

Review

Morale of Teachers Working in Various Higher Secondary Schools of Kashmir Division – A Comparative Study of Science and Arts Teachers

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An attempt has been made to assess and compare the Morale of Science and Arts Higher Secondary School Teachers of Kashmir Division. Total sample was 460 (230 Arts and 230 Science) selected randomly from various Higher Secondary Schools of Kashmir Division. The data was collected by administering K. Venugopala Rao and D.B. Rao (1999) Teacher Morale Questionnaire. “t” test was used for the analysis of data. The results of the study highlighted that Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers are having same morale on composite score. But on factors 1(Personality Factors), 2(Professional Aspiration), 3(Professional Skill), 4(School Facilities), 7(Environmental Impact) Arts and Science Higher Secondary School Teachers have same morale but on factors 5 (School Administration) and 6 (Educational administration) Science and Arts Higher Secondary School Teachers differ on morale. Arts Higher Secondary School Teachers have better School Administration than the Science Higher Secondary School Teachers. Science Higher Secondary School Teachers have better Educational Administration than the Arts Higher Secondary School Teachers.

Keywords: Morale, Higher Secondary School Teachers, Science Teachers, Arts Teachers, Kashmir Division.

INTRODUCTION

Teachers are regarded as backbone of the nation, because they are architects, facilitators and mediators and interpreters for the children who are at various levels of cognitive development. The university education commission emphasized the importance of the teacher and his responsibility. Secondary Education Commission (1952-53) remarks with respect to educational reconstruction. Most important factor in the contemplated educational reconstruction is teacher, his personal qualities, his educational qualification, his professional

training and the place, he occupies in the community. The education commission (1964-66) has very aptly observed that the future of the nation is shaped in her classrooms; it is the teacher who moulds the most precious material of land viz. boys and the girls in their most crucial period of development in required shapes. National Policy on Education (1986) remarks that the status of the teachers has direct bearing on the quality of education. The teacher has a powerful and abiding influence in the formation of the character of every future citizen.

As the morale of the teacher is indispensable for the successful implementation of educational programmes, it

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is essential to study the factors that affect the teacher morale. The morale has come to be regarded as a prime requirement for effective organization in industry as well as in education. Joseph Tiffin (1952) believes that there is no substitute for morale in an army, in a school and in an industrial plant. Morale is defined by Little and Onions (1933) as, "A condition, conduct or behavior with regard to confidence and discipline". Morale has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel 1987). Teacher's morale is referred to as teaching efficiency of teachers. Much of the work in the field of morale has been done specifically in industry. The field of education has shown much interest in morale as it relates to job satisfaction in teaching, but this interest has resulted more in the voicing of opinions than in attempts to do research on the problem adequately. It is a serious criticism of the educational profession that this vital problem has been attacked hardly at all in the field of education, particularly in Kashmir Division. However, there are a few limited investigations in different parts of the world and in India made by educational institutions like Pillai (1974), Chhabra (1975), Franklin (1975), Samron (1976), Dekhtanwala (1977), Mehta (1977), Mahatma (1980), Panda (1985), Saxena (1988), Nautiyal (1992), Mehta (1993), Savadamathu (1994), Claire Norman-Gloria (2013), Qayoom (2013), Jan (2012), Sharma (2012), Noora (2012), Mishra and Sexena (2011). A few studies have been conducted on morale of higher secondary school science and arts teachers in India and abroad, and no study on morale among Higher Secondary School Teachers, Science and Arts Teachers in Kashmir division has been conducted so far. Therefore, the present investigator made a humble beginning.

OBJECTIVES

1. To find out the morale of Higher Secondary School Teachers.
2. To study morale of Science and Arts Higher Secondary School Teachers on composite score).
3. To study morale of Science and Arts Higher Secondary School Teachers on factors.

Null Hypotheses

1. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on morale (Composite score).
2. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on morale (factor wise).

Operational Definition of Variables

- Science Higher Secondary School Teachers: For the purpose of present study Science Higher Secondary School Teachers are the teachers working in higher secondary schools of Kashmir division and are associated with teaching of science subject only.
- Arts Higher Secondary School Teachers: For the purpose of present study Arts Higher Secondary School Teachers are the teachers working in higher secondary schools of Kashmir division and are associated with teaching of arts subject only.
- Morale: Morale is defined by Little and Onions (1933) as, as condition conduct or behavior with regard to confidence and discipline". Floyd House (1947) defined morale as, "A measure of will or tendency to act". American association of school administration (1955), defined morale as, "A disposition on the part of persons engaged in an enterprise to behave in ways which contribute to the purpose for which the enterprise exists". Redefor (1957), defined morale as, "Teaching rate of teachers". Oxford dictionary and Munson considered morale as behavior with confidence, determination to succeed in the purpose for which the individual is trained, while Redefor referred to morale as the rate of work or an individual efficiency. Redefor considered teacher morale, for convenience more than for definitive purpose as the teaching rate of teachers, which implies an economy of effort and an economy of time. So, teacher morale can be understood to mean morale related to the individual. Thus, teacher morale may be regarded not only as the behavior of an individual teacher but also as the work environment provided to him in the school; the latter pertains to the group behavior mostly at the institutional level that would influence his individual behavior, and consequently his professional efficacy. The same thing holds good more or less for worker too in any production organization.

