CHAPTER – II

REVIEW OF RELATED LITERATURE
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For the planning and execution of any research work, review of related literature is an essential pre-requisite. To make research effective, adequate familiarity with all the work done in that field up to the time is very essential. The real purpose of the review of related literature is to establish the fitness of a particular project into the broader scheme enabling one to see its importance and to relate it to many studies.

The review of research studies has been presented in the following sections:

2.1 Research studies related to teacher effectiveness

2.2 Trends emerging out of research studies related to teacher effectiveness

2.3 Research studies related to teacher morale

2.4 Trends emerging out of research studies related to teacher morale

2.5 Research studies related to teacher commitment

2.6 Trends emerging out of research studies related to teacher commitment

2.1 RESEARCH STUDIES RELATED TO TEACHER EFFECTIVENESS

Khanna (1985) conducted a study on personality pattern of successful (effective) high school teachers of Aligarh district. It was found that the successful teachers had traits which were positively helpful and valuable for mental health of the individual. There was a definite impact of teacher personality on their students’ perception. There was a close relationship between the level of effectiveness and level of achievement of their students, and successful teachers were very helpful in raising the level of achievement of the students and their overall educational standard.

Noerflinger (1987) examined student feedback on teacher effectiveness and those factors, which might influence student feedback by involving 19 principals, 76 teachers and 1500 students of an elementary school at Lincoln. Results indicated that elementary students can be a reliable source of information on teacher effectiveness. The students agreed with the principals and rated the more effective teacher significantly higher than
the less effective teachers. The students also rated the more effective teachers significantly higher than the less effective teachers on personal interest, classroom management, presentation, guided practice and independent practice. Results also indicated that elementary students become more discriminating in their ratings, as they get older. Also, significant interactions were found between student feedback on teacher effectiveness and the teacher's age, sex and education level.

Singh (1987) in a study on teachers' effectiveness and its correlates at higher secondary stage in eastern Uttar Pradesh, comprising 330 teachers of urban and rural areas from 22 intermediate colleges of Varanasi, Gorakhpur and Jaunpur districts, observed no significant difference in the mean scores of male and female teachers in their effectiveness. It was found that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness. The scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with intelligence and attitude towards the teaching profession.

Freeman (1988) examined the relationship between perceived teacher attractiveness, expertness, and trustworthiness and student judgment of teacher effectiveness. Three teachers who taught both an introductory and an advanced psychology course participated in the study. Students completed the Counselor Rating Form-Short version (CRF-S) and rated the teacher on effectiveness. Results indicated that each of the subscales of the CRF-S was positively related to perceived teacher effectiveness.

More (1988) studied relationship between personality aptitude for teaching and effectiveness of teachers on a sample of 500 male and female secondary schools teachers in Nagpur, Wardha, Bharidara and Gadchiroli districts. The findings indicate that out of 16 personality factors, only 6 were found to be positively correlated with teacher effectiveness, of which intelligence was the most important.

Nehring (1990) determined the characteristics of ‘best’ and ‘worst’ clinical teachers as perceived by 63 baccalaureate nursing faculty and their 121 students in Ohio using nursing clinical teachers effectiveness inventory. Results showed that both faculty and students agree that the ‘best’ clinical teachers are good role models, enjoy nursing, enjoy teaching and demonstrate clinical skills and judgement. The most distinguishing
characteristics between the ‘best’ and ‘worst’ clinical teachers were being a good role model and encouraging mutual respect.

Sundarajan and Nelliappam (1994) aimed to study problems impeding effective role performance of higher secondary teachers on a sample of 209 higher secondary teachers who attended the M.Ed contact program of Annamalai University and found significant difference between male and female teachers in respect of six problem areas except in the problem area pupils. There was significant difference between government and private school teachers in area of facilities, pupils and parents.

Rao (1995) attempted to study relationship between teacher effectiveness, creativity and interpersonal relationships of teachers. The findings revealed that no significant relationship was found between teacher effectiveness and the increase of years of service of the teacher. However, significant relations were found between teacher effectiveness, creativity and interpersonal relationships of teachers and significant difference existed between rural and urban teachers with reference to interpersonal relationships.

Knudsen (1996) investigated teacher’s subjective perception of their teaching effectiveness and the factors that facilitate and or inhibit their sense of efficacy along with impact of class size on teaching efficacy and impact of experience in teaching on teacher’s sense of effectiveness by collecting data from 136 high school teachers in four South Jersey high schools. It was found that teachers were confident in their ability to teach. The most positive responses were – teacher’s ability to adapt to curriculum changes, the ability to readjust an assignment to students’ level of difficulty, and the ability to redirect a noisy student. There was no statistical difference between experienced and new teachers and their attitude towards efficacy.

Sanders and Rivers (1996) observed that as teacher effectiveness increases, low achieving students are the first to benefit. The top quintile of teachers facilitates appropriate to excellent gains for students of all achievement levels. Students of different ethnicities responded equivalently within the same quintile of teacher effectiveness.

Wilhelm (1996) conducted a study focused on student and teacher perceptions of teacher effectiveness at a multi-site Texas community college by collecting data from 41 full-time faculty members and 560 students. The results revealed significant differences
in perception between students, between students and faculty, or between types of course, in the following seven categories: learning / academic value, instructor enthusiasm, organization / clarity, examinations / grading, assignments / readings, individual rapport, and overall rating.

Mahla (1997) in his study on a sample of 712 teachers, both male and female, rural and urban, teaching XI and XII classes taken from Jaipur district of Rajasthan with the help of descriptive survey method, observed that on teaching effectiveness, female teachers proved superior when compared with their male counterparts in different sub groups; the urban teachers’ performance was better than that of rural teachers, some personality factors of effective and ineffective teachers differed significantly.

