

Teacher Morale among Rural and Urban Secondary School Teachers of Kashmir Valley: A Comparative Study

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Abstract

The present study was carried out for investigating teacher's morale of rural and urban secondary school teachers. Two research objectives and one null hypothesis guided the present study. 120 secondary school teachers have been selected randomly from ten secondary schools of Kulgam and Srinagar districts (J&K). Jamal & Raheem's Teachers' Morale Scale (2013) is a standardized tool adapted to obtain the required data. Percentage and t-test were used for analyzing the data. The findings of the study reported that urban secondary school teachers have comparatively high teachers' morale than rural secondary school teachers.

Keywords: *Teachers' Morale; School Location; Secondary School Teachers*

Introduction

Education is the wholesome development of an individual. The individual gets maximum opportunity to develop fully in a formal organization. The organizational climate is mostly shaped by teachers and administrators for the optimum development of students. Teacher's motivation and satisfaction level determines the success of an organization. When teachers are intrinsically and extrinsically motivated, their engagement, enthusiasm, involvement is going to be increase. Teacher's engagement and involvement is correlated with the cohesiveness, collaboration, intimacy, wellbeing and adjustment of an organization.

Morale is a feeling or perception stemming out of enthusiasm, empathy, involvement, engagement, and satisfaction level of a person or group working in an institutional organization. Favourable working environment perceived by an individual or group is essential vehicle for the qualitative assessment of an institution. Productivity and growth of total organization strengthens as the perceived working environment favours or supports to the in-members of an institutional organization.

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Teachers' morale is specific to an educational institution. It represents the professional interest, involvement, engagement, and satisfaction level of a teacher towards the common good of an educational institution. When teachers feel conducive school climate wherein they are supported, have voice, are appreciated and encouraged, their morale is found to be high (Mir, 2019; Bhat & Mir, 2018; Sehng, *et al.*, 2017). When teacher's morale is high, the academic achievement of students is also high (Mir, 2018; Mir & Bhat, 2018; Sabin, 2015).

Justification of the Study

Sixth Survey of Educational Research highlighted the studies conducted on teacher's morale in terms of socio-personal, cognitive and affective correlates of achievement. Attempts have also been made to study teacher's morale in relation to school climate, teaching competency and job satisfaction. Luleci & Coruk (2018) noted that teacher's morale is highly correlated to job satisfaction of teachers. The present study is an attempt to investigate the morale of rural and urban secondary school teachers. No such study in Kashmir valley has been found by the investigator in the literature. This has prompted the investigator to beat this unbeaten research area.

Objectives of the Study

1. To study the morale of secondary school teachers.
2. To compare the morale of secondary school teachers with respect to rural urban school location.

Hypothesis of the Study

1. There is no significant difference between morale of rural and urban secondary school teachers.

Methodology and Procedure

Sample

Sample has been taken from two districts, Kulgam and Srinagar (J&K). These districts have been selected by convenience sampling and from each district five secondary schools were taken up by probability sampling. From each secondary school 12 secondary school teachers were selected randomly. In this way the total sample size for the study becomes 120, in which 60 are rural secondary school teachers and 60 are urban secondary school teachers.

Tool Used

Jamal & Raheem's Teachers' Morale Scale (2013) is a standardized tool adapted to obtain the required data for the present study. The scale has 30 items and 5 dimensions.

Analysis & Interpretation

Table 1: Showing the percentage distribution of secondary school teachers on morale

Variable	N	Percentage		
		High (111-150)	Average (71-110)	Low (30-70)
Teacher's Morale	120			
		20%	57%	23%

Observation: Table 1 of the present study describes the percentage distribution of secondary school teachers on morale. It is observed from the table that 20% secondary school teachers have high morale, 57% secondary school teachers have average morale and 23% secondary school teachers have low morale.

Interpretation: It is interpreted from the table 1 that majority (57%) of secondary school teachers have perceived average morale. In this way our objective number 1 has been realised.

Table 2: Showing comparison between rural and urban secondary school teachers on morale

Teacher's Morale	Rural teachers			Urban teachers			t-value	Level of Significance
	N	Mean	SD	N	Mean	SD		
FPB	60	17.21	4.12	60	19.32	3.97	2.89	0.01
SOB	60	19.82	3.86	60	17.89	4.24	2.61	0.01
AIL	60	12.15	4.98	60	16.73	4.31	5.45	0.01
RAA	60	11.24	5.22	60	15.77	4.76	5.03	0.01
OPD	60	12.21	4.97	60	15.46	4.51	3.77	0.01
Overall teacher's morale	60	72.62	20.53	60	85.15	19.59	3.42	0.01

FPB=Fairness of policies and behaviour; SOB=Sense of belongingness; AIL=Adequacy of immediate leadership; RAA=Regard and Appreciation; OPD=Opportunity for professional development

Observation: Table 2 of the present study depicts the mean scores of teacher's morale and its various dimensions. The mean score of rural and urban secondary school teachers on overall morale is 20.53 and 19.59 respectively.

Interpretation: The obtained t-value of overall teacher's morale is 3.42 which have been found to be significant at 0.01 level. Hence, it is interpreted that both rural and urban secondary school teachers differ significantly on morale. The mean difference has favoured urban secondary school teachers. On various dimensions of teacher's morale urban secondary school teachers have surpassed the rural secondary school teachers except on sense of belongingness dimension. In this way our objective no. 2 has been realised and hypothesis no.1 has been tested.

Major findings

- Majority of secondary school teachers have perceived average level of morale.
- Urban secondary school teachers have outperformed the rural secondary school teachers on various levels of morale and its various dimensions. However, the mean difference has favoured rural secondary school teachers on sense of belongingness dimension of morale.

Educational implications

The findings of the study confirmed that rural secondary school teachers have comparatively low morale than urban secondary school teachers. Ideally there should be no such gap between rural and urban secondary schoolteachers on morale. If this trend continues, job satisfaction of rural teachers and literacy rate of rural students would slim further in coming years. The results revealed that there is a conducive school climate in urban secondary schools wherein attractive physical infrastructure, lofty discipline, mutual understanding, healthy working environment, high involvement and engagement of teachers in school activities, favourable leadership behaviour of administration, teachers' safety and security, job satisfaction are the watchwords. The need of the hour is that rural secondary schools should be made at par with urban secondary schools.

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