ABSTRACT
The present study aimed at examining the relationship of teachers’ morale with organizational climate of urban and rural secondary schools. For this purpose, a sample of 240 teachers from 24 urban and rural (aided and unaided) secondary schools were 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 of the selected schools 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 urban and rural (aided and unaided) secondary schools. The study revealed that there was positive and highly significant correlation between teacher morale and organizational climate of urban and rural secondary schools.

Keywords: Teacher’s Morale; Organisational Climate

INTRODUCTION
It is true that education in any society does not largely depend on any other single factor as on the teacher. The teacher is the pivot of any educational system of a nation. Almost all committees and commissions have emphasized the importance of the role of the teacher in education. The Reports to the Commonwealth Conference (1974) has stated very clearly that “the teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand he can participate actively as an initiator himself or an interpreter of the plans devised by others.”

Thus 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 words of the Commission are noteworthy. 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.”

A teacher can contribute well to the development of a nation if he has positive attitude towards the institution and has high morale which develops in a conducive environment or the organizational climate of the school. The reports of the studies have revealed that teacher morale and organizational school are closely related. Plaxton (1965) reported that a strong relationship (.61) existed between
teachers’ satisfaction and climate, and even stronger relationship (.66) between teacher satisfaction and esprit.

Koplyay and Mathis (1967) in a study on the relationship between teacher morale and organizational climate found that an open climate was associated with high morale regardless of type of salary schedule. In closed climate schools, however, higher morale was found in schools with merit rather than non merit, salary schedules.

Aderunmu (1977) analyzed the teachers’ and principals’ perceptions of the organizational climate of secondary schools. The sample consisted of eighteen randomly selected schools in the Logos State of Nigeria. The findings indicated a relationship between closed climate and low morale and high disengagement of teachers. Closed climate tended to be associated with poor academic student performance.

Burgess (1982) in his investigation on the relationship between school climate and teacher morale in urban secondary schools of Boston concluded that (i) the organizational climate of an urban high school was related to teacher morale, (ii) teachers in most open climate schools had significantly more positive feeling about the (a) professional competency of their principals, (b) their fellow faculty members, (c) their salary and (d) their teaching load or responsibility as teachers.

Hoy and Miskel (1987) observed that when a healthy school environment existed, teacher morale was high. Teachers felt good about each other and, at the same time, felt a sense of accomplishment from their jobs.

Lutti Nongnuang (1988) found that 62.07 percent of the schools had high teacher morale. The schools with higher teacher morale were more likely to appear in open tendency climates and schools with low teacher morale were more likely to appear in the closed tendency climates. The teachers’ rapport with principals of schools with open climate was better than that of those with closed climates. The teachers in open, autonomous, controlled, paternal and closed climates enjoyed the same level of teacher morale on curriculum issues. The teachers in open school climates were more satisfied with teacher status than teachers in controlled and closed climates. All teachers in different climate categories had the same level of morale on community support to education.

A study by Hoy and Tarter (1992) has 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.

Katz and Kahn (1996) pointed out that the climate in an organization reflects the type of people who compose the organization, the work processes, means of communication and the exercise of authority within the individual organization. Further, they recognize that it is easy to detect differences in the climate of organizations but it is difficult to name the dimensions of these differences.

Young (1998) found that teacher morale varied both within and between schools. This finding clearly shows the importance of examining two aspects of morale: the individual and the corporate morale of an organization. Teacher morale appeared to be a useful indicator of healthy and effective schools, with a reasonable correlation with SLEQ scales. Six of the SLEQ scales explained differences in teacher morale both across schools and within schools. It appeared that morale was influenced by the school environment and climate.

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.
Idogho, (2006) in a study investigated academic staff perception of organizational climate in universities in Edo State, Nigeria. The sample for the study was made up of 1025 participants drawn from three universities in Edo State. From the data, it was found that academic staff in universities in Edo State perceived the organizational climate of their institutions as favorable; that there is a significant difference among academic staff in their perception and that academic staff do not differ in their perception of organizational climate in their institutions based on sex, age and status.

Sharma (2009) in a study on teachers’ morale as related to organizational climate reported that there was a positive and high significant relationship between teachers’ morale and organizational climate of total sampled schools

Teacher Morale

Morale is defined as the professional interest and enthusiasm that a teacher displays towards the achievement of individual and group goals in a given job situation. It is a state of mind of the teacher with respect to his work which may be affected by the factors such as degree of participation in policy making and administration, opportunities for advancement, work load, school facilities, community support, tenure, working conditions, etc. 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”.

