

Factors Defining Teacher Morale

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Abstract- The whole process of education is shaped and moulded by a personality called the teacher who plays a pivotal role in any system of education. Educational progress depends upon the quality of teachers. Education has become more complex than before. It has created a global market place for students and scholars. Universities and Institutions of higher education are producing graduates for global market. General Agreements on Trade in Services (GATS) adopted by the World Trade Organisation (WTO) have put education as a tradable commodity which has promoted cross-border higher education. This calls for empowered, competent and dedicated teaching faculties. In his book, *The Courage to Teach*, Parker Palmer says that "the power of our mentors within us, a truth we can reclaim years later by recalling their impact on our lives." This special power of teachers to infect others with the virus of their own is in their capacity to awaken a truth passion for learning often gives teachers more power than they either realize or want'. There is no exaggeration to say that this power is created and triggered by the force called 'morale'.

Keyword: Morale, Teacher Attitude, Education, etc.

Introduction

What is 'Morale'? Morale as 'moral or mental condition with respect to cheerfulness, confidence and zeal'. Morale is defined as 'a composite of feelings, attitudes, and sentiments that contribute to general feelings of satisfactions. In this connection morale is understood as one's attitude towards accomplishing his work rather than emotions he displays during work, which in turn affects organizational and individual objectives. Y.K. Bhushan, defines morale as it is an expression of attitudes which the members of an organisation develop and adopt towards the organization, its members, its purposes and its leaders.

Another is that "morale is a feeling, somewhat related to enthusiasm or zeal". For a group of workers, morale, according to a popular usage of the word, refers to the overall tone, climate or atmosphere or work, perhaps vaguely sensed by the members. If workers appear to feel enthusiastic and optimistic about group activities, if they have a sense of mission about their job, if they are friendly with each other, they are described as having a good or high morale. If they seem to be dissatisfied, irritate, cranky, critical, restless pessimistic,

they are described as having poor or low morale. So, morale is the summation of feeling of employees as a group towards various aspects of their work, the company, working conditions, fellow workers, supervisors and so on. If the attitude of employees towards all these aspects morale of the group is said to be high, otherwise, it is low. According to Dale Yoder, high morale is likely to be associated with superior motivation and accomplishment and low morale with frustration, more positive, discouragement and lack of drive.

Importance of Teacher Morale

Today, private industry and multinational corporations are in a position and are willing to offer attractive and mind boggling pay packages. So, retaining and creating committed teaching faculty is becoming the need of the hour. Thus, the educators need to be aware of the importance of having teachers with high morale. Because, confidence is an important factor in teacher deciding whether or not to stay in the profession. Thus, the administrators and management must create the environment which is conducive and providing high morale among the faculty members.

NCTE states, "A teacher in the technological age must have commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. Thus, a teacher should be equipped with modern competence to work effectively to cater to the needs of information-seeking society, to prove himself or herself as a knowledge worker. Though, the teacher is highly qualified, experienced, satisfied with the career and talented in teaching and other academic work, unless actually involved and committed to job, all the said qualification, experience and talents is a mere useless. This commitment is voluntary and automatic one. It means, one cannot compel a teacher to be committed to job. It should be automatically created by both internal and external motivators. This commitment, interest towards job, aim to deliver the best, positive attitude towards job and institution is nothing but 'morale'. If does not have high morale then may not be able to put all efforts in attaining the objective of any educational system. It is the duty of the people around the teachers to provide them the environment which will boost up

their morale. The people around them are, their family members, peer group, administrators, students and the society like media, parents of the students and the general public.

Classical Approaches

There are various approaches to boost up the morale of the employees. According to psychologist, morale is like health and sanity has to do with the background conditions of living. It is found on the fringe rather than in focus of consciousness. It has to do with individual effort in a group endeavour. Guion has collected a number of definitions of morale from various sources:

- a. Morale defined as absence of conflict,
- b. Morale defined as a feeling of happiness.
- c. Morale defined as good personal adjustment collection of job-related
- d. Morale defined as group cohesiveness.
- e. Morale defined as attitudes.
- f. Morale defined as ego involvement in one's job.
- g. Morale defined as an individual's acceptance of goals of the group.

And further he defines morale as "The extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situations." Coughlan identified two principles relating to morale in Guion's definition. One principle suggested that individual needs, whether inherent or acquired, is satisfied within the realm of one's place of work. Another principle identified by Coughlan emphasized the importance of individuals' perceptions of the availability of resources available to satisfy their needs.

