



RESEARCH ARTICLE

EDUCATION IS AN INSTRUMENT OF CHANGE IN ACHIEVING GENDER EQUALITY IN THE MORALE AMONG TEACHERS

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ABSTRACT

Teaching has transformed from a simple educational function into a complex profession. Teaching develops the minds of children and young adults, and prepares them to become worthwhile citizens of society. Teachers are vital part of the educational system. They provide the motivation and support that students need in order to succeed. Yet, teachers also need to be motivated and supported in order to be productive. Teacher morale could suffer due to the constant stress of trying to meet educational goals, or due to a change in leadership or policies. Improving teacher morale has many benefits in that it can help teachers to maintain a positive attitude and be happier at work. Therefore the investigator is interested in this research work. Gender equality can also strengthen teacher morale by actively standing behind the teachers. Effective Gender Equality serve as guardians of teachers' instructional time, "assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy". Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported and valued by the broader school community. This study was an investigation of Male and Female Teachers' morale. Review of the literature focused on high and low teacher morale. Rating Scale consists of 24 items and it is Five Point Scale along with the Positive Questions only. Pilot study conducted to determine suitability of the tools used in the present investigation. Randomly 30 samples are selected for this study to establish the Reliability and Validity. To compute the reliability of teachers for the sample shown the Cronbach Alpha Reliability Method was used and the Reliability Coefficient is 0.6917. In this present study the investigator has selected 90 teachers from 5 Government Schools, 4 Government Aided Schools and 3 Private Schools from the Primary Level in Dindigul District. 't' Test, ANOVA and Chi-Square analyses are used to find out the results of this study. Major finding of this study is, there is association among the different Types of School with regard to their Level of Morale among Government, Government Aided and Private Schools at Primary Level.

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INTRODUCTION

A school teacher is a person who provides education for Pupils (Children) and Students (Adults). The role of teacher is often Formal and Ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. Teacher morale can be viewed at teachers striving to achieve their individual goals and the educational goals of the school system and their perceptions of satisfaction that stem from the total school environment. A teacher is a person who delivers an educational programme, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program. The teaching must be in a school or in another setting delivering an educational program prescribed under the education.

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A teacher is great and their teaching profession greatest of all as it is very noble to impart education to others.

Role of Teacher in Education: A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education. They are,

- Planning
- Instruction
- Student interaction
- Other Professional Duties

Professional Ethics of Teachers: Teachers must be an embodiment of eternal values – values that remain the same, however much the circumstances may change. Truth, love and goodness are values that are admired across creeds, cultures and religions.

Research Design

| Nature of the Study | Variable | Tools | Samples for Teachers | Analysis | Statistical Techniques |
|---------------------|-----------------------|----------|--|------------------------------|---|
| Survey Method | 1. Teachers' Morale | 24 Items | Government-30 Government Aided – 30 | Quantitative and Qualitative | 't' Test ANOVA |
| | 2. Personal Variables | 5 Items | Private – 30 Total = 90 | | Duncan Multiple Range Test Chi-Square |

He/She should be an anchor for society amidst the tumult of social change. He/She should be conscious of the accountability to profession of teaching by being accountable for effective learning of students. He/She is accountable hierarchy of competent professional authority. The profession of teaching reflects a high degree of academic excellence, repertoire of teaching skills and practical wisdom on the one hand and a well-integrated value system on the other, both being oriented towards altruistic service. The personal development of a teacher is the core of professionalization and forms the base for professional ethics. The concept of professional ethics for a teacher can be summed up in the words of Rabindranath Tagore, "In our ideal life we must touch all men and all times through the manifestation of a truth which is eternal and universal."

Importance of Teacher Morale: Teacher morale can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teachers more pleasant for teachers but also learning more pleasant for the students. This creates an environment that is more conducive to learning. Teachers are a vital part of the educational system. They provide the motivation and support that students need in order to succeed. Yet, teachers also need to be motivated and supported in order to be productive. Teacher morale could suffer due to the constant stress of trying to meet educational goals, or due to a change in leadership or policies. Improving teacher morale has many benefits in that it can help teachers to maintain a positive attitude and be happier at work.

