ABSTRACT

The present study aimed at examining the relationship of teachers’ morale with principals’ leadership styles of aided and unaided secondary schools. A sample of 240 teachers was selected from 24 secondary schools by using stratified random sampling technique. Teacher Morale Inventory developed by Pandey (1983) and Principal’s Leadership Style Scale adapted by the investigator from Sinha (1980) and Ansari (1990) were used to collect relevant data from the sampled teachers. The obtained data were analyzed by using Pearson’s product moment correlation method so as to examine the relationship between teacher morale and principals’ leadership styles of the selected secondary schools. The study revealed a positive and highly significant correlation between teacher morale and principals’ participative leadership style as well as nurturing-task leadership style, while a negative but highly significant correlation between teacher morale and authoritarian leadership style of principals of aided as well as unaided secondary schools.

Keywords: Leadership Style; Teacher Morale

INTRODUCTION

An educational organization’s success depends largely on how willing its teachers are to help it succeed. Positive morale is the driving force behind every productive teacher. While, poor morale can be obstructive and idling. Morale is the spirit of teachers. It is the emotional force that impacts how they behave and what they accomplish in the workplace. Teachers with high morale are eager to accomplish goals and do a top-notch job in the workplace. Low morale causes teachers to lose motivation, which leads to a reduction in productivity. Low morale causes teachers to be disengaged from their work, and that results in higher rates of absenteeism. When teachers are disengaged, they are more inclined to take sick days or use up their paid time off. Morale impacts the health of an organization. Low morale is contagious and can spread across the workforce. When morale is high, it keeps teachers positive and motivated. No matter how smart, talented and experienced teachers are, if they are not happy with their jobs, their work will suffer. Keeping teachers’ morale high is important because it will abet the institution’s success.

Teacher morale is the spirit, or tone, of an organization. Morale is an effect, or end result of work place conditions, relationships, changes or other elements. Good teacher morale means teachers are generally happy with their jobs. Low morale, on the other hand, is an indicator that something is awry. Good morale breeds a more productive and efficient workforce. Low morale leads to absenteeism, unproductive workers, indifference, decreased motivation and poor work and performance quality. Good morale means the staff has faith in the organization and their mission. Many factors impact a teacher’s morale, such as external influences (economy, home life) and internal work-related variables. When teachers are satisfied with their jobs, morale is higher.
Teacher morale is important not only for the educational organization, but for the students and the teachers themselves. The areas in which teacher morale is important are: student learning, student achievement, teacher productivity, and teacher health. Miller (1981) notes that teacher morale “can have a positive effect on people 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”.

Building teacher morale can add to the success of the educational organization. Teacher morale is the spirit of an institution’s workforce, and influences how successful an organization becomes. Educational managers should be concerned with keeping morale high so that the organization is always moving forward.

When teachers are satisfied with their jobs, morale is higher. Morale is something that can be contagious in the workplace. Poor morale can spread, obliterating teachers’ sense of commitment and loyalty to their organization. This leads to decreased productivity and increased absenteeism. Positive morale can drive an organization towards success. When teachers are happy, they are more willing to give their all and work productively toward the organization's success.

It is important for educational managers to pay attention to staff morale and identify the signs of poor morale before the mood shifts and the institution pays the price.

Among the various factors affecting teacher morale some researchers have identified leadership of the school principals to be most important factor.

Aquino (1985) observed leadership as the relationship between an individual and a group built around some common interest wherein the group behaves in a manner directed or determined by the leader. The leader thus becomes the interpreter of the interests and objectives of the group, as the group in turn recognizes and accepts the interpreter as its spokesperson.

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 (Ubben & Hughes, 1987). Consequently, the principal's qualities and behavior determine to a large degree how the subordinates feel about their organization (Eble, 1987). A particular leadership style may either foster or hinder teacher 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.

