



TEACHER MORALE AND COMMITMENT TO ORGANISATION IN SELECTED COLLEGES OF MADURAI CITY

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ABSTRACT

The purpose of the study is to investigate morale and organizational commitment of teachers working in colleges in Madurai city. The study aims to examine factors that influence teacher morale and commitment to work in selected colleges in Madurai city. The study participants included 320 teachers working in colleges affiliated to Madurai Kamaraj University in Tamil Nadu, India. A structured questionnaire measuring morale was developed for this study which has 88 questions that measure 13 dimensions of Morale. Organisational Commitment was measured using scale developed by Allen and Mayer (1997). The analysis through Structural Equation Modelling showed that three factors of morale jointly predict organisational commitment of the teachers towards their organisation.

KEYWORDS-Morale, Commitment, Teacher, Higher Education Sector.

1. Introduction

Due to continuous and disruptive changes in business environment, many organisations today are afflicted by reduced performance and inefficient accomplishment of their organisational goals. The performance and efficiency depends on the work attitudes and work behaviors of employees in any organisation. Unlike any other sector, education sector is also affected by underperformance and inefficient achievement. Education sector is widely recognised as a gauge for economic development (Desta Ayele, 2014)¹. Attracting and retaining skilled, knowledgeable and competent work force in educational institution is the need of the hour for effective delivery of services in the turbulent environment. This has always been a challenge in most of the education sector especially in higher education across the world that have experienced problems of low morale, skills shortage, low salaries, higher

workload, and exclusion from decision-making processes. If these issues are not addressed in higher education institutions, they will have a ripple effect on the effective functioning and delivery of the higher education services, which in turn could have a negative impact on economic development (H. C. Ngambi, 2010)².

Even though there is considerable improvement in the higher education scenario of India in both quantitative and qualitative terms, India's enrolment rate for Higher Education, which has risen from 0.7 per cent in 1950-51, 1.4 per cent in 1960-61, and 6 per cent in early 2000, is still very low (about 8%) compared to the world average of 23.2 per cent, and an average of 54.6 per cent for developed countries, 36.3 per cent for countries in transition, and 11.3 per cent for developing countries, World Bank Country report on India's Higher Education, 2006. There are many reasons for such poor quality of higher education institutions spanning from inadequate investment, inefficient faculty resources to deficiencies in the teaching-learning process. Thus, lack of quality and quantity of teachers has affected the enrolment of students in higher education in India.

The whole process of education is shaped and molded by the teacher who plays a pivotal role in any system of education (Kothari Commission, 1964-1966) rightly remarked that 'of all the different factors, which influenced the quality of education, the competence, and the character of teachers are the most significant factors. No other factors are more important than a sufficient supply of high quality teachers to the higher education and, providing them with the best possible professional preparation and creating satisfactory conditions of work.'³

In determining the quality of education, premises and equipment are necessary and in addition to them a teacher is the supreme factor. It is no exaggeration to state that a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers who can make proper use of the buildings and equipment, can give life and meaning to the curriculum, can make the books interesting or dull can make teaching methods inspiring or soul-killing. A high quality teaching staff is the cornerstone of a successful educational system. Teachers are both the largest cost and the largest human capital resource of an education system. Attracting and retaining high quality teachers is thus a primary necessity for educational institutions.⁴

According to a McKinsey study, only 25 per cent of our engineering graduates, 15 per cent of our finance and accounting professionals and 10 per cent of professionals with any kind of degrees, in India, are suitable for working in multinational companies. This is the indicator of the poor quality of education in India⁵. The National Policy on Education (NPE –

1986, 1992) emphasized on the improvement of quality of education. One of the factors contributing to the improvement of quality of education is competent and dedicated teacher. Majority of the problems in higher education can be resolved if the teachers involve themselves into the system. The significant problems like poor quality education, low employability and quality of human resources are within the control of the teaching community. So, it is in the hands of the teachers of higher educational institutions to change the critical scenario prevailing in India and the entire system may be revamped through their efficient and effective performance. This involvement is created by so many factors in and around the teachers.

