

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

Dr. G. B. Devamma^{1*}

ABSTRACT

Teachers' role is changing today. Besides imparting knowledge, he should also diagnose the learner's needs and problems. He should be a friend, philosopher and guide. The effectiveness of educational system largely depends upon the active, resourceful and competent teacher. So there is a great need to pay more attention to teaching effectiveness and its implication for classroom teaching. Therefore the present study has made an attempt to study the correlation between Teaching Effectiveness of secondary school teachers and their morale. The sample of 200 teachers was selected by quota sampling technique from secondary schools of Tumkur Educational District. The data was collected by using Teachers' Morale Inventory and Teaching Effectiveness scale constructed by Dr.B.G.Sudha and Sri B.S.Satyanarayana. The findings reveal that teachers with high morale were better in their Teaching Effectiveness. The teachers of Government schools were significantly better in their Teaching Effectiveness and gender has no influence on Teaching Effectiveness of secondary school teachers

Keywords: *Teaching Effectiveness, Morale, Types Of School, Gender.*

The quality of a nation is judged by the quality of its citizens. The latter is mostly determined by the education prevailed in the nation. So education plays a very important role in the social and economic development of individual and also the nation. It is the catalytic factor which leads to human resource development, improved socio – economic opportunities and more congenial and beneficial natural environment.

A good teacher and the quality of his teaching have always been of paramount importance to free men and to a free society". - Grow and Grow.

So there is a great need to pay more attention to teaching effectiveness and its implication for classroom teaching. But the conceptualization of educators and parents about what constitute effective teaching are vague and far–removed from scientific observable behavior of teacher. A good teacher has powerful and abiding influence in the formation of character. Therefore, the provision of a proper teaching staff in any school is an important consideration than the building, rich curriculum and expensive equipments.

¹ (Assistant Professor, Sree Siddaganga College of Education, Tumakuru, Karnataka, India)

*Responding Author

Received: July 30, 2018; Revision Received: November 24, 2018; Accepted: December 4, 2018

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

Variables of the study

In the present study Teaching Effectiveness was the dependent variable and morale of teachers was the independent variable. Types of school and gender were considered as moderator variables.

Dependent Variable: Teaching Effectiveness

The Teaching Effectiveness is a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which the teacher works. **Barr (1950)** defines teaching effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking.

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning indicates that teacher grows and more. He is able to perform his best in the process of education.

The quality of teaching in the classroom should be such that the students get inspired not only by the teaching but by the very personality of the teacher, in this sense the morale of teacher becomes a multi dimensional phenomenon.

Independent Variable: Morale of teachers

“Education to be true must fit in with the capacity of the individuals, quite in keeping with the needs of the larger whole, namely the country. The only way of changing the psychology and social and personal habits of the people and to prepare them for personal habits of the people and to prepare them for the effective task is to educate them. **Dr.R.S. Mani.**

To achieve a satisfactory career in one's life is the mission of youth today. One should be very careful while choosing the career of his choice, in accordance with one's situation. Morale can play an important role in deciding one's career. The morale is a highly motivating force. Morale can be best understood in terms of various factors and determinant, but the ultimate purpose of morale is to seek proper guidance and counseling so that individual may achieve the desired progress.

Hurlock, Elizabeth B., (1978) states that morality is conformity to the moral codes of the social group. Guion (1968) stated that morale is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from the total job situations.

Morale is intangible. It cannot be seen or isolated. But it is possible to determine the quality of morale by careful observation of way the faculty behave, gentleness, carefulness, promptness, enthusiasm, dependability and cooperation.

Morale is defined as “A confident spirit of whole hearted co-operation in a common effort”. Morale may be individual oriented or it may be group morale because everyone influences the feelings of others in group by providing the co-operation and sympathy.

Moderator Variables

a) Types of school b) Gender

Objectives of the study

1. To study the relationship between the teaching effectiveness and morale of secondary school teachers.

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

2. To study the effect of morale on the teaching effectiveness of secondary school teachers.
3. To study the effect of types of school on the teaching effectiveness of secondary school teachers.
4. To study the effect of gender on the teaching effectiveness of secondary school teachers.

The researcher formulated the following hypotheses by keeping the variables and objectives of the study in mind.