Ross et al. (1999) in their study involving 25 restructuring elementary schools in Memphis City, examined two major categories of teacher behavior that could be influenced by reform: (a) teaching effectiveness, as reflected for individual teachers by their contributions to their students’ academic achievement; and (b) mobility, as reflected by teachers’ decisions to remain at or leave their schools once reform designs were adopted. It was found that teachers in their first year at a school (regardless of experience) had consistently negative effectiveness scores, while those who stayed in the same school for six or more years had consistently positive effectiveness scores. All other teachers fell in the middle, showing a mixture of low negative and low positive scores. Experience in teaching at a particular school therefore was positively correlated with student achievement gains. Teacher mobility tended to be higher for less effective teachers than more effective teachers, and for first-year teachers than for six-year teachers.

Topping and Sanders (2000) examined the relationship between the Tennessee Value - Added Assessment System (TVAAS) measures of teacher effectiveness and Accelerated Reader measures of quality and quantity of student reading practice by collecting data from 62,739 Tennessee students in second through eighth grade. It was found that quantity of student reading, as measured by Accelerated Reader points, is positively correlated with teacher effectiveness across all grades. Quality of student reading as measured by percent correct on Accelerated Reading Quizzes, is positively correlated with teacher effectiveness across all grades. Teachers who received Reading Renaissance training were significantly more effective than control teachers without training.

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Connor and Killmer (2001) examined the responses of elementary and secondary level student teachers and co-operating teachers to questions about characteristics of effective co-operative teachers. Both group of student teachers unanimously agreed that four most important characteristics of effective co-operating teachers were providing helpful feedback and guidance, sharing files and ideas, allowing the freedom to try new things and providing a positive and supportive environment. Both group of student teachers also mentioned the importance of professional modelling and caring attitude.

Jayaramanna (2001) examined the influence of dimensions of the aspects namely, personal, professional and intellectual strategies of teaching and social aspects of teacher effectiveness and the total effects of these dimensions on teacher effectiveness, achievement level of class V students in relation to teacher effectiveness, significant differences of teacher effectiveness among primary school teachers with respect to demographic and professional variables, relationship between teacher effectiveness and academic achievement of students at primary level, relationship between time dimension of teacher effectiveness and academic achievement of the students at primary levels, relationship between teacher effectiveness and work orientation of teachers at primary level, interrelationship among 5 dimensions of teacher effectiveness at primary level, relationship between total mean scores of teacher effectiveness and the mean score of individual dimensions of teacher effectiveness among primary school teachers. Data was collected from 250 primary school teachers and 750 students of class V from 160 selected schools of Vizianagaram district. It was found that (i) teacher effectiveness and work orientation among teachers and achievement of class V, rural localities students scored significantly higher than urban and tribal localities (ii) by having a glance at the 5 dimensions of teacher effectiveness, regarding total teacher effectiveness and first dimension i.e., personal aspect locality has, it was found that teachers who are undergraduate excel well than graduate trainees (iii) sex, age, professional cadre and teaching experience did not make a mark on entire teacher effectiveness as well as personal teacher effectiveness (iv) as far as professional aspect of teacher effectiveness, TTC holders have an edge over B.Ed trainees (v) there is no influence at all to any of demographic and professional variables on intellectual aspect of teacher effectiveness (vi) substantial positive relationship was found between achievement orientation of teachers and teacher effectiveness (vii) values of correlation between teacher effectiveness and
both the sub-scales of work orientation among teachers revealed that achievement orientation than affiliation orientation virtually influenced teacher effectiveness.

Allison-Jones (2002) compared the teaching effectiveness of part-time and full-time clinical nursing faculty. The sample included two groups: clinical nursing students in Associate Degree Nursing programs at schools in a mid-Atlantic state and the part-time and full-time faculty who taught those students. Results of the study indicated that students ranked part-time faculty as significantly less effective than full-time faculty on each of the five categories measured by the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) and on the overall scale. It was found that there is no significant difference in the ways that students rate the effectiveness of teachers and the self-ratings of the teachers themselves.

Kagathala (2002) reported that effectiveness of teachers of secondary schools in Gujrat was found to be average. It was found that urban teachers were superior to rural teachers in teacher effectiveness. However, sex of the teachers had no effect. Postgraduate teachers were more effective than graduate teachers although the type of faculty made no difference. The effect of experience on teaching increased teacher effectiveness up to 19 years but thereafter decreased. The teachers of boy schools were found to be superior to the teachers of other types of schools. Teachers having high creative personality were found to be superior to the teachers having low creative personality on teacher effectiveness. No effect of caste of teachers on teacher effectiveness was observed.

Cimer (2004) investigated Turkish secondary school biology teachers' and their students' views of effective biology teaching. The sample comprised six state secondary schools from three different districts in the province of Hatay in Turkey. The participants' effective teaching views were grouped under four main categories: 'Giving knowledge', 'Facilitating understanding', 'Motivational teaching' and 'Exam-based teaching'. It was found that both teachers and students put strong emphasis on traditional or teacher-centred teaching and methods as effective teaching. Teacher teaching was seen as essential for facilitating students' understanding and providing high retention and recall. An important aspect of effective teaching raised by the participants, especially by the students, was increasing student motivation in lessons. Great emphasis was placed on creating a positive-supportive learning environment, including teachers establishing
positive personal and interpersonal relationships with students, higher teacher commitment to their job and responsibilities, making lessons attractive and interesting for students, and also using extrinsic motivators.