Review of Related Literature: Kumar, Amruth (2013) has conducted a study on "Influence of Institutional Climate Perception on Teacher Morale of Teacher Educators Researcher". The dependent variable of the present study is Teacher Morale of teacher educators. The independent variable for the study is Institutional Climate Perception of teacher educators. The sample selected for the study was based on Stratified cluster sampling. The teacher educators working in the B.Ed. colleges, which may come under the four universities of Kerala state, were taken as the sample. The final sample of the study consisted of 244 teacher educators. Coefficient of Correlation, Test of Significance of difference between Correlations, Multiple Regression Analysis and Analysis of Covariance were major statistical techniques used to analyze the collected data. From the analysis it was found that there is a relationship between Teacher Morale and Institutional Climate Perceptions of Teacher Educators.

Objectives of the Study

- To know the Male and Female Teachers' Morale.
- To analyze the Teachers' Morale among the Government, Government and Private Schools.

Hypotheses of the Study

- There is no significant difference between Male and Female Teachers with regard to their morale among Government, Government and Private Schools.

- There is no significant difference between Rural and Urban Teachers with regard to their morale among Government, Government and Private Schools.
- There is no significant difference of Male and Female Teachers, Educational Qualifications with regard to their morale among Government, Government and Private Schools.
- There is no association among different Types of School with regard to their morale among Government, Government and Private Schools.

Description of the Tool

Table 1. Distribution of the Teachers with respect to their Gender

| Gender | No. of Teachers | Percentage |
|--------|-----------------|------------|
| Male | 14 | 15.6% |
| Female | 76 | 84.4% |
| Total | 90 | 100% |

Teacher Morale Rating Scale: It consists of 24 items and it is Five Point Scale along with the Positive Questions only.

Pilot Study: Pilot study conducted to determine suitability of the tools used in the present investigation. Randomly 30 samples are selected for this study to establish the Reliability and Validity.

Validity of the Tool: The investigator constructed the Teacher Morale Rating Scale for the Primary School Teachers. She has consulted the tool with the experts and got the opinion and thus established the validity of the tool necessary modification was carried out as suggested by the experts.

Reliability of the Tool: The investigator finds out the reliability of the tool. To compute the reliability of teachers for the sample shown the Cronbach Alpha Reliability Method was used and the Reliability Coefficient is 0.6917.

Sample Distribution: Teachers are the sample for the research study. In this present study the investigator has selected 90 teachers from 5 Government Schools, 4 Government Aided Schools and 3 Private Schools from the Primary Level in Dindigul District.

Statistical Analysis

- 't' Test used to find out the significant difference between the means of Male & Female, and Rural & Urban Teachers Morale.
- ANOVA used to find out the significant difference among the Educational Qualifications of Male and Female Teachers' Morale.
- Chi-Square used to find out the Association among the Government, Government Aided and Private School Male and Female Teachers' Morale.

Descriptive Analysis: The above table shows that the study involves 15.6% of the Male teachers and 84.4% of the Female

Teachers from Government, Government Aided and Private Schools at Primary Level in Dindigul District.

Inferential Analysis

Hypothesis: 1

There is no significant difference between Male and Female Teachers with regard to their morale among Government, Government and Private Schools.

Table 2. Mean Score of the Male and Female Teachers with regard to their Morale

| Gender | Sample | Mean | S.D | 't' Value | 'P' Value |
|--------|--------|--------|------|-----------|-----------|
| Male | 14 | 118.64 | 2.93 | | |
| Female | 76 | 118.30 | 2.17 | 0.509 | 0.612 |

Since the calculated 'P' value is greater than .05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between Male and Female teachers with regard to Teacher Morale of Government, Government Aided and Private Schools at Primary Level.