1. There is no significant relationship between the teaching effectiveness and morale of secondary school teachers.
2. There is no significant difference in the teaching effectiveness of secondary school teachers with different levels of morale.
3. There is no significant difference in the teaching effectiveness of teachers of different types of secondary schools.
4. There is no significant difference in the teaching effectiveness of secondary school teachers with respect to gender.

METHODOLOGY

In this study Descriptive Survey Method was followed by the researcher.

Sample

A sample of 200 teachers of secondary schools was selected by quota sampling technique giving due representation to the three types of school and also to the six different taluks. In addition to the above, in order to get the ratings of the teaching effectiveness of teachers, students studying in IX standard who were taught by these teachers were also included in the present study. Ten students were randomly selected from each school to rate 2 teachers (1+1). Thus from 90 schools 900 students were selected randomly to rate the teaching effectiveness of 200 teachers. Each teacher was rated by 10 students and the same 10 students have rated the other teacher also. Totally there were 2000 ratings for 200 teachers by 900 students.

Table-1: Showing number of male and female teachers selected from different Types of schools.

Gender	Male	Female	Total
Types of school			
Government	17	48	65
Aided	54	36	90
Unaided	14	31	45
Total	85	115	200

Tools of research

The researcher used the following tools for collecting data

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

Table- 2: Showing variables, tools used and its designer.

SI No	Variable	Name of the tool	Designer
1	Teaching Effectiveness	Teaching Effectiveness scale	Dr B.G.Sudha Sri B.S.Sathyanarayana
2	Teachers' Morale	Teacher Morale Inventory	Dr B.G.Sudha Sri B.S.Sathyanarayana

Statistical Techniques

Both descriptive and differential statistics were employed for the analysis of the data. The descriptive statistics such as mean and standard deviation were used. Differential statistics such as co-efficient of correlation and t-test were employed. t-value was calculated to know the significant difference between teaching effectiveness and morale of secondary school teachers.

Analysis and Interpretation of the Data

Table -3: Showing N and co-efficient of co-relation between teaching effectiveness and morale of secondary school teachers

Variable	N	r	Level of significance
Teaching effectiveness	200	0.242	S*,S**
Morale	200		

(* -significant at 0.05 level of significance, ** - significant at 0.01 level of significance)

Co-efficient of correlation reveals that there exists significant direct relationship between morale and teaching effectiveness of secondary school teachers. This finding derives its empirical support from the study conducted by Shrama.R.C., (1984).

Table -4. Showing N, Mean, SD and t-value of teaching effectiveness of secondary school teachers with low and moderate morale.

Variable	Morale	N	Mean	SD	t	Level of significance
Teaching effectiveness	Low	75	179.93	22.33	1.31	NS
	Moderate	68	185.46	27.75		

Table -5: Showing N, Mean, SD and t-value of teaching effectiveness of secondary school teachers with moderate and high morale

Variable	Morale	N	Mean	SD	t	Level of significance
Teaching effectiveness	Moderate	68	185.46	27.75	2.59	S*, S**
	High	57	198.02	25.97		

(* -significant at 0.05 level of significance, ** - significant at 0.01 level of significance)

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

Table –6: Showing N, Mean, SD and t-value of teaching effectiveness of secondary school teachers with high and low morale

Variable	Morale	N	Mean	SD	t	Level of significance
Teaching effectiveness	High	57	198.02	25 .97	4.29	S*, S**
	Low	75	179.93	22 .33		

(*- significant at 0.05 level of significance, * *- significant at 0.01 level of significance)

In case of morale, t-test reveals that there was no significant difference in the teaching effectiveness of teachers with low and moderate morale. But there was a significant difference in the teaching effectiveness of teachers with moderate and high morale. Teachers with high morale were found to be significantly better in their teaching effectiveness. In case of teachers with high and low morale, teachers with high morale were significantly better in their teaching effectiveness.

On the whole teachers with high morale were significantly better in their teaching effectiveness. This finding was supported by the findings of Mohan Rao (1985).

Table–7: Showing N, Mean, SD and t-value of teaching effectiveness of secondary school teachers working in government and aided secondary schools.

Variable	Types of school	N	Mean	SD	t	Level of significance
Teaching effectiveness	Government	65	196.91	25.65	5.087	S*S**
	Aided	90	176.38	24.15		

(*- significant at 0.05 level of significance, * *- significant at 0.01 level of significance)

Table –8: Showing N, Mean, SD and t-value of teaching effectiveness of secondary school teachers working in aided and unaided secondary schools.