Krieg (2004) examined single year data on 4th grade students and their teachers in the state of Washington. It was found that more effective female teachers are less likely to leave the profession but that there is no clear relationship between attrition and effectiveness for male teachers.

Nye et al. (2004) used data from a four-year experiment in which teachers and students were randomly assigned to classes to estimate teacher effects on student achievement. It was found that there are substantial differences among teachers in the ability to produce achievement gains in their students. It was found that teacher effects are larger than school effects, however the study was less successful in identifying teacher characteristics that could be used to predict which teachers are more effective. The estimates of teacher effects on achievement gains found larger effects on mathematics achievement than on reading achievement. The estimated relation of teacher experience with student achievement gains was substantial, but was statistically significant only for 2nd-grade reading and 3rd-grade mathematics achievement. They also found much larger teacher effect variance in low socioeconomic status (SES) schools than in high SES schools.

Goldhaber and Anthony (2005) assessed the relationship between the certification of teachers by the National Board for Professional Teaching Standards (NBPTS) and elementary-level student achievement in North Carolina. It was found that that NBPTS is identifying the more effective teacher applicants and that National Board Certified Teachers are generally more effective than teachers who never applied to the program. The statistical significance and magnitude of the "NBPTS effect," differed significantly by grade level and student type.

Using data from a single Texas districts, Hanushek et al. (2005) found that elementary and middle school teachers who remain in the same school are slightly more effective than those who switch schools or exit teaching and equally effective as those who switch districts. Nor did they find any evidence that the very best teachers within a school are most likely to leave.
Davidovitch and Milgram (2006) investigated creative thinking, as a predictor of teacher effectiveness in 58 college-level instructors. Positive correlation was found between creative thinking and teacher effectiveness.

Grigorenko et al. (2006) constructed a measure of tacit knowledge for elementary-school teachers, in order to determine the teachers’ likely effectiveness in dealing with problematical classroom situations. It was found that teachers who scored higher on tacit-knowledge inventory generally were rated as more effective by their principals, but as less effective by themselves. It was investigated whether responses to problematical situations that were viewed as better or worse, respectively, in the United States were also viewed as better or worse, respectively, in Israel. A high correlation between responses in the two countries was found with respect to problematical situations.

Hor (2006) explored what personal and professional characteristics may be particularly relevant to effective teachers of the gifted, by investigating the characteristics of effective teachers. Data was collected from 168 intellectually gifted primary students and their responses were examined for differences between 74 moderately gifted and 94 highly gifted primary students, as well as 84 female and 81 male gifted primary students. The study found that the characteristics of effective teachers identified in both the general teacher effectiveness and the gifted education literatures were supported by gifted primary students’ perceptions of their nominated teachers.

Imhanlahimi and Aguele (2006) assessed biology teachers’ effectiveness in the instructional process using two instruments and classroom observation with a view to determine the most objective and appropriate one by involving 180 Senior Secondary class Two (SS2) biology students and six biology teachers selected from six secondary schools in Edo State of Nigeria. The results showed that there was a strong agreement in the assessment of biology teachers’ effectiveness by students and the researchers, indicating a high degree of objectivity in their assessments. Besides, biology teachers were biased on their self-assessment of teaching effectiveness.

Kane et al. (2006) examined six years of data on student test performance to evaluate the effectiveness of certified, uncertified and alternatively certified teachers in the New York City public school. It was found, on average, that the certification status of
a teacher has at most small impacts on student test performance. However, among those with same certification status, there are large and persistent differences in teacher effectiveness. The evidence suggested that classroom performance during the first two years, rather than certification status, is a more reliable indicator of teacher's future effectiveness.

Schoen (2006) in case studies of school culture level and experience, found that social factors (psycho-social, socio-cultural and socio-political) influence teachers to varying degrees and can impact teacher effectiveness.

Wright (2006) examined teacher dispositions associated with effectiveness or ineffectiveness and determined whether there are relationships among these dispositions, student perceptions of teachers and student learning by involving 21 teachers of regular education classes and 1335 students they taught from grades 9-12, in one Georgia high school. Results indicated significant positive relationships between teacher dispositions associated with effectiveness and student learning variables, and between teacher dispositions associated with effectiveness and student perceptions of teacher effectiveness. Significant correlation was also found between student learning variables and four perceptual dimensions of dispositions associated with effectiveness. It was found that teacher dispositions associated with effectiveness were significant predictors of the variance in student achievement.

Chia-Hsuan Li (2007) explored the correlation of teacher’s effectiveness, students’ learning attitudes and learning-satisfaction feedback for junior high schools at cooperative technique education program in Taoyuan county using survey questionnaire as the tool to collect data from 1781 students. It was found that different background variance for students, who participated in the survey registered noticeable profile-awareness, regarding teachers’ effectiveness (teaching, class management, teacher student interaction). However, students of different sex did not reflect noticeable feedback variance, especially in the category of teacher’s effectiveness. There was a positive feedback relationship in regard to teacher’s effectiveness and students’ learning attitudes for those who participated in the survey. Positive feedback relationship was also observed in regard to teacher’s effectiveness and learning-satisfaction feedback for those participated in the survey. Teacher’s effectiveness can efficiently predict students’
learning attitudes and learning-satisfaction feedback cooperative technique education program in junior high schools.

Marsh (2007) in a substantive study applied a multiple-level growth modeling approach to the long-term stability of students’ evaluations of teaching effectiveness (SETs). For a diverse cohort of 195 teachers who were evaluated continuously over 13 years (6,024 classes, an average of 30.9 classes per teacher), there was little evidence that teachers became either more or less effective with added experience. It was found that, whereas there were substantial individual differences between teachers in terms of their teaching effectiveness, these individual differences were also highly stable over time.