Hypothesis: 2

There is no significant difference between Rural and Urban Teachers with regard to their morale among Government, Government and Private Schools.

Table 3. Mean Score of Rural and Urban Teachers with regard to their Morale

| Locality | Sample | Mean | S.D | 't' Value | 'P' Value |
|----------|--------|--------|------|-----------|-----------|
| Rural | 60 | 117.67 | 2.01 | | |
| Urban | 30 | 117.70 | 2.03 | 1.598 | 0.146 |

Since the calculated 'P' value is greater than .05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between Rural and Urban teachers with regard to Teacher Morale of Government, Government Aided and Private Schools at Primary Level.

Hypothesis: 3

There is no significant difference between Male and Female Teachers Educational Qualifications with regard to their morale among Government, Government and Private Schools.

Table 4. Distribution of Mean Score of the Male and Female Teachers Educational Qualifications with regard to their Morale

| Educational Qualifications | Mean | S.D | 't' Value | 'P' Value |
|----------------------------|--------|------|-----------|-----------|
| D.TEd. | 118.17 | 2.14 | | |
| U.G. with D.Ted. | 118.22 | 2.55 | 2.337 | 0.13 |
| Others | 120.00 | 0.00 | | |

Since the calculated 'P' value is greater than .05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between Male and Female teachers Educational Qualifications with regard to Teacher Morale of Government, Government Aided and Private Schools at Primary Level.

Hypothesis: 4

There is no association among different Types of School with regard to their morale among Government, Government and Private Schools.

Table 5. Chi- Square value of Different Types of School with regard to the Morale among Teachers

| Type of Schools | Level of Teachers' Morale | | | Total | Chi-Square | 'P' Value |
|------------------|---------------------------|-------------|--------------|--------------|------------|-----------|
| | Low | Average | High | | | |
| Government | 0 (8.3) | 0 (5.7) | 30 (16.0) | 30 (30.0) | 54.611 | 0.000** |
| Government Aided | 12 (8.3) | 3 (5.7) | 15 (16.0) | #0 (30.0) | | |
| Private | 13 (8.3) | 14 (5.7) | 3 (16.0) | 30 (30.0) | | |
| Total | 25 | 17 | 48 | 90 | | |

** denotes 1% Level of Significance.

Since the calculated 'P' value is less than .01, the null hypothesis is rejected at 1% level of significance. Hence it is concluded that there is Association among the different Types of School with regard to their Level of Morale among Government, Government Aided and Private Schools at Primary Level.

Major Findings of the Study

- There is no significant difference between Male and Female teachers with regard to Teacher Morale of Government, Government Aided and Private Schools at Primary Level.
- There is no significant difference between Rural and Urban teachers with regard to Teacher Morale of Government, Government Aided and Private Schools at Primary Level.
- There is no significant difference between Male and Female teachers Educational Qualifications with regard to Teacher Morale of Government, Government Aided and Private Schools at Primary Level.
- There is association among the different Types of School with regard to their Level of Morale among Government, Government Aided and Private Schools at Primary Level.

Recommendations for the Present Study

- Encourage the teachers to make a good relationship with Community Members, Colleagues, Superiors and their Students.
- Conducting the Seminar and Workshops are reducing the level of Stress, Frustration, Anxiety and Alienation among the teachers.
- Provide an opportunity for teachers to express their own ideas.
- Head of the institution should give collaborative work for all the teachers and provide the opportunity to mingle with the Community Members.
- Provide the team work for all the teachers for developing their skills.

Educational implications for the study

- Teachers can be encouraged and develop their own interest.
- It provides the good relationship between Male and Female teachers.
- It also provide stress free environment in the working place.
- This kind of Gender equality will provide the motivation and support that students need in order to succeed.

Conclusion

Gender equality can also strengthen teacher morale by actively standing behind the teachers. Effective Gender Equality serve as guardians of teachers' instructional time, "assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy". Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will be beneficiaries.

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