Variable	Types of school	N	Mean	SD	t	Level of significance
Teaching effectiveness	Aided	90	176.38	24.15	3.97	S*S**
	Unaided	45	193.78	23.58		

(*- significant at 0.05 level of significance, * *- significant at 0.01 level of significance)

Table –9: Showing N, Mean, SD and t-value of teaching effectiveness of secondary school teachers working in unaided and government secondary schools.

Variable	Types of school	N	Mean	SD	t	Level of Significance
Teaching effectiveness	Unaided	45	193.78	23.58	0.66	NS
	Government	65	196.91	25.65		

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

In case of teaching effectiveness of teachers from different types of school, t-test reveals that teaching effectiveness of teachers of government schools was significantly better than the teachers of aided schools. Teachers of aided and un-aided schools also differ significantly in their teaching effectiveness. Teachers of un-aided schools were significantly better in their teaching effectiveness. But teachers of un-aided schools and government schools did not differ significantly in their teaching effectiveness.

On the whole teachers of government schools were significantly better in their teaching effectiveness. This finding was supported by the findings of Hans (1985), Dr. S Vincent De Paul and Dr. Karpaga (2003).

Table -10: Showing N, mean, SD and t-value of teaching effectiveness of male and female secondary school teachers.

Variable	Gender	N	Mean	SD	t	Level of significance
Teaching effectiveness	Male	85	183.27	27.09	1.72	N S
	Female	115	189.70	25.38		

t-test reveals that male and female teachers did not differ significantly in their teaching effectiveness. Hence it was concluded that gender has no influence on teaching effectiveness of teachers. This was supported by the studies of R.S Singh (1997), Dr. J.S Dhilon and Navdeep Kaur (2009).

EDUCATIONAL IMPLICATIONS

The present study reveals that morale has significant positive correlation with the teaching effectiveness of teachers. So, as the morale of teachers increases, their teaching effectiveness also increases. Hence to expect significantly better teaching effectiveness of teachers, the level of their morale is to be increased considerably. The present study also reveals that morale is a strong attribute of an effective teacher. Hence it has to be fostered or strengthened to expect significantly better teaching effectiveness from them.

To increase morale of the secondary school teachers the investigator would like to suggest the following.

- The leader (HM/Principal) should instill a sense of identity, importance and motivate his people.
- Respecting people is the first rule of all successful leadership. So HM should respect teachers.
- Perceiving right kind of leadership styles helps to enhance morale of teachers.
- Special emphasis has to be given on building teams and on the ways to resolve conflicts within the organization. The importance of informal interaction, working with each other and the ability to share the credit which comes, needs special emphasis.
- Work culture should be built up by team building.
- Promotion and up-grading in the profession and job motivates the teachers to increase morale. So periodical promotions should be given to teachers and it should be based on objective assessment of the teachers' performance.
- The relation between superior officers, colleagues and subordinates place an important role in determining the morale of teachers. Hence there should be friendly

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

and healthy relation between the members of staff. They should be co-operative to each other. This will make them to eschew feeling of jealousy and ensures an adequate work environment. This is strengthened by the view of Brown 1985, he says 'Any achievement is not made by individual effort, but by collaborative, interactive (iterative) group level interactions. That needs respect and mutual esteem as the glue for cementing relations that can be leveraged for creative value-addition. Ability to manage people is a key factor behind success. The success of a teacher and the progress and achievement of his students largely depend up on how well the human relations are handled'.

