STUDY OF TEACHER MORALE IN RELATION TO
ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS

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ABSTRACT
The present study aimed at examining the relationship of teachers’ morale with organizational climate of secondary schools. For this purpose, a sample of 400 teachers from different type of secondary schools (central and state government, private aided and unaided) was selected randomly. Teacher Morale Inventory developed by Pandey (1983) and Organizational Climate Inventory (From B) constructed by Chattopadhyay and Agarwal (1976) were administered to the teachers in order to obtain data for the study. The obtained data were analyzed by using Pearson’s product moment correlation method so as to examine the relationship between teacher morale and organizational climate of secondary schools. The study revealed that there was positive and highly significant correlation between teacher morale and organizational climate of secondary schools.

Keywords: Teacher Morale, Organizational Climate, Secondary Schools

INTRODUCTION
The role of the teacher in the educational system is recognized everywhere and at all levels. In India the Education Commission (1964-66) has emphasized the importance and role of the teacher. The Commission states, “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.”

The role of teacher is crucial in any programme of education. We should have well-qualified teachers who have not only academic and professional competencies of a high order, but also earnest responsibility and commitment to strive constantly to raise student learning, capability and achievement and make them increasingly autonomous and self actualizing persons. Without such good teachers, it is not possible to improve education. The National Policy on Education (1986) states: “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of their teachers.” In the attainment of educational goals, the inter-relationship of principal and teachers are important and sometimes decisive. The responsibilities of principal are of many kinds. He has to inspire and motivate teachers and students to accomplish the educational goals. His responsibilities also include continued coordination and evaluation of his institutional issues, diagnosing problems of staff personnel, feedback to teaching-learning process, assimilation and utilization of new ideas and technologies in changing scenario and gearing up the total system towards the all round development of his institutions. All these can only be possible in a healthy and harmonious organizational climate of the school.
In an organization the climate as perceived by those who work in it determines to a large extent their level of contribution and the degree of attainment of its set goals and objectives. This opinion is predicated on the understanding that whatever is the output of an individual in an organization depends on those factors that encourage him/her to put in his/her best. Therefore, positive interactive behaviour, reinforced by effective leadership, motivation and communication could further accelerate the accomplishment of goals.

Studies by Hoy and Tarter (1992) have shown that administrative organizational climate is an important factor that influences perception and performance of staff. They further stated that a healthy organizational climate is crucial for a good school. Consequently, the way the school head shapes such climate and its resultant effect on the entire organization and its goals have become issues of concern. The leadership style of the school head, therefore, invariably affects his administrative pattern, which consequently influences the staff in the way they perceive the organization.

Ochitwa (2002) pointed out that organizational climate can arouse employees’ natural motivations. He stated further that some climates could lead to frustration of staff, while others can energize the work environment. Those organizations with conducive work environment usually have a warm and friendlier climate than organizations with unconducive environment. This presupposes that staff who are satisfied with their job are more productive. Hence Cherniss (2001) stated that a teacher who is properly motivated is considerate, dependable, committed to work, induces trust and caring disposition in the organization.

The leadership behaviour manifested by a school principal contributes in constructing an environment of his institution to a great extent. Leadership in a school setting is the result of the way principals use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought (Ubbern & Hughes, 1987). Consequently, the principal's qualities and behavior determine to a large degree how the subordinates feel about their organization (Ehlen, 1987). A particular leadership style may either foster or hinder teacher morale and commitment.

The success or failure of the school depends much on the ability and skill of the principal as a sound and effective leader. The interaction with his staff not only creates a unique atmosphere in the school but also influences the morale of teachers and academic achievements of students. The principal is considered as the kingpin of the institution. His behaviour is reflected by the chain of instructions given to the teachers, which affects the climate of the school, morale of teachers as well as the achievements and motivations of students.

THE PROBLEM AND ITS STATEMENT

On going through the literature it was found that a great deal of research work has been carried out in this field in India and abroad, but the present problem has not been deeply explored. So this study was attempted to concentrate on the untouched aspects or dimensions of the related field. Taking an overview of the literature and theory it was concluded that teacher morale has its bearing upon the organizational climate of schools. The present study was stated as: “A Study of Teachers’ Morale in Relation to Organizational Climate of Secondary Schools”.

