



ORIGINAL RESEARCH PAPER

Education

THE TEACHERS' MORALE AND PROFESSIONAL COMMITMENT OF HIGHER SECONDARY SCHOOL TEACHERS

KEY WORDS: Attitudes, Teachers' morale, Professional commitment, school teachers.

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ABSTRACT

"The purpose of education is to bring out the best in you" says Mahatma Gandhi. Teachers are responsible in shaping and moulding the process of education in a system of education. Education helps in understanding the society and to adjust with social environment. Teachers are being stretched to the limit. Expectations placed on them seem to be increasing. Their role is not only to teach specific content and make students love learning, but also to function as frontline social workers. The present study briefly describes the relationship between Teachers' morale and Professional commitment of higher secondary school teachers. The sample for the study composed of 90 higher secondary school teachers selected randomly from Government, Aided and Matriculation schools of Pudukkottai. The method adopted for the study is survey method. Self made tools for Teacher morale and Professional commitment were used. The collected data were analyzed by proper statistical techniques. The result of the study indicates a positive significant correlation between Teachers' morale and Professional commitment of higher secondary school teachers.

INTRODUCTION:

Teachers are the most important resource of a school. High quality education depends on high quality teachers. Teaching is a career that provides challenges, excitement, personal reward and a chance to encourage and support others to achieve their goals. Teachers give importance to the salary they are paid, but researches show that they tend to be motivated more by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment than by extrinsic rewards such as job security, salaries, and fringe benefits. The qualification, experience and talents of teachers are mere useless unless they are involved and committed to their profession. This commitment is voluntary and a natural one. One cannot compel a teacher to be committed to his/her job. This commitment, interest towards profession, aim to deliver the best, and positive attitude towards profession is nothing but 'morale'. Learning is a lifelong process and an educator's best practice involves dedication to lifelong learning and a commitment to personal and professional growth.

NEED AND SIGNIFICANCE OF THE STUDY:

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. Personality, attitude, morale, commitment, work value of a teacher assumes a paramount significance in determining the quality of education. Morale is a moral condition with respect to cheerfulness and zeal. Professional commitment is work-related outcome. Teachers who are committed demonstrate a strong acceptance of the school's values, tasks, and working manner. This motivated the investigator to find out the relationship between Teachers' morale and Professional commitment. Higher secondary school education is considered the most important stage of one's life because of various reasons. Students develop their own outlook and perspectives at this stage. They need role models at this stage. Teachers influence adolescent students at this period. They are the second parents to provide guidance and support for them in various physical and emotional issues. Hence extreme importance is given to the, higher secondary school education. If educator's involvement in their profession is to be increased, it is necessary to pay attention to the kind of work environment that enhances their sense of professionalism and morale. The investigator will systematically study and comprehensively bring out how morale level of teachers determines their commitment. The study will be useful for those in teaching profession to adapt them according to the changing environment.

OBJECTIVES OF THE STUDY:

1. To find out whether there is any significant difference

between male and female higher secondary school teachers in their teachers' morale.

2. To find out whether there is any significant difference between male and female higher secondary school teachers in their professional commitment.
3. To find out whether there is any significant difference between the type of school and teachers' morale of higher secondary school teachers.
4. To find out whether there is any significant difference between the type of school and professional commitment of higher secondary school teachers.
5. To find out the relationship between teachers' morale and professional commitment of higher secondary school teachers.

NULL HYPOTHESES:

1. There is no significant difference between male and female higher secondary school teachers in their teachers' morale.
2. There is no significant difference between male and female higher secondary school teachers in their professional commitment.
3. There is no significant difference between the type of school and teachers' morale of higher secondary school teachers.
4. There is no significant difference between the type of school and professional commitment of higher secondary school teachers.
5. There is no relationship between teachers' morale and professional commitment of higher secondary school teachers.

RESEARCH METHODOLOGY:

Method adopted in the present study:

In this study the investigators adopted the survey method.

Population of the study:

The target population of the study was the higher secondary school teachers working in Government, Aided and Matriculation schools in Pudukkottai district.

Sample :

The investigators have randomly selected 90 higher secondary school teachers working in various schools of Pudukkottai district in Tamil Nadu.

Tools used for the study:

- The investigators developed
- (i) Teachers' Morale Inventory
 - (ii) Professional Commitment Inventory

to measure Teachers' morale and Professional commitment of higher secondary school teachers.

Statistical techniques used:

Mean, Standard Deviation, 't'- test and Pearson product-moment correlation 'r' is used to analyze the collected data.