Newa (2007) examined teacher effectiveness in relation to work satisfaction, media utilization and attitude towards the use of information and communication technology among secondary school teachers of Nepal. It was found that the secondary school teachers belonging to government and private schools exhibited comparable teacher effectiveness. The secondary school teachers belonging to different academic streams viz. Language, Science and Mathematics and Social Sciences exhibited comparable teacher effectiveness. No significant interaction was found between school type and teacher of different academic stream with regard to teacher effectiveness.

Adegbile and Adeyemi (2008) examined how to enhance quality assurance through teacher’s effectiveness by observing one hundred primary school teachers in their classes for a period of 30 minutes each. The instrument employed was tagged classroom interaction sheet (CIS) which consisted of seven categories. It was found that no significant relationship existed between male and female teachers’ effectiveness in the behavioural categories observed. Also, it was found that teacher’s teaching experience was a determinant of teacher effectiveness.

Jacob and Lefgren (2008) surveyed 13 elementary-school principals in a midsized school district in the western United States. Principals rated the teachers in their schools on a variety of performance dimensions—dedication and work ethics, classroom management, parent satisfaction, positive relationship with administrators, and ability to improve math and reading achievement. The overall assessment that the principals gave to teachers was quite high, with an average of 8.1. Only 10 percent of the assessments fell below 6, and the average rating was 6.7. A positive correlation was found between
principal’s assessment of how effective a teacher is at raising student achievement and that teacher’s success in doing so. It was suggested that that principals have considerable ability to identify teachers in the top and bottom of the ability distribution but principals are significantly less successful at distinguishing among teachers in the middle of the ability distribution. It was found that the teachers’ salaries bore no relation at all to their impact on student achievement. It was also found that there was statistically no significant relationship between the number of years a teacher has taught and students’ achievement.

Okoye (2008) investigated the Delta State University, Abraka, Students’ concept of the “effective teacher”. A sample of 200 second year university students selected from four faculties were asked to select three most important characteristics of a good teacher from a list of ten. The outcome of the study showed that students attached great importance to methods of instruction. Second in their hierarchy of rating was teachers preparation and organization of lesson. Research ability, friendly approach and willingness to help were of relatively little concern. Students from all the four faculties agreed in emphasizing the importance of lucid expression of ideas and interesting presentation of materials as the most important variable of teachers effectiveness.

Akiri and Ugborugbo (2009) determined the influence of teachers’ classroom effectiveness on students academic performance in public secondary schools in Delta State, Nigeria involving 979 teachers. The results showed that effective teachers produced better performing students. However, the observed differences in students’ performance were statistically not significant. It was concluded that teachers’ effect is not the only determinant on students’ academic achievement.

Boaduo et al. (2009) surveyed 45 selected primary and secondary schools in Botswana which aimed to identify how parent and community involvement in the governance of schools affect teacher effectiveness and improvement of learner performance. It was concluded that in schools where parents and community involvement is visible, teachers are highly effective and this contributes to learners’ positive behaviour and improvement in their performance.

Heck (2009) conducted a study to show how increasing teacher effectiveness is central to school efforts to improve student outcomes. The sample consisted of 9,196 students, cross-classified in 511 and 527 classrooms, and nested in 156 elementary
schools. It was found that the effectiveness of successful teachers was related to student achievement in reading and math. Also, collective teacher effectiveness, was positively associated with achievement levels.

Oluwatimilehin (2009) in the study aimed at determining the characteristics of teachers perceived to be correlates of effective teaching and learning experiences by students collected data from 805 student teachers from Tai Solarin University of Education. The results and discussion of the study suggested that the critical factors of subject matter characteristics, the teachers’ personality or self perception characteristics were the determinants of teacher effectiveness. Subject matter characteristics are regarded as the most important characteristics of an effective teacher.

West and Chingos (2009) in their study on teacher effectiveness calculated measures of effectiveness for new elementary school teachers Florida, then compared the attrition and mobility patterns of more and less effective teachers overall and across various types of schools. The data suggested that there was considerable room for schools to raise student achievement and close achievement gaps through targeted policies aimed at retaining only their most effective performers. It was found that a clear majority of the state’s most effective teachers did not remain in their initial schools only four years into their career, and these same teachers were no less likely to leave the profession altogether than were the least effective. They also found that some Florida schools with the highest performing students did a far better job than most of retaining their most effective teachers and dismissing the least effective.

According to a recent study by Harvard’s Center for Policy Education Research, CEPR (2010), two indicators of teacher effectiveness include whether instructors were hired before or after the beginning of the school year and where they received their undergraduate education. Researchers affiliated with the Graduate School of Education presented their findings on the variables that influence teacher effectiveness to North Carolina’s Charlotte-Mecklenburg school board. In the study, indicators of teacher performance were based on students’ math and reading scores. Though teachers with advanced degrees tend to have higher salaries, these advanced qualifications were found to have little bearing on teacher effectiveness. According to the study, “teachers improve rapidly in early years,” but this trend flattens out after the fourth year.
Juchniewicz (2010) investigated the influence of social intelligence on effective music teaching. Forty teachers from “exemplary programs” and “more challenging programs” across band, chorus, orchestra, and general public school music programs were administered the Interpersonal Perception Task-15 (IPT-15). In addition, 84 external evaluators viewed teaching excerpts of 12 “exemplary” and “challenged” teachers and rated the (a) overall effectiveness and (b) main attribute that influenced their evaluations of each teaching excerpt. Results indicated no significant differences between the IPT-15 scores of “exemplary” teachers and “challenged” teachers. The external evaluators rated teachers identified as “exemplary” significantly higher than they rated teachers labeled as “challenged.” The majority of attributes influencing external evaluators’ ratings of overall teacher effectiveness were social, constituting more than 85% of all responses. All teachers who demonstrated effective social skills were perceived as effective teachers. Effective communication skills were the most frequently cited attributes for “exemplary” teachers, whereas ineffective classroom management was the most listed attribute for why teachers were rated ineffective.