For the present study the scores gained by sample subjects on K. Venugopala Roa and D.B.Roa (1999). The morale questionnaire consist of two factors-

- (I) Teacher Factor: 1). Personality factors 2). Professional aspirations 3). Professional skills (a) Academic proficiency (b) teaching ability (c) Organising skills (d) Linguistic proficiency and
- (II) Environmental Factor: 1). Social facilities 2). School administration 3). Educational administration 4). Environmental impact (a) Family (b) community (c) value system

Tool Used Were

For the study of Morale of Science and Arts teachers of

Table 1 Significance of mean difference between Science Higher Secondary School Teachers (SHSST) N=230 and Arts Higher Secondary School Teachers (AHSST) N=230 on Teacher Morale (composite score).

Groups	N	Mean	SD	t-test	Level of Significance
Science Higher Secondary School Teachers	230	251.62	26.46	0.20	Not significant
Arts Higher Secondary School Teachers	230	251.15	24.45		

Table 2 Significance of mean difference between Science Higher Secondary School Teachers (SHSST) N=230 and Arts Higher Secondary School Teachers (AHSST) N=230 on Teacher Morale (Factor wise)

Groups	Factors	N	Mean	SD	t-test	Level of Significance
Science Higher Secondary School Teachers	Personality factor	230	35.94	4.32	0.80	Not Significant
Arts Higher Secondary School Teachers		230	35.62	4.29		
Science Higher Secondary School Teachers	Professional aspiration	230	41.53	6.97	0.56	Not Significant
Arts Higher Secondary School Teachers		230	41.15	8.98		
Science Higher Secondary School Teachers	Professional Skill	230	46.76	6.82	1.07	Not Significant
Arts Higher Secondary School Teachers		230	47.57	9.26		
Science Higher Secondary School Teachers	Social facilities	230	26.56	7.62	1.73	Not Significant
Arts Higher Secondary School Teachers		230	25.31	7.93		
Science Higher Secondary School Teachers	School administration	230	36.39	5.04	4.39	Significant at 0.01 level
Arts Higher Secondary School Teachers		230	38.78	6.59		
Science Higher Secondary School Teachers	Environmental administration	230	21.96	4.30	4.05	Significant at 0.01 level
Arts Higher Secondary School Teachers		230	20.57	3.08		
Science Higher Secondary School Teachers	Environmental impact	230	41.19	4.98	0.34	Not Significant
Arts Higher Secondary School Teachers		230	41.36	5.87		

Higher secondary schools, K. Venugopala Roa and D.B.Roa (1999) Teacher Morale Questionnaire was administered. The questionnaire consists of two factors-

(I) Teacher factor: 1. Personality factors 2. Professional aspirations 3. Professional skills (a) Academic proficiency (b) Teaching ability (c) Organizing skills (d) Linguistic proficiency and

(II) Environmental factor: 4. Social facilities 5. School Administration 6. Educational administration 7. Environmental impact (a) Family (b) community (c) value system

PROCEDURE

The sample for the present study was collected from Rural and Urban Higher Secondary Schools of Kashmir Division of J&K state. List of all the Higher Secondary Schools of Kashmir Division has been obtained from the Directorate of School Education, of all 10 districts of Kashmir division. There are 274 Higher Secondary Schools in Kashmir division. The investigator selected four Higher Secondary Schools randomly from each of the 9 districts out of 10 districts of Kashmir division and

10 Higher Secondary Schools from the 10th district i.e. Srinagar district of Kashmir division. All the Higher Secondary Schools Teachers from these schools were contacted who are mainly associated with teaching of Science and Arts to 11th and 12th classes representing 230 Science Higher Secondary School Teachers and 230 Arts Higher Secondary School Teachers. Thus, the total sample for the study was 460 (230 Science and 230 Arts) Higher Secondary School Teachers.

Analysis of the Data

For comparison (between Science and Arts Higher Secondary School Teachers on K. Venugopala Roa and D.B.Roa (1999) Teacher Morale Questionnaire), t-test was employed. The information is presented in below table and further augmented by graph.

The perusal of Table No.:01 makes it clear that the mean score of Science Higher Secondary School Teachers (251.62) is almost similar to the mean score of Arts Higher Secondary School Teachers (251.15). The difference between their morale is not statistically significant. This justifies that Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers are on the same platform so far as their morale on composite score is concerned.

The results of table No.:01 has been further substantiated by the figure 01 where figure does not show a difference of teacher morale between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers. The results facilitate us to understand that as the morale of Science Higher Secondary School Teachers is not so high than the Science Higher Secondary School Teachers. Therefore, no decisive decision can be taken about their job satisfaction.