ANALYSIS AND INTERPRETATION OF DATA:

Null Hypothesis: 1

There is no significant difference between male and female higher secondary school teachers in their Teachers' morale.

Table 1: Difference between male and female higher secondary school teachers in their Teacher morale

Variable	Gender	N	Mean	SD	t-value	Remark
Teachers' morale	Male	43	145.2	27.8	1.033	NS
	Female	47	139.6	24.2		

(At 5% level of significance, the table value of 't' is 1.96)
The above table reveals that there is no significant difference between the male and female higher secondary school teachers in their Teacher morale, as the calculated t- value 1.033 is lower than the table value 1.96 at 5% significance.

Null Hypothesis: 2

There is no significant difference between male and female higher secondary school teachers in their Professional commitment.

Table 2: Difference between male and female higher secondary school teachers in their Professional commitment

Variable	Gender	N	Mean	SD	t-value	Remark
Professional commitment	Male	43	188.3	35.7	1.33	NS
	Female	47	179.2	30.7		

(At 5% level of significance, the table value of 't' is 1.96)
The above table reveals that there is no significant difference between the male and female higher secondary school teachers in their Professional commitment, as the calculated t- value 1.33 is lower than the table value 1.96 at 5% significance.

Null Hypothesis: 3

There is no significant difference between the type of school and Teachers' morale of higher secondary school teachers.

Table 3: Significant difference between the type of school and Teachers' morale of higher secondary school teachers.

Variable	Category (Type of school)	N	Mean	S D	t value	Remark
Teachers' morale	Aided	30	190.4	27.3	0.87	NS
	Government	30	183.7	31.6		
	Matriculation	30	176.5	39.5		
	Government	30	183.7	31.6	0.79	NS
	Aided	30	190.4	27.3		
	Matriculation	30	176.5	39.5		

(At 5% level of significance, the table value of 't' is 1.96)
From the above table it is observed that no significant difference of Teachers' morale exists between the types of school.

Null Hypothesis: 4

There is no significant difference between the type of school and Professional commitment of higher secondary school teachers.

Table 4: Significant difference between the type of school and Professional commitment of higher secondary school teachers.

Variable	Category (Type of school)	N	Mean	S D	t value	Remark
Professional commitment	Aided	30	143.5	22.1	0.29	NS
	Government	30	145.3	25.5		

Matriculation	30	137.4	29.5	1.12	NS
	Government	30	145.3		
Aided	30	143.5	22.1	0.92	NS
	Matriculation	30	137.4		

(At 5% level of significance, the table value of 't' is 1.96)
From the above table it is observed that no significant difference of Professional commitment exists between the types of school.

Null Hypothesis: 5

There is no relationship between Teachers' morale and Professional commitment of higher secondary school teachers.

Table 5: Relationship between Teachers' morale and Professional commitment of higher secondary school teachers.

S.No.	Variable	N	Correlation(r)	Remarks at 5%
1.	Teachers' Morale	90	0.164	S
2.	Professional commitment			

The value of the co-efficient of correlation from the above table shows that there is a positive correlation between Teachers' morale and Professional commitment of higher secondary school teachers.

EDUCATIONAL IMPLICATIONS:

In order to sustain the quality of education, to better use teachers knowledge and skills and to improve student achievement the attention area should focus on the teachers' morale and professional commitment. Teachers who are enthusiastic and genuinely enjoy their job will typically see better academic results when compared to teachers who do not exhibit those characteristics. The major factors that affect teachers' morale are school leadership, workload, compensation, student behavior and professional development. Teachers' morale is negatively affected by insufficient support of educational experts and supervisors. Professional commitment refers to a mindset reflecting loyalty and willingness to give one's all to a particular person, principle or plan of action. The findings of the study imply that the educators must take necessary steps to increase the level of teachers' morale as well as to maximize their level of commitment.

CONCLUSION:

The quality of education is determined by personality, attitude, emotional stability, morale, commitment towards work of a teacher. The professional efficiency of teachers is influenced by their personal and professional qualities. The teacher's professional commitment is towards the welfare of students, welfare of society, human values and academic excellence. Teachers can do their best to their students if they get a congenial climate in their school. Morale is an individual's feeling about his/her comfort, happiness and satisfaction. Motivation leads to higher morale. Teachers should be supported and valued by the school and social community. The role of school principals is very important in improving teachers' morale. The result of the study revealed a positive relationship between teachers' morale and professional commitment of higher secondary school teachers. School administrators can help in sustaining teachers' morale by acknowledging their expertise and conducting staff enrichment programmes.

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