Kauts and Saroj (2010) studied the correlation between emotional intelligence and teacher effectiveness by using 600 secondary school teachers. It was found that teachers with high emotional intelligence were having less occupational stress and more teacher effectiveness, whereas, teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Emotional intelligence was found to be helpful in enhancing their effectiveness in teaching.

Muwanguzi (2010) investigate the extent to which the working environment affected the teacher effectiveness in Young Women’s Christian Association (YWCA) Vocational Training Centre. The study concluded that; i) Good working relationship between administrators and teachers has a direct bearing on teacher effectiveness. ii) Teacher research resources greatly influence teacher effectiveness in terms of lesson preparation and presentation. iii) The mode of salary payment affects teachers’ effectiveness when paid immediately after completion of the tasks.

Ngala and Odebero (2010) investigated 100 primary schools which brought on board 100 teachers as research subjects. It was concluded that participating in staff development programmes impacted positively on teachers’ effectiveness as reflected by pupils’ academic achievement. The study revealed that the most popular staff
development programmes included taking high education and training, participating in workshops, seminars and education conferences and taking in-service courses.

Rockoff and Speroni (2010) used data from New York City to examine the power of subjective and objective evaluations to identify effective and ineffective teachers early in their careers. They found evidence that teachers who receive better subjective evaluations of teaching ability prior to hire or in their first year of teaching also produce greater gains in achievement, on average, with their future students. The results supported the idea that teachers who produce greater achievement gains in the first year of their careers also produce greater gains, on average, in future years with different students.

Kiadese (2011) investigated the teaching effectiveness of prevocational subject teachers using descriptive survey research design. A total of 205 teachers selected through purposive and simple random sampling technique participated in the study. Findings from the study revealed relatively low teaching effectiveness among prevocational subject teachers.

Chingos and West (2011) followed the career paths of a cohort of almost 25,000 classroom teachers during the 2001-2002 school year for seven subsequent years. The results confirmed that effective teachers are more likely to become assistant principals or principals and less likely to be reassigned to a low-stakes teaching position. It was found that the tendency of highly effective teachers to continue teaching in high-stakes grades and subjects is strongest in schools receiving low ratings from the state's school accountability system. Future compensation was found to be largely unrelated to effectiveness for teachers as a whole.

2.2 TRENDS EMERGING OUT OF RESEARCH STUDIES RELATED TO TEACHER EFFECTIVENESS

- There is a close relationship between teacher effectiveness and student achievement (Khanna, 1985; Sanders and Rivers, 1996; Nye et al., 2004; Akiri and Ugborugbo, 2009; and Heck, 2009).

- Students as well as principals are a reliable source of information on teacher effectiveness (Noerrlinger, 1987; Imhanlahimi and Aguele, 2006; Jacob and Lefgren, 2008; and Okoye, 2008).
The variable of sex is not related with teacher effectiveness (Singh, 1987; Kagathala, 2002; and Adegbile and Adeyemi, 2008).

The variable of background (rural or urban) is related with teacher effectiveness (Rao, 1995; Mahla, 1997; and Kagathala, 2002).

Teacher effectiveness and its relationship with creativity has also been explored by some researchers (Rao, 1995; Kagathala, 2002; and Davidovitch and Milgram, 2006).

Teaching experience in years has been found to be related with teacher effectiveness as there is evidence that teacher effectiveness increases with numbers of years of teaching experience (Kagathala, 2002; Adegbile and Adeyemi, 2008).

Teacher mobility/attrition also has an impact on teacher effectiveness (Ross et al., 1999; Krieg, 2004; Hanushek et al., 2005).

Variable of caste has been found to have no impact on teacher effectiveness (Kagathala, 2002).

Teachers of different academic streams are comparable on teacher effectiveness (Newa, 2007).

Certification status of teachers effects teacher effectiveness (Goldhaber and Anthony, 2005; and Kane et al., 2006).

Certain personality traits are positively correlated with teacher effectiveness (Khanna, 1985; More, 1988; and Mahla, 1997).

2.3 RESEARCH STUDIES RELATED TO TEACHER MORALE

Ellenburg (1972) compared student achievement with the morale of teachers in 12 secondary public schools in Dearbon, Michigan and found that student achievement increased under teachers with high morale and decreased under teachers with low morale. Also, high morale helped to create a more conducive, inviting and stable learning environment.

Coverdale (1973) reported the results of an investigation into the morale within the teaching profession among teachers in New South Wales. Conditions of service rather
than salary or other material benefits were found to be the main concern of respondents who had a wide range of teaching experience and held various positions in both primary and secondary schools. The inspectorial and transfer system, promotion structure and status, class sizes and the demands on the teacher and scope of the curriculum were all ranked as highly important issues affecting morale by a majority of the teachers.