School Organizational Climate

School climate can be construed as the organizational ‘personality’ of a school, and is the result of interaction between the group and the leader, and within the group itself. The school climate is a combination of all the organizational factors and of all the personality characteristics of the members of the organization. Differences in climate can have serious effects on teachers’ morale, students’ intellectual and creative level attitude, personality make up, values, scholastic achievement and accomplishment of school’s objectives.

THE PROBLEM AND ITS STATEMENT

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 organizational climate of schools. This state of affairs raised the problem which can be stated in the question: Does teacher morale have any relationship with organizational climate of secondary schools? The present study was planned to find out the answers of the above raised question. Thus the present study was stated as: “Study of Teacher Morale in Relation to Organizational Climate of Urban and Rural Secondary Schools”.

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 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 organizational climate as one of the contributing 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 in general and these schools located in urban as well as rural areas in particular.
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.

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**

To examine the relationship of teacher morale with organizational climate of urban and rural secondary schools the study was conducted keeping in view the following objectives:

**Main Objectives**

1. To examine the relationship of teacher morale with organizational climate of urban and rural aided secondary schools.
2. To examine the relationship of teacher morale with organizational climate of urban and rural unaided secondary schools.

**Secondary Objectives**

1. To examine the relationship of teacher morale with organizational climate of urban and rural aided boys’ secondary schools.
2. To examine the relationship of teacher morale with organizational climate of urban and rural aided girls’ secondary schools.
3. To examine the relationship of teacher morale with organizational climate of urban and rural unaided boys’ secondary schools.
4. To examine the relationship of teacher morale with organizational climate of urban and rural unaided girls’ secondary schools.

**HYPOTHESES OF THE STUDY**

1. The present study was forwarded on the basis of the following hypotheses:
2. There will be no significant relationship between teacher morale and organizational climate of urban and rural aided secondary schools.
3. There will be no significant relationship between teacher morale and organizational climate of urban and rural aided boys’ secondary schools.
4. There will be no significant relationship between teacher morale and organizational climate of urban and rural aided girls’ secondary schools.
5. There will be no significant relationship between teacher morale and organizational climate of urban and rural unaided secondary schools.
6. There will be no significant relationship between teacher morale and organizational climate of urban and rural unaided boys’ secondary schools.
7. There will be no significant relationship between teacher morale and organizational climate of urban and rural unaided girls’ secondary schools.

DELIMITATIONS OF THE STUDY

The present study was limited to only private aided and unaided secondary schools located in urban and rural areas of Lucknow district.

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 urban and rural secondary schools, since the nature of the study was correlational.

Population

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

Sample and Sampling Technique

A sample of 24 private aided and unaided secondary schools (12 each) located in urban and rural areas of Lucknow district 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.

Variables Of The Study

In the present study there were two main variables:

1. Teacher Morale (Dependent Variable)
2. Organizational Climate (Independent Variable)

In the present study teacher morale has been treated as dependent variable and organizational climate of secondary schools has been treated as independent variable. The aim was to examine the relationship of teacher morale with organizational climate of secondary schools.

TOOLS OF DATA COLLECTION

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

1. Teacher Morale Inventory prepared by Pandey (1983).
2. Organizational Climate Inventory (From B) constructed by Chattopadhyay and Agarwal (1976).

DATA COLLECTION

Data were collected by the investigator herself using all the above 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 which is presented in the table given below:
RESULTS AND DISCUSSION

Table 1. Correlation between Teacher Morale and Organizational Climate of Urban and Rural Secondary Schools

<table>
<thead>
<tr>
<th>SN</th>
<th>Types of Schools</th>
<th>N</th>
<th>r</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Urban Aided Schools</td>
<td>60</td>
<td>.594**</td>
<td>.01</td>
</tr>
<tr>
<td>2</td>
<td>Rural Aided Schools</td>
<td>60</td>
<td>.266*</td>
<td>.05</td>
</tr>
<tr>
<td>3</td>
<td>Urban Aided (Boys)</td>
<td>30</td>
<td>.459**</td>
<td>.01</td>
</tr>
<tr>
<td>4</td>
<td>Rural Aided (Boys)</td>
<td>30</td>
<td>.117</td>
<td>NS</td>
</tr>
<tr>
<td>5</td>
<td>Urban Aided (Girls)</td>
<td>30</td>
<td>.172</td>
<td>NS</td>
</tr>
<tr>
<td>6</td>
<td>Rural Aided (Girls)</td>
<td>30</td>
<td>.334</td>
<td>NS</td>
</tr>
<tr>
<td>7</td>
<td>Urban Unaided Schools</td>
<td>60</td>
<td>.388**</td>
<td>.01</td>
</tr>
<tr>
<td>8</td>
<td>Rural Unaided Schools</td>
<td>60</td>
<td>.457**</td>
<td>.01</td>
</tr>
<tr>
<td>9</td>
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<td>30</td>
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<td>NS</td>
</tr>
<tr>
<td>10</td>
<td>Rural Unaided (Boys)</td>
<td>30</td>
<td>.297</td>
<td>NS</td>
</tr>
<tr>
<td>11</td>
<td>Urban Unaided (Girls)</td>
<td>30</td>
<td>.487**</td>
<td>.01</td>
</tr>
<tr>
<td>12</td>
<td>Rural Unaided (Girls)</td>
<td>30</td>
<td>.332</td>
<td>NS</td>
</tr>
</tbody>
</table>