NEED AND SIGNIFICANCE OF THE STUDY

A large number of studies on the morale of workers in the industrial sectors have been conducted and it has been found that there was positive correlation between workers’ morale and the output of organization. Study of teachers’ morale and teacher effectiveness and institutional output in relation to organizational climate of schools is a new trend and as yet no systematic corpus of knowledge about teacher morale has been built. Therefore, there is a need to study it.

The need of the present day educational system requires a thoughtful and planned investigation of teacher morale in relation to schools’ organizational climate so that a clear cut picture may be drawn to understand the factors influencing the teachers’ morale. Organizational climate of a school seems to be
an important factor of teacher morale. The knowledge of the factors of teachers’ morale will help the educational administrators, educational planners and supervisors to develop healthy academic environment to induce the teaching-learning process for the harmonious development of students. The results of this study will provide some useful, creative and concrete directions for the well-functioning of secondary schools.

This study will emphasize the need for teachers to preserve their professional satisfaction and morale. Teachers may be nurtured, supported and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the schools and the classrooms, the students, the teachers as well as the schools will be beneficiaries.

OBJECTIVES OF THE STUDY

The study was conducted keeping in view the following objectives:

Main Objective

The main objective of the study was to examine the relationship of teachers’ morale with organizational climate of secondary schools.

Secondary Objectives

1. To examine the relationship of teachers’ morale with organizational climate of central secondary schools.
2. To examine the relationship of teachers’ morale with organizational climate of state government secondary schools.
3. To examine the relationship of teachers’ morale with organizational climate of aided secondary schools.
4. To examine the relationship of teachers’ morale with organizational climate of unaided secondary schools.

Hypotheses of The Study

The present study was forwarded on the basis of the following hypotheses:

1. There will be no significant relationship between teachers’ morale and organizational climate of secondary schools as a whole.
2. There will be no significant relationship between teachers’ morale and organizational climate of central schools.
3. There will be no significant relationship between teachers’ morale and organizational climate of state government secondary schools.
4. There will be no significant relationship between teacher morale and organizational climate of aided secondary schools.
5. There will be no significant relationship between teacher morale and organizational climate of unaided secondary schools.

METHOD OF THE STUDY

The present study was conducted by using descriptive survey method of research. The researcher made a survey of secondary schools located in Lucknow district and collected required information from the participant teachers with the help of the tools selected for determining relationship of teacher morale with organizational climate of secondary schools, since the nature of the study was co-relational.
Population and Sample

The population of the present study was teachers working in different types of secondary schools located in Lucknow district. A sample of 40 secondary schools from different types of schools- central schools (04), 12 from each type -state government schools (boys and girls’), private aided schools (boys' and girls'), unaided schools (boys’ and girls’) affiliated to UP Board, C.B.S.E. and I.C.S.E. (Hindi as well as English medium) was selected by using disproportionate stratified random sampling technique and a sample of 400 teachers (10 from each school) was selected by using the same sampling technique.

Variables of The Study

In the present study there were two main variables (1).Teacher Morale (2).Organizational Climate. Here teacher morale was treated as dependent variable and organizational climate of secondary schools was treated as independent variable. The aim of the study was to examine the relationship of teacher morale with organizational climate of secondary schools.

Tools of Data Collection

Data required for the present study were collected by Teacher Morale Inventory constructed by Pandey (1983) and .Organizational Climate Inventory (From B) developed by Chattopadhyay and Agarwal (1976).

Data Collection

Data were collected by the investigator herself using the above mentioned tools on the participant secondary school teachers from each selected school one by one with the permission and cooperation of the principal of each school.

Statistical Analysis

Data relating to teacher morale and school organizational climate gathered from the teachers of different types of secondary schools were analyzed by using Pearson’s product moment correlation method. The analysis of data has been presented in the table given below.

RESULTS AND DISCUSSION

<table>
<thead>
<tr>
<th>Types Of Schools</th>
<th>N</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Schools</td>
<td>40</td>
<td>.728**</td>
</tr>
<tr>
<td>State Govt. Schools</td>
<td>120</td>
<td>.299**</td>
</tr>
<tr>
<td>Aided Schools</td>
<td>120</td>
<td>.459**</td>
</tr>
<tr>
<td>Unaided Schools</td>
<td>120</td>
<td>.431**</td>
</tr>
<tr>
<td>Total Sampled Schools</td>
<td>400</td>
<td>.503**</td>
</tr>
</tbody>
</table>

** significant at .01 level

The table reveals that there is significant relationship between teacher morale and organizational climate of central schools, state government schools, aided schools, unaided schools as well as total sampled schools, because the obtained r values with regard to the relationship between teacher morale and organizational climate of these schools as well as total sampled schools are positive and significant at .01 level. It clearly indicates that teacher morale is very closely related to organizational climate of secondary schools.