On going through the literature it was found that a great deal of research 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 principals’ leadership styles. Researches have been carried out on exploring the relationship of teacher morale with principals’ leadership styles different from the styles taken in the present study and these leadership styles are authoritarian, nurturant-task oriented , and participative. Which of the three leadership styles correlates most strongly with teacher morale was to be explored.

**NEED AND SIGNIFICANCE OF THE STUDY**

The need of the present day educational system requires a thoughtful and planned investigation of teacher morale in relation to principals’ leadership styles so that a clear cut picture may be drawn to understand the factors influencing the teachers’ morale. Principal’s leadership styles seem to be the important factors of teacher morale. The knowledge of the factors of teacher 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.

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 principal’s leadership styles 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.

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.

The study will be useful by treating teachers in ways that empowers them, such as involving them in decision-making and acknowledging their expertise in administration which can help to sustain teacher morale.

**OBJECTIVES OF THE STUDY**

The study was conducted keeping in view the following objectives:

**Main Objectives**

1. To examine the relationship of teachers’ morale with leadership styles of principals of aided secondary schools.
2. To examine the relationship of teachers’ morale with leadership styles of principals of unaided secondary schools.

**Secondary Objectives**

1. To examine the relationship of teachers’ morale with principals’ leadership style of aided boys’ and girls’ secondary schools.
2. To examine the relationship of teachers’ morale with principals’ leadership style of unaided boys’ and girls’ secondary schools.
3. To examine the relationship of teachers’ morale with principals’ leadership style of urban aided and unaided secondary schools.
4. To examine the relationship of teachers’ morale with principals’ leadership style of rural aided and unaided secondary schools.
5. To examine the relationship of teachers’ morale with principals’ leadership style of urban aided boys’ and girls’ secondary schools.
6. To examine the relationship of teachers’ morale with principals’ leadership style of rural aided boys’ and girls’ secondary schools.
7. To examine the relationship of teachers’ morale with principals’ leadership style of urban unaided boys’ and girls’ secondary schools.
8. To examine the relationship of teachers’ morale with principals’ leadership style of rural unaided boys’ and girls’ 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 leadership styles of principals of aided and unaided secondary schools.

2. There will be no significant relationship between teachers’ morale and leadership styles of principals of urban and rural aided secondary schools.

3. There will be no significant relationship between teachers’ morale and leadership styles of principals of urban aided boys’ and girls’ secondary schools.

4. There will be no significant relationship between teachers’ morale and leadership styles of principals of rural aided boys’ and girls’ secondary schools.

5. There will be no significant relationship between teachers’ morale and leadership styles of principals of urban unaided boys’ and girls’ secondary schools.

6. There will be no significant relationship between teachers’ morale and leadership styles of principals of rural unaided boys’ and girls’ secondary schools.

7. There will be no significant relationship between teachers’ morale and leadership styles of principals of rural unaided boys’ and girls’ 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 principal’s leadership styles since the nature of the study was co-relational.

**Population**

The population of the present study was teachers working in aided and unaided secondary schools located in urban and rural areas of Lucknow district.

**Sample and Sampling Technique**

A sample of 24 secondary schools (12 from aided boys’ and girls' schools and 12 from unaided aided boys’ and girls' schools), 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 240 teachers (10 from each school) was selected by using the same sampling technique.

**TOOLS AND DATA COLLECTION**

Following tools were used to collect data for the present study:

1. Teacher Morale Inventory prepared by Pandey (1983).

2. Principal’s Leadership Style Scale adapted by the investigator from Sinha (1980) and Ansari (1990).

Data were collected by the investigator herself using the above mentioned two 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, principal’s leadership styles gathered from the teachers of selected secondary schools were analyzed by using Pearson’s product moment correlation method which is presented in the table given below.
RESULTS

Table 1. Correlation between Teacher Morale and Principals’ Leadership Styles of Aided and Unaided Secondary Schools