Psychological Approach

Ralph Currier Davis has defined morale as, mental condition which leads individual and groups willingly to subordinate their personal objectives temporarily and within reason, to further the company service objectives. Good morale is the mental attitude of the individuals, or of the group, which enables an employee to realize that maximum satisfaction of his drives coincides with the fulfilment of the objectives with those of the company, and subordinates his desires to those of the company. Another description of morale "As a mental conditions or attitude of individuals and groups which determines their willingness to co-operate. Further he states that good morale is evidence by employee enthusiasm, voluntary conformance with regulations and orders, and willingness to co-operate with others.

Social Approach

Morale as it operates in the industry may be considered as tendency of employees to work together enthusiastically for a common purpose. Morale must always be defined in terms of an individual group relationship, it is an index of the extent to which the individual perceives a probability of satisfying his own motives through co-operation with the group. Obviously, there is no such phenomenon as morale; in general, the state of individual's morale must be gauged relative to some specific group, such as his company, his informal work group or his union. And high morale exists when the individual perceives himself as a member of a group and perceives a high probability of achieving both individual and group goals through a course of action. Viewed about morale as an attitude of satisfaction with the desire to continue in and willingness to strike for the goals of a particular group or organization. Watson, describes group morale as including a positive goal, a sense of togetherness among team members, an awareness of danger and sureness of improvement and progress.

Factors Affecting Teacher Morale

The factors which are affecting morale can be logically grouped under the following two categories; Internal (or) Endogenous factors External (or) Exogenous factors intelligence, physical health, family background and Internal factors comprise of the personality of the individual, psychological make-up, level of relations with social groups and friends. Every human being is unique just like fingerprints. When an individual comes to the work place he carries all these factors with him. These factors influence his perceptions, attitudes that, in turn, affect the morale. The external factors are organisational goals, organizational structure, nature of work, working conditions, management philosophies, compensation which can give satisfaction and raise morale include and groups.

- **Achievement:** Teachers often speak of their pleasure at seeing the progress a particular pupil makes as a way in which their morale is raised.
- **Recognition:** This might be from society at large, from the government recognizing the school, as with making it a Beacon School, or from one's superiors or the parents.
- **Responsibility:** Responsibility can raise morale especially where the teacher feels that he or she is above to use that responsibility in order to make improvements in the teaching and learning in the school.
- **Promotion:** This is a particularly interesting thought, since it seems that it is not the pay rise of

promotion that increases morale, but the recognition granted in offering the promotion itself that is the biggest boost to morale.

In composition 'Faculty morale' recommends that administrators redouble their efforts in the following areas to enhance the teacher morale: Open the Lines of Communication Each administrator needs to let the rank and file faculty member know the issues facing the campus. It will be surprising that faculty often have a reasonable solution to many of the problems facing a campus if they are just given the opportunity to comment. Try soliciting input or feedback from the faculty to your suggestions. Stay visible look for opportunities to be seen on your campus as much as possible. "Management by walking around" can enhance morale, especially if you cheerfully greet those faculty members you encounter and pause to chat with them as one human being to another. Develop and clearly define a Sound Faculty Reward System Look for ways to develop a sound faculty pay schedule that is not overly influenced by market conditions at the expense of equality. Also look for 'non-traditional faculty rewards such as 'providing extra clerical support, granting travel or faculty development money'.

Thank Everyone for Everything Let your faculty members and others within the college know you appreciate the work the faculty is doing. Send personal thank you notes. Finally, during times of financial difficulty let the faculty know that you think they are productive and thank them for helping you identify ways to address budget concerns. Treatment of New Faculty Member whenever you hire a new faculty member, always remember to pay as much attention to the new faculty member's colleagues as you do to the new faculty member. Develop Consistent Procedures Whenever you have a major budget or curriculum decision to be made, be sure to seek faculty input. Nothing will affect morale more than if the faculty hears that you are considering a change in evaluation processes, reducing faculty health care benefits, or increasing the teaching load without consulting with them. While most faculty dread serving on committees, most want to provide accurate feedback when the issues hit close to home.

Conclusion

The National Council of Teacher Education document stresses that teachers are the torch-bearers in creating social cohesion and national integration by revealing and elaborating the secrets of attaining higher values in life. Thus, only a teacher with sufficient competencies and good ethical values can render effective service and help in all-round development of

the younger generation. In ancient days, a teacher enjoyed a very high respectful position and honour. He was kept on the pedestal, as a "Guru". Even the kings used to sit at their feet, due to the nobility of their profession as well as the sacrifice, service and the dedication towards their duty. Not only in ancient days, but also in modern times, teachers are gaining a good respect from the students and society due to this noble profession. The nobility is maintained through his commitment and best involvement which is created by his high morale.

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