RESULT

On the basis of the analysis and interpretation of data presented in the table the study revealed the following results with regard to the relationship between teacher morale and organizational climate.
1. There was positive and highly significant relationship between teachers’ morale and organizational climate of total sampled secondary schools.

2. There was positive and highly significant relationship between teachers’ morale and organizational climate of central government secondary schools.

3. There was positive and highly significant relationship between teachers’ morale and organizational climate of state government secondary schools.

4. There was positive and highly significant relationship between teachers’ morale and organizational climate of aided secondary schools.

5. There was positive and highly significant relationship between teachers’ morale and organizational climate of unaided secondary schools.

On the basis of the results of the present study all the five hypotheses, which state, ‘There will be no significant relationship between teachers’ morale and organizational climate of secondary schools,’ were rejected, because a positive and significant correlation was found between teacher morale and organizational climate of all types of secondary schools including entire sample of these schools.

**DISCUSSION**

An evaluation of the results of the present study concerning the relationship between teacher morale and organizational climate in the light of the previous studies conducted in this area would be of much significance from research point of view.

In the present study it was found that teacher morale was positively and significantly related to organizational climate in the total sampled secondary schools. This result is similar to the results of the studies of Quraishi (1965), Patel (1973), Pillai (1973), Darji (1975), Franklin (1975), Shelat (1975), Chokshi (1976), Mehare (1976), Pengnu (1976) and Mehta (1977) who also reported a positive and significant relationship between organizational climate and teacher morale. The study of Amarnath (1980) also supports the result of the present study, as he found that there were no significance differences between the relationship of organizational climate with the job satisfaction of the principals as well as of the teachers of government and privately managed schools. The job satisfaction in his study was one of the aspects of the teacher morale of the present study. The result of the present study is also supported by the result of the study of Rajeevalochana (1981) who found significant relationship between the climate of the schools and the morale of the teachers. But the study of Singh (2006) and Singh (2007) do not support this result. They reported that there was no significant relationship between teacher morale and organizational climate.

In the current study, teacher morale was positively and significantly related to organizational climate of central schools. This result is in line with the results of the study of Singh (2007) and Sharma (2009) who also found a positive and significant correlation between teacher morale and organizational climate of central schools.

As regards state government secondary schools, teacher morale was significantly related to organizational climate of these schools. This result is also confirmed by the result of the study of Sharma (2009) who found a positive and significant relationship between teacher morale and organizational climate of state government schools. But it is not supported by the result of Singh (2007) who found insignificant positive relationship between the two variables.

It was found that teacher morale was positively and significantly related to organizational climate of aided secondary schools. This result is similar to the result of the study of Sharma (2009) who also reported a positive and significant relationship between teachers’ morale and organizational climate of aided secondary schools.

It was also found that teacher morale was positively and significantly related to organizational climate of unaided secondary schools. This result is not supported by the result reported by Sharma (2009).
who found a positive but insignificant relationship between teacher morale and organizational climate of unaided secondary schools.

CONCLUSION

The present study has revealed very interesting and significant results in the area of organizational climate of secondary schools with regard to teacher morale. In the light of these results, conclusions of the study have been drawn as follows:

In the entire sample of secondary schools, the teacher morale and the organizational climate of schools, in general, were positively and significantly correlated. It was interesting to note that all types of secondary schools had favourable organizational climate for teacher morale.

Educational Implications

The findings of the present study lead to implications for educational practice. A positive and highly significant relationship between teacher morale and organizational climate of secondary schools in total sampled secondary schools and other categories—central and state government schools, aided and unaided secondary schools, as revealed by this study is important for educational managers and administrators, because they may be able to know the impact of organizational climate on the morale and the performance of the teachers and the students. It is without doubt that the students perform better when they receive better academic guidance from their teachers and the teachers perform well when they get congenial climate in the schools where they work.

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