study the morale of teachers of secondary schools; to study the effect of family related variables on teacher morale of secondary schools and to study the interaction effect of various variables on teacher morale of secondary school

Hypothesis: There will be no significant mean difference in the morale of secondary school teachers with respect to various family related variables. And There will be no significant mean difference in the interaction of various family related variables on the morale of secondary school teachers

Delimitation: The study is delimited to the secondary school teachers of Ahmedabad district. The study is delimited to the Gujarati and English medium school teachers. The study is delimited to the family related variables. The study has been carried out on the basis of the responses of the teachers of secondary schools.

Importance of the Study: It is expected that this study would result in recommendation to education authorities in India and policy makers to boost teacher morale. The study would indirectly address ways to attract or retain well qualified people to teaching profession. The study would illustrate and spell out the effect of different variables and their mutual effect on teacher morale

Research Design: The research is based on the survey method. The data has been collected from 497 teachers of Ahmadabad district. The distribution of teachers according to different variables is given below.

Table 1 - Family related variables-

Related variables	Variables	Number of teachers
Type of family	Joint	336
	Nuclear	161
Caste	Reserved	163
	Unreserved	334
Marital status	Married	437
	Single	60
Brought up place	Rural	242
	Urban	255

The tool 'Teacher Morale Questionnaire' standardized by Dr. Anjali Mehta. The tool consists 77 statements classified into different components of teacher morale. The negative statements (number 22, 34, 55, 71, 72, 76, 77) were scored

from 1 to 4. It means if respondent selects '1' for any of the negative statements he obtains 1, likewise 2 for 2, 3 for 3, and 4 for 4. Further all statements of the tool were grouped according to the components of the teacher morale. The individual score where calculated. Finally a composite score of teachers morale where arrived at after adding the scores of all the segregated components of teachers morale.

Sr. no.	Components	Statement number	Total
1.	Teacher welfare	12, 14, 17, 27, 55, 59, 60, 73, 74	9
2.	Teacher security	3, 16, 18, 31, 46, 58, 62	7
3.	Working conditions	4, 6, 8, 11, 13, 22, 23, 36, 39, 40, 41, 45, 47, 48, 69, 76, 77	17
4.	Interpersonal relation	2, 5, 7, 20, 33, 37, 44	7
5.	Professional satisfaction	24, 25, 53, 56, 61, 63, 64, 75	8
6.	Professional management	9, 10, 15, 32, 35, 42, 49, 50, 65, 67, 68, 71, 72	13
7.	Teacher's need	28, 29, 30, 38, 43, 51, 52, 54, 57, 66, 70	11
8.	Affection	1, 19, 21, 26, 34	05
	Total		77

The score of secondary school teachers morale were listed the frequency of the score were grouped into class intervals. The frequency distribution table was prepared of 497 secondary school teachers. Mean, SD, skewness and kurtosis value of the score of teacher's morale was calculated.

Analysis and Interpretation

Table 2 - The effect of family related variables on teacher morale

SOURCE	S.S.	DF.	MS	F.CAL.
Type of family (A)	25.003	1	25.003	0.033
Caste (B)	9.905	1	9.905	0.073
Marital Status (C)	1092.078	1	1092.078	1.442
Area (D)	8.453	1	8.453	0.011
A*B	1.272	1	1.272	0.002
A*C	268.198	1	268.198	0.354
A*D	2.306	1	2.306	0.003
B*C	907.914	1	907.914	1.199
B*D	6.026	1	6.026	0.008
C*D	3123.920	1	3123.920	4.126
A*B*C	318.135	1	318.135	0.420
A*B*D	0.443	1	0.443	0.01
A*C*D	3617.268	1	3617.268	4.778
B*C*D	1284.007	1	1284.007	1.696
A*B*C*D	1170.843	1	1170.843	1.546
Error	364171.529	481	757.113	

There is no significant effect of family related variables on secondary school teacher morale.

It is evident from the table 2 that the calculated 'F' value of the effect of types of schools, Caste, marital status and brought up place on teacher morale is 0.033, 0.073, 1.442 and 0.011 respectively, which is much lower than the table value at 0.5 and 0.1 levels. Hence the rule hypothesis is accepted. It means that there is no overall significant effect of types of family, caste, marital status and area on teacher morale on secondary school teachers. .

The Interaction effect at the first level: There is no significant effect of the interaction of various family related variables on secondary school teacher morale at the first level of interaction

It is evident from the table 2 that the ‘f’ value of interaction of type of family and caste is 0.002 which is quite less than the tabulated value at 0.05 or 0.01 level. Thus, it is clear from the result that there is no significant effect of interaction of type of family and caste on the secondary school teacher morale. From the table 2, it is also clear that the interaction of type of family and marital status, the ‘f’ value obtained is 0.354 which is again less than the tabulated value at 0.05 and 0.01 level. This means there is no significant effect of the interaction of type of family and marital status on teacher morale. The similar kind of result can be seen at the interaction of type of family and brought up place. The ‘f’ value of interaction of type of family and brought of place is 0.003 which is quite less than the tabulated value. It means that there is no significant effect of the interaction of type of family and brought up place on teachers morale. Similarly, the ‘f’ calculated value of interaction of caste and marital status is 1.199 which is less than the tabulated value at both (at 0.05 and 0.01 level) levels of significance. Thus it is clear from the result that there is no significant effect of interaction of caste and marital status on the secondary school teacher morale. Interestingly, the ‘f’ calculated value of interaction of marital status and brought up place is 4.126 which is higher than tabulated value. It means there is a significant effect of interaction of marital status and brought up place on secondary school teachers morale. We will also see the effect of married and single teacher morale that are brought up either in rural area or urban area in later section of analysis and interpretation. The ‘f’ calculated value of interaction of caste and brought up place is 0.008, which is quite less than the tabulated value at any of the level (at 0.05 or 0.01) of significance. Thus, we can say that there is no significant effect of interaction of caste and brought up place on the secondary school teachers morale.