Though, the teacher is highly qualified, experienced, satisfied with the career and talented in teaching and other academic work, unless he/she is actually involved and committed to his/her job, all the said qualification, experience and talents are a mere useless. This commitment is voluntary and natural one. It means one cannot compel a teacher to be committed to his/her job. It should be automatically formed 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 he/she does not have high morale he/she may not be able to put in all his/her efforts in attaining the objective of any educational system. It is the duty of the stakeholders around the teachers to provide them the environment which will boost up their morale. The stakeholders constitutes their own family members, peer group, administrators, students and the society like media, parents of the students and the general public. In this context, it is necessary to understand the construct morale and commitment, their definitions and related components in the literatures available. It is also important to understand the morale and commitment in the teacher's perspective.

2. Literature Review

Literatures on morale dates back to over a century but still there is a consensus regarding the definition of morale. Morale has measured by different people in different ways and various studies identified the employee and organizational characteristics which influence morale. When morale is high, an individual is satisfied with his job, puts in effort, is creative, takes initiative, and is committed to the organization, whereas low morale leads to high turnover, unsolved complaints and strikes, thereby reducing performance of the organisation (S.J.Lins et al, 2006)⁶. Etymological origin of the morale is from the French word moral which denote to morality of individuals, groups or of conduct. Later nineteenth century it was gradually replaced by the definition the mental or emotional state (with regard

to confidence, hope, enthusiasm, etc.) of a person or group engaged in some activity; degree of contentment with one's lot or situation.

In contemporary view morale is a cognitive, emotional, and motivational deportment toward the goals and tasks of a group. It incorporates confidence, optimism, enthusiasm, and loyalty as well as a sense of common purpose. It is used to describe individuals as well as groups, a complexity that poses an ongoing challenge. Morale is essentially a feeling of belonging and domination that the worker places the group's interest above his own. Previous studies on teacher morale covered the concepts such as standards and professionalism (Lofty 2003)⁷; loss of classroom autonomy (Fink 2003)⁸; motivation and merit acknowledgement (Kelley et al. 2002)⁹; the gain or loss of empowerment (Edwards et al. 2002)¹⁰; workplace conditions (Bivona 2002)¹¹; organizational health (Licata and Harper 2001)¹²; teacher stress (Troman 2000)¹³; school environment and climate (Young 2000)¹⁴.

Some of the literature related to teachers morale and commitment has been reviewed below: Keeler and Andrews (1963) found that the degree to which organizational dimensions correlated with the morale and job satisfaction of the teachers depended on the personal attitudes and dimensions of the teachers. Many of the environmental aspects that related to job satisfaction were not necessarily the same for all subgroups of teachers. What may cause the dissatisfaction or low morale with one person may not affect the morale of another.

SombatTayraukham (2012) has studied the influence of school climate, job satisfaction and organizational citizenship behavior on teaching commitment in his study entitled 'Causal Factors Influencing to Teaching Commitment: Northeast Thailand'. It is found out that the variable that carried the direct effect to teaching commitment, was organizational citizenship behavior and the variables that took the indirect influence to teaching commitment were job satisfaction and school climate.

There are several reasons why teachers choose to change schools or leave teaching completely. Stress related to increased demands on time, low pay, student discipline problems, low morale levels, and lack of support from campus administration are issues that teachers must face. This study attempted to determine the effect, if any, that teacher morale had on teachers' decisions to change schools. The results of the study showed that there was no significant correlation between teacher morale levels and teachers' decisions to change schools. The results also showed that there was no significant relationship between teachers' feeling of satisfaction with their principals and the teachers' decisions to change schools. The study did find that there was a very significant relationship between teacher morale levels and teachers' satisfaction with their school principals.

Bogler&Somech (2004) examined the distinctive relationship of teachers' professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related to teachers' professional commitment only.