Shaw (1980) surveyed 423 teachers in 15 Orange County (Florida) elementary schools to determine the extent to which unexpected teacher absenteeism could be explained by teacher morale, selected teacher and school characteristics, and teacher perceptions of the leadership behavior of principals. It was found that teacher perceptions of principal leadership were significantly different in schools with high absenteeism than in schools with average or low absenteeism; teacher morale differed significantly in schools with high, average, and low absenteeism; significant differences existed in teacher perceptions of principal leadership in high and low morale schools; and independent demographic variables accounted for 18 percent of the variance in teacher absenteeism.

Bruno (1983) using a sample of 400 high school teachers at nine high schools (three black, three white, and three Hispanic in terms of predominant ethnicity) examined the extremely low level of teacher morale at inner-city schools and found major “ethical” stressors such as racial tension among faculty, falsifying of school records, and sexual harassment by school officials emerging as factors contributing to teacher exit and absenteeism.

Singh (1984) determined the relationship of the teachers’ perception of the headmaster’s leadership with teacher job satisfaction and morale by surveying 189 teachers from 15 randomly selected secondary and vocational secondary schools located in Kathmandu valley and Terai region in Nepal. It was found that, a significant positive relationship was found between the teachers’ perception of the headmaster’s task and teacher morale, and headmaster’s expressiveness and teacher morale. A negative relationship was found between the teachers’ perception of the headmaster’s authority and teacher morale. It was concluded from the findings that the headmaster’s leadership is an important factor in producing high job satisfaction of a teacher and in developing high morale among teachers.
Flowers and Pepple (1987) assessed the level of morale of beginning vocational agricultural teachers in Illinois, and compared the morale levels of teachers who enrolled in an organized course for beginning teachers with the morale of those who did not enroll in the beginning teacher course and examined the relationship between selected program and teacher characteristics related to teacher morale. Results indicated that the beginning teachers had moderately high levels of morale. Lower morale scores were reported by the beginning teachers for teacher salary and teacher load than for the other eight factors as measured by Purdue Teacher Opinionaire. Although, high levels of morale were not found for any of the ten morale factors, the highest morale scores for the ten factors were reported for satisfaction with teaching. Differences in morale between teachers enrolled in the beginning teacher course and those who did not enroll in the course were slight. Greater differences between the groups were found for the morale factors - teacher status, school facilities and teacher load. Vocational agricultural teachers who had participated in the beginning teacher course had slightly higher morale scores for teacher status factor and the adequacy of school facilities factor than teachers who were not enrolled in the course. However, the opposite was found for teachers' perception of their teaching load, with the teachers enrolled in the beginning teacher course indicating lower levels of morale for this factor than teachers who did not participate in the course. The relationship between teacher morale and five of six demographic variables examined in this study were slight. Beginning vocational agriculture teachers in Illinois indicated they were moderately satisfied with their jobs. The major factors associated with lower levels of morale were salaries received and teacher load. Participation in a beginning vocational agriculture teacher course did not affect the morale of beginning vocational agriculture teachers. Most program and teacher demographic variables were only slightly related to teacher morale. There was no practical relationship between the degrees held by the teachers and level of morale.

Wong (1987) investigated the relationship between teacher morale and school climate and explored the relationship between teacher morale and teacher characteristics by collecting data from 305 teachers from six government secondary schools in Singapore. It was found that climate subscales were a significant predictor of teacher morale, with professional interest explaining the greatest variance. There was statistically significant difference between male and female teachers, with male teachers manifesting a higher morale and more positive perception of school climate than female teachers. The
results also revealed that the non-graduate teachers had a higher morale and more positive perception of school climate than their graduate counterparts. Also, older teachers and those holding positions of authority expressed higher morale and greater satisfaction with school climate.

Howard and Correro (1989) investigated the morale of kindergarten teachers to determine the validity of the Purdue Teacher Opinionaire (PTO) and whether teachers’ morale scores were related to their students’ self-concept scores by collecting data from 1,058 kindergarten teachers in Mississippi. 81 percent of the teachers reported that they loved to teach, despite being overloaded. All correlations between teachers' morale levels and students' self-concept scores were negative and not significant.

Cook (1991) attempted to investigate the effects of school climate and teacher morale on student achievement and any possible relationships among these variables by collecting data from teachers and students in 58 randomly selected South Carolina schools having fourth or fifth grades. It was found that no relationships existed between school climate and student academic achievement or between teacher morale and student academic achievement. There was no difference in the mean level of student achievement in schools with high level of teacher morale and in schools with low levels of teacher morale. Also, mean achievement gain among students in schools where teachers scored high in morale did not differ significantly from that of students in schools where teachers scored low in morale.

Delaney (1991) conducted a quantitative study to investigate teacher perceptions of the effect that administrative practices have on teacher morale by collecting data from a random selection of 500 Newfoundland and Labrador teachers. Teachers participating in the study identified several factors as having considerable impact on teacher morale. The three factors receiving the most emphasis were job security, working conditions, and administrative practices. It was found that administrative practices significantly affected the morale of teachers in Newfoundland and Labrador.

Fraser (1991) conducted a study on Atlanta (Georgia) public school teacher morale in May of 1990 involving 1,520 teachers. Results indicated that (i) 55 percent teachers were in some stage of burnout (ii) overall school climate affected teachers' attitudes (iii) 61 percent frequently or continuously receive tangible rewards from
teaching that make them enthusiastic about their jobs (iv) 21 percent indicated that they never felt that if they had it to do over again that they would be teachers (v) seven percent never felt they had adequate supplies and materials (vi) teachers indicated that they believe they had higher expectations for student performance than 2 years ago, and they believed students have increased their belief in their ability to learn (vii) 22 percent felt they were encouraged by opportunities for advancement (viii) while on the job, 61 percent of the teachers often help students with non-academic problems and (ix) 61 percent received support and encouragement from their principals.