<table>
<thead>
<tr>
<th>SN</th>
<th>Types of Schools</th>
<th>N</th>
<th>Authoritarian Leadership Style</th>
<th>Nurturant-task Leadership Style</th>
<th>Participative Leadership Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aided Schools</td>
<td>120</td>
<td>-.526**</td>
<td>.479**</td>
<td>.570**</td>
</tr>
<tr>
<td>2</td>
<td>Unaided Schools</td>
<td>120</td>
<td>-.404**</td>
<td>.425**</td>
<td>.459**</td>
</tr>
<tr>
<td>3</td>
<td>Aided (Boys)</td>
<td>60</td>
<td>-.701**</td>
<td>.379**</td>
<td>.442**</td>
</tr>
<tr>
<td>4</td>
<td>Aided (Girls)</td>
<td>60</td>
<td>-.568**</td>
<td>.258*</td>
<td>.493**</td>
</tr>
<tr>
<td>5</td>
<td>Urban Aided Schools</td>
<td>60</td>
<td>-.509**</td>
<td>.509**</td>
<td>.664**</td>
</tr>
<tr>
<td>6</td>
<td>Urban Aided (Boys)</td>
<td>30</td>
<td>-.634**</td>
<td>.338</td>
<td>.426*</td>
</tr>
<tr>
<td>7</td>
<td>Urban Aided (Girls)</td>
<td>30</td>
<td>-.196</td>
<td>.102</td>
<td>.553**</td>
</tr>
<tr>
<td>8</td>
<td>Rural Aided Schools</td>
<td>60</td>
<td>-.557**</td>
<td>.447**</td>
<td>.419**</td>
</tr>
<tr>
<td>9</td>
<td>Rural Aided (Boys)</td>
<td>30</td>
<td>-.769**</td>
<td>.525**</td>
<td>.464**</td>
</tr>
<tr>
<td>10</td>
<td>Rural Aided (Girls)</td>
<td>30</td>
<td>-.734**</td>
<td>.357</td>
<td>.394*</td>
</tr>
<tr>
<td>11</td>
<td>Unaided (Boys)</td>
<td>60</td>
<td>-.279</td>
<td>.325*</td>
<td>.396**</td>
</tr>
<tr>
<td>12</td>
<td>Unaided (Girls)</td>
<td>60</td>
<td>-.379**</td>
<td>.320*</td>
<td>.371**</td>
</tr>
<tr>
<td>13</td>
<td>Urban Unaided Schools</td>
<td>60</td>
<td>-.441**</td>
<td>.533**</td>
<td>.585**</td>
</tr>
<tr>
<td>14</td>
<td>Urban Unaided (Boys)</td>
<td>30</td>
<td>-.279</td>
<td>.471**</td>
<td>.513**</td>
</tr>
<tr>
<td>15</td>
<td>Urban Unaided (Girls)</td>
<td>30</td>
<td>-.520**</td>
<td>.549*</td>
<td>.649**</td>
</tr>
<tr>
<td>16</td>
<td>Rural Unaided Schools</td>
<td>60</td>
<td>-.376**</td>
<td>.332**</td>
<td>.354**</td>
</tr>
<tr>
<td>17</td>
<td>Rural Unaided (Boys)</td>
<td>30</td>
<td>-.331</td>
<td>.116</td>
<td>.217</td>
</tr>
<tr>
<td>18</td>
<td>Rural Unaided (Girls)</td>
<td>30</td>
<td>-.282</td>
<td>.093</td>
<td>.065</td>
</tr>
</tbody>
</table>

Note: ** Significant at .01 level, * Significant at .05 level

The results with regard to the relationship between teacher morale and principals’ leadership styles as revealed by the table were:

1. There was positive and highly significant correlation between teacher morale and participative leadership style as well as nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of aided secondary schools (boys’ & girls combined).

2. There was positive and highly significant correlation between teacher morale and participative leadership style as well as nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of unaided secondary schools (boys’ & girls’ combined).