The perusal of Table No.:02 makes it clear that 't' value 1 (Personality Factors), 2 (Professional Aspiration), 3(Professional Skill), 4(School Facilities), 7(Environmental Impact) are 0.80, 0.56, 1.70, 1.73 and 0.34 respectively. In these factors no significant difference was found. The table indicates that Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers are on the same platform so far as their morale on factors 1, 2, 3, 4&7 are concerned. However on factors 5(School Administration) & 6 (Educational Administration) of teacher morale significant difference was found between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers. On factor 5 (School Administration) the mean of Arts Higher Secondary School Teachers (38.78) is greater than mean scores of Science Higher Secondary School Teachers (36.39). The obtained t-value on said factor is (4.39) which is greater than the table 't' value at 0.01 level. This means that Arts Higher Secondary

School Teachers have better School administration than the Science Higher Secondary School Teachers. Arts Higher Secondary School Teachers have reported that they have team spirit among school staff. They cooperate with the non teaching staff in their work. They reported that principal gives proper recognition to the good work done by the staff. The principal guides them to understand the importance of avoiding errors. Science Higher Secondary School Teachers have reported that their school managing body does not keep in touch with all the school activities. Their principal does not provide constructive guidance to the school staff and pupils. They do not involve actively in the preparation of institutional plan.

The result seems to be justified that Science Higher Secondary School Teachers needs more support on the part of administration for performing various activities in the school. Arts higher secondary school teacher have humanities as one of their subject at undergraduate and post graduate level. Further, it is mostly seen that arts higher secondary school teachers have time to organize different activities like painting competitions, poetry competitions by language teachers, quiz, dramas etc. as they do not get more engaged in the laboratory work in comparison to the science teachers. With this result they developed literal values which help them to have good relation with staff, principal and involve themselves properly in school administration. While as Science Higher Secondary School Teachers are mostly concerned with scientific facts and experimentation in the laboratories and they have less time for literal values and also less time for social engagements in the institution. With this result their temperament has been made as per their subject. That is why they are never ready to take part in planning the activities in their institution.

On factor 6 (educational administration) the mean score of Science Higher Secondary School Teachers (21.97) is higher than the mean score of Arts Higher Secondary School Teachers (20.57). The difference between their morale on educational administration is statistically significant at 0.01 level. Science Higher Secondary School Teachers have reported that they explain to the pupils the need for the rules and regulations issued by the state. They follow the syllabus prescribed by the government. They further reported that they help gifted pupils as well as slow learners in the class. Arts Higher Secondary School Teachers have reported that they do not cooperate with school administration to involve the students in matters of fixing holidays, dates of examination, public examination etc.

The result seems to be justified on the basis that as educational administration is the task of both policy planners and teachers. But unfortunately while planning or designing any rule they are not giving proper opportunity to the teachers who are working at gross root level. But whenever they give any opportunity to the

teachers they especially provide chance to science teachers. With the result Arts teachers are very much disgusted with the planning and policy making and later on it creates inferiority complex among them. Secondly, state government or department of education is organizing science clubs, science competitions, science exhibitions, science tours etc. as less consideration is given to organize such activities in arts subject.

The results of table No.:01 has been further substantiated by the figure 02 where figure does not show a difference of teacher morale between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers.

Muhammad Rouf (2013), Savadamathu (1994), Jan (2012), Gupta (2006), Verma (2004), Natarajan and Balan (2003) found that the strength of morale and job satisfaction is slightly higher in case of rural and male subject specialists as compared to urban and female subject specialists respectively. The morale of women teachers and rural teachers is higher than that of men teachers and urban teachers. No significant difference was found between male/female and rural/urban higher secondary teachers on teacher morale and adjustment. Male and female teachers, rural and urban teachers do not differ significantly in their teacher morale. Science higher secondary school teachers have high morale due to better teaching aptitude factors namely mental ability and general information. The other studies which shows studies on morale of Rural/Urban Teachers and Science/Arts Teachers. Therefore, the null hypotheses No.1 and 2. "There is no significant difference between Science and Arts teachers of Higher Secondary Schools on morale" (Composite score and factor wise) is partially accepted

CONCLUSIONS

1. Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers are having same morale on composite score.

2. Morale on factors 1(Personality Factors), 2(Professional Aspiration), 3(Professional Skill), 4(School Facilities), 7(Environmental Impact), arts and Science Higher Secondary School Teachers have same morale but on factors 5 (School Administration) and 6 (educational administration) Science and Arts Higher Secondary School Teachers differ on morale. Arts Higher Secondary School Teachers have better School administration than the Science Higher Secondary School Teachers. Science Higher Secondary School Teachers have better educational administration than the Arts Higher Secondary School Teachers.

INFERENTIAL SUGGESTIONS

1. Science higher secondary school teachers should be involved in the aesthetic work besides their busy schedule in experimentations.

2. Arts higher secondary school teachers should be involved in the practical work in order to develop experimentation in their lives.

3. Arts higher secondary school teachers should develop creativeness and logical reasoning among students by guiding them properly.

4. Arts higher secondary school teachers should be involved actively in the preparation of institutional plan.

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