Henderson and Nieto (1991) investigated the morale levels of first year agricultural education teachers in Ohio (n=56) by using Purdue Teacher Opinionare (PTO). Morale scores were calculated for the 10 factors of PTO for 56 teachers. High morale levels were expressed for two of the factors: teacher salary and community support. Moderately high morale levels were indicated for teacher status and curriculum issues. Moderately low morale levels were expressed for rapport with principals and school facilities. Low morale levels were expressed for rapport among teachers. Very low morale levels were expressed for satisfaction with teaching, teacher load and community pressures. A positive low relationship was found between overall morale scores and job turnover rate. It was found that 56 first year agricultural education teachers have moderately low levels of morale when compared with a norm group of junior and senior high school teachers. The first year teachers rank consistently below the 50th percentile of the norm group for six of the morale factors. Repeated measures of morale were similar for teachers remaining in the teaching profession. Although, overall morale levels did not necessarily increase as teachers remained in the profession, satisfaction with teaching and rapport among teachers did increase.

Hunter-Boykin and Evans (1995) in their study of principal leadership style that involved 411 teachers and 40 high school principals in Prince George County, Maryland, and the District of Columbia, found a low positive relationship between principals' leadership style and teachers' morale.

Evans (1998) in her book Teacher Morale, Job Satisfaction and Motivation, researched some 19 primary school teachers’ views over five years in the UK and proposed interdependence between these three factors. It was identified that leadership is a key factor in teacher job satisfaction and morale. It was found that head teachers with
consultative and collaborative leadership style were more successful in achieving high level of job satisfaction and morale within their teaching staff.

Jones (1998) conducted a correlation study involving over 400 teachers from 36 elementary schools in Houston, Texas. Significant positive correlation was found between teacher participation in shared decision making and teacher morale.

Young (1998) investigated features of effective high schools in rural Western Australia and school level factors associated with improved teacher morale as one measures of effective high schools by collecting data from 212 high school teachers in 28 urban and rural high schools in Western Australia. It was found that teacher morale varied both within and between schools, teacher morale appeared to be a useful indicator of healthy and effective schools, morale was influenced by school environment and climate. Teacher’s self-concept, both general and academic, had little effect in explaining differences in teacher morale. It appeared that morale was influenced by outside factors rather than internal ones.

Weiss (1999) examined the relationships between perceived workplace conditions and morale, career choice commitment, and planned retention by using a nationally representative sample of first-year teachers (K-12) in the United States. It was found that a school culture that supports collaboration and teacher participation in decision-making was most strongly related to higher morale, stronger commitment to teaching, and intentions to remain in the profession.

Bailey (2001) investigated the morale of 40 special educators teaching in three special schools for students with intellectual disabilities in the Australian Capital Territory and New South Wales. The independent variables of age, gender and teaching experience were examined in relation to the three morale factors viz., cohesive pride; personal challenge; and leadership synergy and the total morale score. The outcomes of this study suggested that morale is strong and positive in special schools, gender and age have no bearing on morale, and there has been virtually no change in morale in special education over a twenty-year period.

Debruyne (2001) examined literature pertaining to job satisfaction, teacher morale, and job performance, and investigated the relationship between teacher morale and job satisfaction and its possible impact on job performance. It was found that healthy
school cultures correlate strongly with both increased student achievement and with teacher productivity and job satisfaction, while low levels of satisfaction and morale can cause decreased productivity and can ultimately result in teacher burnout. Teacher morale was connected to job satisfaction, teachers with high levels of morale were enthusiastic and committed and these positive attitudes were transferred to students who in turn display them through increased achievement. Also, morale was important to creating and maintaining an environment that is conducive to learning. Both job satisfaction and morale were tied to motivation. It was found that teachers were primarily motivated by intrinsic means, and salary and benefits, factors normally associated with extrinsic motivation, have been tied to negative teacher attitudes and reduced productivity. Also, job related stress had many detrimental effects both on the physical health of employees, and also on productivity and morale.

Pisciotta (2001) in a study on teacher morale surveyed teachers of public and private high schools in Texas. Private school teachers revealed no strong trend towards either worsening or improving teacher morale. 61% of the public school teachers indicated that teacher morale was declining in their schools while 17% of public school teachers believed morale was improving at their school. Also, for both public and private school teachers, student behavior and attitudes was the leading contributor to declining teacher morale.

Bivona (2002) investigated influences on teachers' attitudes toward and perceptions of teaching using a group of 20 diverse teachers. It was found that teacher morale was good. Over half of the teachers said that they would become teachers again if they had the chance to start over. More than half said that they planned to remain in teaching. When the results were analyzed in terms of teaching experience, a significant difference in morale was found. Teachers with more than 10 years of experience had much more positive attitudes toward teaching than did less experienced teachers. Experienced teachers also spent less time on school-related activities after school hours. Most of the respondents felt that they were not getting enough support from their students' parents, that necessary materials were not available as needed, and that they were not being evaluated fairly.

from 114 secondary schools in Jaipur, Alwar, Bharatpur, Dausa, Dholpur and Sikar. It was found that, there was no significant difference separately in teacher morale among teachers of boys’ and girls’ schools, government and non-government schools, different geographical locations, sex, teaching experience and groups of caste. The coefficient of correlation between teacher accountability and teacher morale of total sample of secondary school teachers was positive and not significant and it was also found that there was no significant effect of type of secondary school and management of school. There was positive and significant relationship between teacher accountability and teacher morale separately of rural and urban male and female secondary school teachers. The coefficient of correlation between teacher morale and job satisfaction of total sample of secondary school teachers was positive and not significant. The coefficient of correlation between teacher morale and job satisfaction of rural and urban secondary school teachers was found to be positive and non-significant.