3. There was positive and highly significant correlation between teacher morale and participative leadership style as well as nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of principals of aided boys’ secondary schools.

4. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive and moderate significant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of aided girls’ secondary schools.

5. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and highly significant correlation
between teacher morale and authoritarian leadership style of the principals of both urban as well as rural aided secondary schools.

6. There was positive and moderate significant correlation between teacher morale and participative leadership style and a positive but insignificant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of urban aided boys’ secondary schools.

7. There was positive and highly significant correlation between teacher morale and participative style as well as nurturant-task leadership styles, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of rural aided boys’ secondary schools.

8. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive but insignificant correlation between teacher morale and nurturant-task leadership style, while a negative insignificant correlation between teacher morale and authoritarian leadership style of the principals of urban aided girls’ secondary schools.

9. There was positive and moderate significant correlation between teacher morale and participative leadership style and a positive but insignificant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of rural aided girls’ secondary schools.

10. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive and moderate significant correlation between teacher morale and nurturant-task leadership style, while a negative and moderate significant correlation between teacher morale and authoritarian leadership style of the principals of unaided boys’ secondary schools.

11. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive and moderate significant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of unaided girls’ secondary schools.

12. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of both urban as well as rural unaided secondary schools.

13. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and insignificant correlation between teacher morale and authoritarian leadership style of the principals of urban unaided boys’ secondary schools.

14. There was positive but insignificant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and insignificant correlation between teacher morale and authoritarian leadership style of the principals of rural unaided boys’ as well as girls’ secondary schools.

15. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of urban unaided girls’ secondary schools.
DISCUSSION

The present study revealed a positive significant correlation between teacher morale and participative leadership style of the principals of aided and unaided schools in their total sample as well as in their boys’ and girls’ schools. The result was not fully confirmed by the result of the study of Sharma (2010) who reported positive significant correlation between teacher morale and participative leadership style of unaided secondary schools in total sample but a positive insignificant correlation between two variables in total sample of aided schools and in aided boys’ as well as girls’ schools.

The present study reported a positive and strongly significant correlation between teacher morale and nurturant-task leadership style of principals in aided and unaided schools in total sample as well as in their boys’ and girls’ schools. These results of the present study were not supported by the results of the study of Sharma (2010) who reported that teacher morale did not have significant relationship with nurturant-task leadership style of the principals either in total sampled aided as well as unaided secondary schools or in their boys’ and girls’ schools.

The present study revealed a strongly significant negative correlation between teacher morale and authoritarian leadership style of the principals in total sample of aided as well as unaided schools and also in their boys’ and girls schools. These results of the present study were not consistent with the results of Sharma (2010) who found a negative but insignificant correlation between teacher morale and authoritarian leadership style of principals of these schools. But the results of the study were confirmed by Aafaqi (1993), and Sharma (2009) who reported that authoritarian leadership style of the principals negative significant association with the school teachers’ levels of satisfaction. Here satisfaction is one of the aspects of teacher morale used in the present study. Similar was the observation of Rajeevalochana (1981) who found negative relationship between the dogmatism of the school principals and the teachers’ morale. Dogmatism is very closely related to authoritarian leadership used in the present study. These results were fully substantiated by the observation of Rowland (2008) also.

CONCLUSIONS OF THE STUDY

In the sampled aided and unaided secondary schools, the leadership style of the principals favoured most was participative, as it had positive and highly significant relationship with teacher morale in most the schools. Next to it was nurturant-task leadership style. It also had positive and significant relationship with teacher morale but this relationship was moderate in most of the schools. The authoritarian leadership style was on the third and last place which had negative relationship with teacher morale in aided as well as unaided secondary schools. In conclusion, teacher morale was positively related to participative and nurturant-task leadership styles, where as it was negatively related to authoritarian leadership style of the principals of aided and unaided secondary schools.

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