The Interaction effect at Secondary level: There is no significant effect of the interaction of various family related variables on secondary school teacher morale at the secondary level of interaction

At the secondary level of interaction, it is evident from the table 2 that the ‘f’ value of interaction of variables like type of family, caste and marital status is 0.420 and the ‘f’ value of interaction of type of family, caste and area is 0.001 which are quite less than the tabulated value at 0.05 and 0.01 level of significance. The ‘f’ value of interaction of caste, marital status and area is 1.696 which is less than the tabulated value at 0.05 and 0.01 level of significance. Thus we can say that the interaction effect of type of family , caste , marital status on

teachers morale , type of family , caste and area on teachers morale and caste , marital status and area on teachers morale have no significant effect on teachers morale as their calculated ‘f’ value is less than the tabulated value. But interestingly the interaction of type of family, marital status and area at secondary level shows different result. The calculated ‘f’ value of this interaction is 4.778 which are higher than the tabulated value. The table value of ‘f’ ratio at 0.05 level is 1.96 and 0.01 level is 2.58, which are lesser then the calculated value. This means there is a significant interaction effect of type of family, marital status and area on secondary school teachers’ morale. It is just to recollect that the interaction effect at first level there appears significant effect of the interaction of marital status and brought up place. We can infer that the interaction of marital status brought up place and type of family effect significantly on teacher morale. We have yet to find out which variable either single or married of the marital status and rural or urban of brought up place and joint or nuclear family of type of family

The Interaction effect at final level: There is no significant effect of the interaction of various family related variables on secondary school teacher morale at the final level of interaction

It is evident from the table 2 that the ‘f’ value of the final interactional effect of all four independent family related variable i.e. type of family, caste, marital status and area is 1.546 which is less than the tabulated value at both 0.05 and 0.01 level. Thus we can say that there is no interactional effect of family related variables i.e. type of family, caste, material status and area on secondary school teacher morale at its final interaction level. From the table 2, two significant values are obtained. One, at the interaction level of marital status and area and the other one at the interaction of type of family, marital status and area the values are found significant. To understand, the composition of which sub variable of a class variable has worked and resulting as significant? The ‘t’ value of the interaction of significant values have been obtained. This is presented below here.

Table 3 - Statistical details of teacher’s morale with family related variables

Variables	Mean	SD	t’ Value
Joint family	259.49	23.06	0.309
Nuclear family	260.44	35.55	
Unreserved	258.92	22.96	0.87
Reserved	261.59	35.49	
Single	266.42	17.32	2.62
Married	258.89	28.72	
Urban	258.51	23.11	1.01
Rural	261.01	31.43	

There is no significant effect of joint family or nuclear family on teacher morale of Secondary School

Table 3 reveals that the mean and SD of joint family is 259.49 and 23.06, when the mean value and SD of nuclear family is



260.44 and 35.55 respectively. In the statistical point of view there is no significant effect of those teachers living in the joint family or nuclear family, as the 't' value is 0.309 which is NS or not significant at 0.01 and 0.05 level. So we can say that there is no significant effect of teachers living in a joint family and teachers living in nuclear family on teacher morale.

There is no significant effect of reserved or unreserved category on teacher morale of Secondary School

With reference to caste, all castes are put in to two categories one is 'reserved' and the other is 'unreserved'. All OBCs, SCs, STs, are included into reserved category. The mean and SD of unreserved and reserved category are 258.92 and 22.99 and 261.92 and 35.49 respectively. The 't' value of reserved and unreserved category is 0.87, which is NS or not significant at either of 0.05 or 0.01 level of significance. It suggests that there is no significant effect of teacher morale of those who belong to reserved or unreserved category.

There is no significant effect of reserved or unreserved category on teacher morale of Secondary School

In terms of marital status teachers two categories have been decided. All married men and women put into 'married' category and widow, widower, divorced or unmarried persons are listed in the category of 'Single'. Mean and SD of Single and married persons are 266.42 and 17.32 and 258.89 and 23.11 respectively. The calculated 't' value for married and single is 2.62, which is significant at 0.05 level. It means there is a significant effect of single and married teachers on their morale. The noticeable thing is that at the first level of interaction marital status with brought up place was found to be significant. At secondary level of interaction with type of family and brought up place the effect was found significant. Interestingly the mean value of married is lesser than the single whereas SD is higher of married group than the single. Their 't' value is significant. It means that there is a significant effect of married people on teacher morale.

There is no significant effect of rural or urban as their brought up place on teacher morale of Secondary School

Referring back to table 3, it is indicated that teacher's brought up place as rural area or urban area have any effect on teacher morale, 't' value is calculated. The mean and SD of teachers brought up urban area and rural area are 258.51 and 23.11 and 261.01 and 31.43 respectively. Their 't' value is 1.01 which is not significant at either 0.05 or 0.01 level of significance. It means there is no significant effect of teachers brought up in rural or urban area on teacher morale.

Conclusion: It can be inferred from the analysis and interpretation of data that there is no significant effect of family related variable. The marital status shows significant effect when it interacts with brought up place at the first level and at the second level of interaction it shows significant effect on teacher morale. When the effect of married and single was calculated the result appears significant. It means that marital status variable effect the teacher morale significantly. The mean score of single teacher is higher than married teachers but the standard deviation of married teachers is much higher than single teachers. One can interpret that single teachers have stronger morale than married teachers. The research strongly recommends Quota for single individuals particularly women in the appointments of teaching profession. This will not only give them social security but boost to quality in education.

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