Ali Asghar Hayat (2015) identified the factors that influence organizational commitment, with special reference to organizational health. The study examined the relationship between schools' organizational health and teachers' organizational commitment in Shiraz high schools. The findings indicated that schools' organizational health and its dimensions including institutional integrity, morale and academic emphasis were at moderate level, but the initiating structure and principal influence were at low level. Also, teacher's commitment and its dimensions (emotional commitment and continuance commitment) were at moderate level and normative commitment was at high level. The study concluded that teachers in a healthy school are committed to teaching and learning.

Based on the review of literature following research question, objective and conceptual model of the study has been framed.

3. Research Question

Do factors of teacher morale affect commitment towards teaching?

4. Objective of the Study

The objective of the study is to:

To understand the impact of morale on organisational commitment of teachers.

5. Conceptual Model

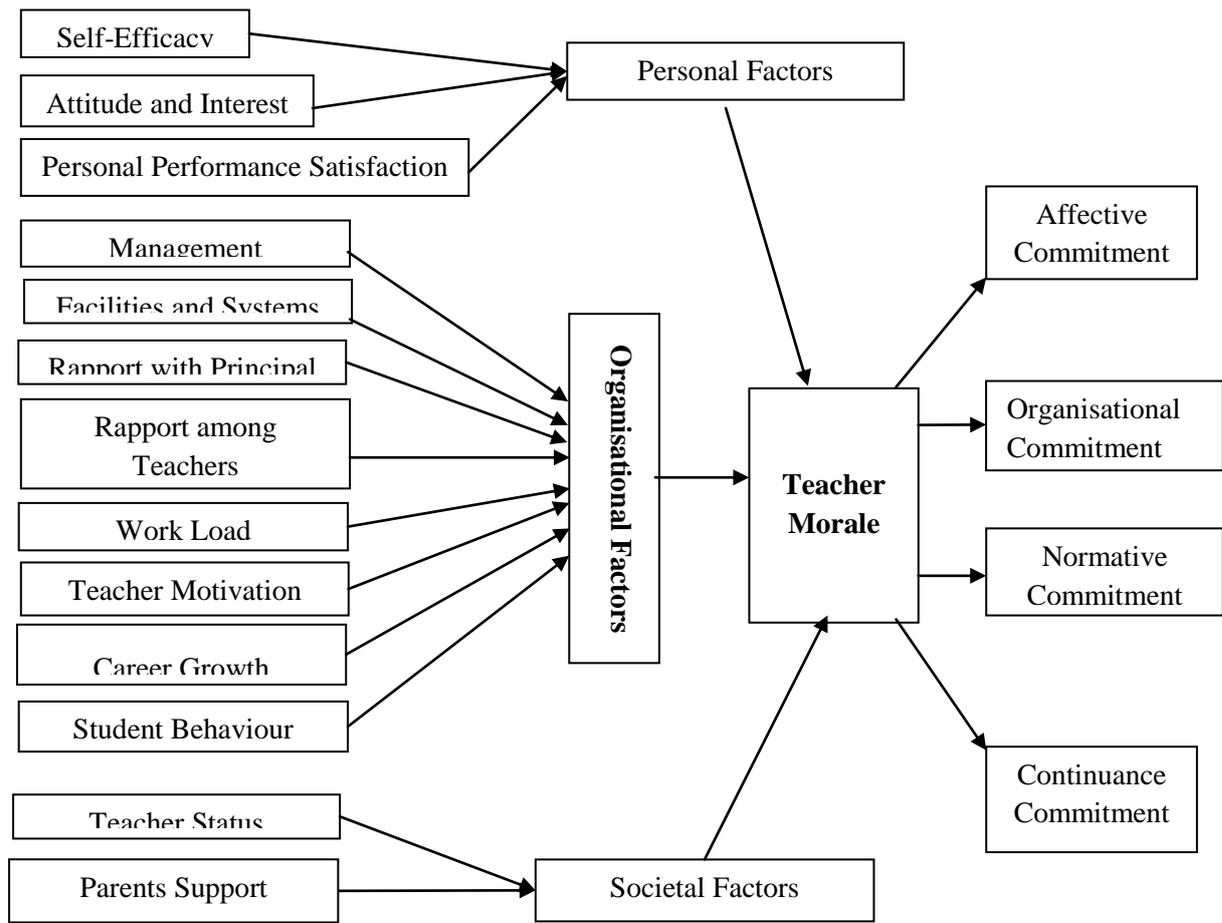


Figure 1. Conceptual Model.