- Social status should be raised by inducing a sense of respect for teachers in the minds of the people. Authorities should recognize that improvement in the social and economic status of teachers, their living and working conditions, their terms of employment and their career prospectus are the best means of overcoming any existing shortage of effective and experienced teachers and of attracting to and retaining in the teaching profession substantial numbers of fully qualified persons.
- Praise is a basic human need. The effect of a few words of praise acts as an invigorating pill and brings out the best in a person. So persons need those words of affirmation and encouragement that compliment, the appreciation of doing some thing well. Praising increases the morale of teachers. So they are to be praised for there good deeds at right time.
- Rewards make the teachers to feel that their morale is recognized. The reward may be in the form of special increments. Hence appreciable performance of teaches has to be rewarded. Lucrative monetary benefits and other job increments (perks), medical care, sickness benefit, family benefit, maternity benefit and survivor's benefit are to be extended to the teachers.
- Frequent meetings of teachers with proper follow up is desirable.
- Teachers should be adequately protected against arbitrary action affecting their professional standing or career and safeguarded and see that they feel secured even when change of organization is made.
- There should be significantly better understanding, sharing of responsibilities, support and encouragement from among the staff members to have healthy relation with colleagues.
- Teachers associations are to be organized at different levels to make them to develop one-ness , where they feel secured and gain strength to have high morale.
- The managements (government) should extend the fringe benefits such as medical reimbursement, travel concessions (LTC), higher educational facilities for their children at free of cost.

High morale leads to high teaching effectiveness. Hence it can be concluded that teachers' morale generates a substantial positive impact on the teaching effectiveness of secondary school teachers.

The study reveals that teachers of government schools were significantly better in their teaching effectiveness than teachers of unaided school and aided schools. This has to be appreciated and the same has to be developed in teachers of other two types of school also. The educational authorities can take bold steps in this regard.

Only deserving people with significantly better cognition, motor and affective abilities that can accommodate the dynamism of any constructive development in educational spectrum should be given the place of teaching.

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

Whatever the facilities prevailed in government schools should be extended to aided schools also.

The study concludes that gender has no influence on the teaching effectiveness of secondary school teachers. This implies that while employing teachers for secondary schools, equal opportunities should be given for male and female teachers in teaching profession.

SUGGESTIONS FOR FURTHER STUDY

The following suggestions were given by the researcher for further study.

- 1) The study may be undertaken on a large sample and at different levels.
- 2) The study may be undertaken for the students and teachers of other districts of Karnataka state.
- 3) Certain other variables like personality factors, emotional intelligence, attitude and other may be considered.
- 4) The study may be conducted to compare the teaching effectiveness of teachers of residential and non residential schools.
- 5) The study may be conducted for the students and teachers of the schools following central syllabus.
- 6) Ratings of HM, colleague ratings and self-rating of teaching effectiveness of teachers can be considered.
- 7) The study may be conducted to validate the student's rating of teaching effectiveness with other's ratings.
- 8) The study may be conducted to analyze teaching effectiveness in terms of dimensions.
- 9) Study may be conducted to know the relation between the teaching effectiveness and academic achievement of students.

REFERENCES

- Adaval. S.B. (1979) Quality of teachers, Amithab Prakashana, Allahabad.
- Ajay Kumar Mohanty(2006)Evaluation of Teachers Effectiveness Through students
- Anderson, Lorin.W.(1989) The Effective Teacher, McGraw Hill, New York
- Anitha, Sharma (2008) Commitment among teachers with regard to personal and academic variables, Edutracks, 8(1).
- Best.W.John.(1983) Research in education, Prentice Hall of India Pvt. Ltd., New Delhi,1983.
- Fox David.J.(1969) The Research Process in Education, Holt Rinehart & Winston, INC, New York.
- Garret, E.Henry. (1991) Statistics in psychology & education, Vakils, Febfer & Simons Pvt.Ltd., Bombay.
- Hall and Jones (1976) Competency based education, Prentice Hall, New Jersey.
- Hassen Taj.(2008) Current challenge in education, Neelkamal Publication, Hyderabad.
- Mangal, S.K and Indhira Dull(2006) When students evaluate teachers, Edutrcks,5(5),12
- Pillai, J (1988). Astudy on organizational climate, teachers morale and school quality, 4th Servey of Educational Research by M.B.Buch Rating, Edutracks, 5(7), 15-16.
- Satwinderpal Kaur(2008). Occupational stress in relation to teacher effectiveness among secondary school teachers, Eduutracks,7(10).

Acknowledgments

The author(s) profoundly appreciate all the people who have successfully contributed to ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Teaching Effectiveness of Secondary School Teachers in Relation to their Morale

Conflict of Interest

There is no conflict of interest.

How to cite this article: Devamma, G. B (2018). Teaching Effectiveness of Secondary School Teachers in Relation to their Morale. *International Journal of Indian Psychology*, 6(4), 4-12. DIP:18.01.061/20180604, DOI:10.25215/0604.061