Results

The above table reveals the following results with regard to the relationship between teacher morale and organizational climate of urban and rural (aided and unaided) secondary schools:

1. There was positive and highly significant relationship between teachers’ morale and organizational climate of urban aided secondary schools, while there was a positive and moderate significant relationship between teacher morale and organizational climate of rural aided secondary schools. These results did not confirm the hypotheses No.1.

2. There was positive and highly significant relationship between teacher morale and organizational climate of urban aided boys’ secondary schools, while there was a positive but insignificant relationship between teacher morale and organizational climate of rural aided boys’ secondary schools. Hence the hypothesis No.2 was not fully confirmed.

3. There was positive but insignificant relationship between teacher moral and organizational climate of urban and rural aided girls’ secondary schools. This result confirmed the hypothesis No.3.

4. There was positive and highly significant relationship between teacher morale and organizational climate of both the urban and rural unaided secondary schools in their total sample. These results did not confirm the hypothesis No.4.

5. There was positive but insignificant relationship between teacher morale and organizational climate of urban as well as rural unaided boys’ secondary schools. This result confirmed the hypotheses No. 5.

6. There was positive and highly significant relationship between teacher morale and organizational climate of urban unaided girls’ secondary schools, while there was positive but insignificant relationship between teacher morale and organizational climate of rural unaided girls’ secondary schools. This result did not fully confirm the hypothesis No.6.

Discussion

The present study revealed a positive and significant relationship between teacher morale and organizational climate of urban secondary schools. This result is in line with the results of the study of Burgess (1982) who also found that teacher morale was related to organizational climate of urban high schools.
It was found that teacher morale was positively and significantly related to organizational climate of urban & rural schools in total and urban boys’ schools. This result is similar to the result of the study of Sharma (2009) who also reported a positive and significant relationship between teacher morale and organizational climate of urban boys’ aided secondary schools.

CONCLUSION

The present study has revealed very interesting and significant results in both the areas of principal’s leadership styles and organizational climate of secondary schools with regard to teacher morale. In the light of those results, conclusions of the study have been drawn as follows:

In the total sample of urban and rural aided secondary schools, the teacher morale and the organizational climate of aided secondary schools, in general, were positively and significantly correlated. Similarly, these two variables were positively and significantly correlated with each other in urban aided boys’ schools, urban and rural unaided schools in their total sample and urban unaided girls’ secondary schools. But in rural aided boys’ and urban and rural aided boys’ and girls’ schools, urban unaided boys’ and urban as well as rural unaided girls’ schools teacher morale was not significantly related with their organizational climate. This result shows that these schools did not have favorable organizational climate for teacher morale. This state of affair is grave concern for educational authorities.

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

The findings of the present study lead to implications for educational practice. The relationship between teacher morale and leadership style showed the importance of the schools’ principals. The daily actions of the principal did greatly influence teacher morale.

The positive and significant relationship between teacher morale and organizational climate of secondary schools in total sampled aided and unaided secondary schools and other categories of 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.

The positive but insignificant relationship of teacher morale with the organizational climate of rural aided boys’ schools, urban & rural aided girls’ schools, urban and rural unaided boys’ schools and rural unaided girls’ schools as revealed by the present study will be a lesson for the managers and administrators of these schools for enriching the organizational climate of their institutions in line with those good schools which are known in respect of organizational climate and teacher morale. This result will be significant for the authorities of these schools to find out the reasons of such relationship between the two variables and also to devise ways and means for making better organizational climate and providing better service conditions for teachers so as to raise their morale. By developing excellent organizational climate and providing excellent work place and job satisfaction to teachers for boosting their morale, they can do justice with the society for whom they have established educational institutions.

REFERENCES

3. Chattopadhyay and Agarwal (1976), Organizational Climate Inventory (From B), National Psychological Corporation Agra.