6. Methodology

This study is descriptive and empirical in nature. Teachers working in arts and science colleges situated in Madurai city and affiliated to Madurai Kamaraj University, Madurai have been selected as the study population. The study is confined to the Arts and Science Colleges situated in Madurai City limit and Teacher Training Colleges, Evening Colleges and approved institutions are excluded from the study. There are 1267 teachers working in these colleges. Sample size is fixed based on Krejcie & Morgan table, (1970)¹⁹. Stratified random sampling method is used to select the sample for the study. Finally 320 samples were selected for the further analysis.

7. Instrumentation

Variables included in the questionnaire are the thirteen dimensions of teacher morale (dependent variable) and the three types of organizational commitment (independent

variable). A structured questionnaire measuring morale was developed for this study which contains 88 questions that measure 13 dimensions of Morale. Instrument developed by Allen and Mayer (1997)²⁰ was taken and slightly modified to measure 3 types of commitment.

8. Reliability And Validity

The reliability and validity tests of the model are shown in table 1 and since, Cronbach Alpha values and composite reliability values are more than 0.5 the reliability of the constructs is ensured. However, as per the convergent validity, it is lower for teacher morale than the organisational commitment. (AVE value is greater than 0.5 for Organisational Commitment but it is lesser for Morale). Further, discriminant validity is observed by comparing AVE values (i.e. Average Variance explained within the constructs). The AVE values are greater than square of the correlation between the constructs (.552). Therefore, the discriminant validity of the model is ensured. So, this model has the predictability of the Organisational Commitment through Morale.

Table 1. Validity and Reliability of morale and commitment

| <i>Construct</i> | <i>Composite Reliability</i> | <i>AVE</i> | <i>Cronbach Alpha</i> |
|------------------|------------------------------|------------|-----------------------|
| Morale | 0.692502 | 0.248531 | 0.570208 |
| Commitment | 0.848569 | 0.653082 | 0.730724 |

9. Results of Structural Equation Modeling

Table2. Structure Model Path Coefficients and Bootstraps Results

| <i>Path</i> | <i>Entire Sample Estimate</i> | <i>Mean of Subsamples</i> | <i>Standard Error</i> | <i>T-Statistic</i> |
|--------------------|-------------------------------|---------------------------|-----------------------|--------------------|
| PerFacto->OvMorale | 0.3050 | 0.3031 | 0.0219 | 13.9047 |
| Orgfact->OvMorale | 0.7150 | 0.7168 | 0.0208 | 34.4334 |
| Socialfa->OvMorale | 0.2800 | 0.2764 | 0.0238 | 11.7850 |
| OvMorale->AffeComi | 0.5220 | 0.5230 | 0.0445 | 11.7345 |
| OvMorale->Concomi | 0.3270 | 0.3517 | 0.0481 | 6.8021 |
| OvMorale->Normcom | 0.5230 | 0.5240 | 0.0389 | 13.4410 |
| OvMorale->OvralCom | 0.4410 | 0.4424 | 0.0391 | 11.2812 |

Bootstrapping was performed, using Visual-PLS software, replications to derive t- statistics, assess the significance level of the model coefficients. Table 2 and Figure 2 present the structural model paths as well as their significance measures.

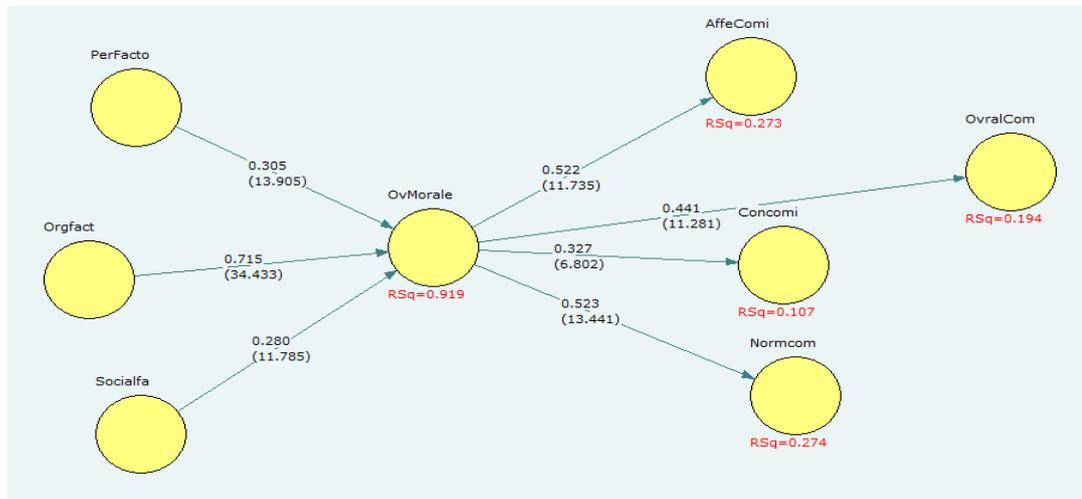


Figure 2 Path Model Showing Impact of Morale on Commitment.

The overall model of the study is shown in Figure 2 which depicts the interrelationships between personal, organisational and societal factors and morale of teachers and also how much of affective, continuance and normative commitments are determined by morale and also the level of overall commitment determined by overall morale. The three factors jointly determine 91.9% of morale and individually, if personal factors change by 1 unit morale also changes by .305 units. And if, the organisational factors increase by 1 unit, morale also increases by .715 units and so the societal factors also if it increases by 1 unit morale increases by .28 units. The analysis of relationship between morale and three types of commitments shows that 27 percent of affective and normative commitments and 11% of continuance commitment are determined by morale.

10. Discussion

The relationship between the morale and the organisational commitment is tested with the help of Structural Equation Modelling (SEM). Structural Equation Modelling (SEM) is applied in order to predict the relationship between morale and organisational commitment. The Structural Equation Modelling shows that the highest per cent of morale (91.9%) is determined through personal, organisational and societal factors. And further reasonable

levels of affective and normative commitments are explained by morale. In future, if the colleges want to keep their teachers with high organisational commitment they have to improve teachers morale by improving the various dimensions of morale discussed in the study. Out of the three factors, personal, organisational and societal factors, organisational factors influence and determine morale to a greater extent than the personal and societal factors. The teachers with high morale will be committed to their duties. They will not only teach but create the students as good citizens. They will work more than the allotted workload. In the sense, they will work both physically, mentally and wholeheartedly. Destiny of future India is being shaped in its educational institutions. And in these efforts teachers were and are the critical input. Therefore, the teachers have to be aware of their level of morale and organisational commitment and always filled with positive energy and enthusiasm to exert their work for the benefit of the stakeholders. The stake holders should also keep their working environment, policies and practices in such a way that they will motivate teachers to work to the optimum level. Hence, in improving morale, higher responsibility lies with the management than the individual teachers and the society.

11. Conclusion

The purpose of this study was to investigate morale and organizational commitment of teachers working in colleges in Madurai city. Findings of the study along with the review of literature lead to the recommendation that the morale of teachers in different sectors may be studied separately so that specific issues may be explored and solved for revamping the present poor morale of teachers. Along with morale and other variables such as, job satisfaction, stress, teacher engagement, teacher performance, family and work morale may be studied so as to add to the stock of morale research. One of the possible limitation for this study is that measurement of teacher morale was limited to the variables hypothesized by the study, whereas many other factors may also affect teacher morale can also be considered for future study.

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