Mwangi and Mwai (2002) determined agriculture teachers morale and factors affecting it, in Machakos district and explained why low morale leads to teachers apathy, poor job performance, increased value for material rewards, dissatisfaction with school authorities, high turnover and constant shortage. The study showed a gender imbalance favouring male teachers. Besides qualification, personal characteristics were not significantly related to teacher's morale. Factors which reduced morale included inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupil's poor work attitude and lack of interest in school. It was concluded that teachers morale could be improved by giving them pay that matches inflation and job tenure.

Rafferty (2002) in her study involving primary grade school teachers found that there was no significant relationship between the morale levels of teachers and their decisions whether or not to change schools. Also, there was no significant relationship between teachers' decision to change schools and whether or not they were satisfied with their principals. The study also showed that principals did have an impact on morale level of teachers.

Santos (2003) conducted a study to determine both the level of teacher morale among secondary school teachers on Guam as well as the factors that may help explain it,
including the perceived level of principal effectiveness. Data was collected from 250 secondary school teachers on Guam using the Teacher Outlook and Perceptions Survey and the Audit of Principal Effectiveness. It was found that both demographic factors and the perceptions of the principal's effectiveness were important determinants of teachers' morale levels. Specifically, teachers at year-round schools and those with emergency or special contracts had higher levels of morale, as did those with principals that were perceived as effective. However, Caucasian teachers had lower morale than non-Caucasians, and middle school teachers had lower morale than high school teachers. Overall morale levels were slightly less than 5 on a 1-7 scale.

Jamagin (2004) examined the relationship between principal leadership practices and teacher morale. A sample of ten public secondary schools, with a total of 664 teachers and ten principals, participated in this study. It was found that teachers who participated in the study exhibited a moderately high degree of teacher morale. Also, in measuring the relationship between leadership practices and teacher morale, a positive correlation was found.

Postell (2004) investigated causes for low teacher morale in a middle school located in the central region of a southeastern state in USA conducted informal interviews and revealed that 42% of the teachers attributed their low morale to not using appropriate learning environment enhancement strategies on a regular basis. It was revealed that only 65% of teachers were satisfied with the learning environment. 64% of teachers felt isolated and lacked a sense of collegiality with other teachers at the school. Additional evidence of a possible cause of low teacher morale was gleaned from a school record form that revealed 56% of teachers perceived little administrative support for their concerns related to the classroom, parents, or students. More definitive reasons for low morale were discovered, such as (a) lack of opportunities for professional development, (b) little administrative attention to and appreciation of teachers, (c) insufficient clerical assistance, and (d) lack of support from local businesses and industries.

Houchard (2005) measured principal leadership practices and teacher morale as it relates to student achievement in Mitchell County at two elementary schools, four middle schools, and one high school. It was found that overall results for Mitchell County schools showed that there was a moderately high level of teacher morale. Satisfaction with teaching led the way in contributing to higher morale whereas the issue of teacher
salary was found to lower morale. Many significant relationships existed between perceived leadership practices and teacher morale factors. All factors of teacher morale had a positive correlation with achievement scores.

Mackenzie (2007) collected data from teachers in Australia and more specifically the New South Wales Department of Education and Training. It was concluded that participants were unanimous in their claims that students benefit from higher teacher morale. 66% of the participants agreed that teacher morale in general is not positive in current times, almost as many as 53% claimed that teacher morale in their own schools was positive. Most (66%) did, however, agree that teacher morale is lower than when they began teaching. Those more likely to describe morale as lower now than when they began their career were participants who had been teaching for more than twenty years while those who had been teaching less than ten years suggested that morale had always been low. 97% suggested that leadership at a school level had a major impact on morale, while 95% also identified leadership at a system level as important. Participants in the study (89%) were generally in agreement regarding a connection between workload, working conditions and poor morale. With almost all participants (88%) claiming that teaching was harder now than it was when they started teaching. 88% identified a strong relationship between the status of teaching as a profession and the current low morale of teachers. 74% participants suggested that the status of teaching had declined since they began teaching. Pay or salary level was identified by 88% of participants as the most obvious solution to the poor status of the teaching profession and a major reason for the poor morale of teachers. Data indicated that teachers feel that the media impacts upon teacher morale, with 81% of participants in agreement that media attention, which highlights and dramatizes negative situations and ignores the successes of school, leads to poor teacher morale. Student welfare and behaviour problems were identified by 79% of study participants as a major reason for low teacher morale. Overall teacher morale was considered by respondents of the study to be low in NSW NET schools. 53% of participants identified morale in their own school (‘school morale’) as positive while 66% suggested that the morale of teachers (‘professional morale’) across the NSW DET was poor.

Australian Education Union (Victorian branch) survey in the State of TAFE (2008) revealed that inadequate pay, excessive workload and overcrowded classrooms are
pushing Victorian TAFE teachers to their limit, with nearly 75% having considered leaving their jobs in the past 12 months. The survey showed that increased casualisation of the workforce, excessive workload and a lack of resources continue to take a toll on TAFE teachers resulting in low morale. It was found that 73.4% of the respondents had considered leaving their jobs in the previous 12 months and less than half saw themselves working in TAFE in five years. Of these respondents who had considered leaving their jobs in the last 12 months, 77.9% agreed that a pay rise would encourage them to stay. 49.2% of respondents said class sizes had increased over the last three years and 55.2% agreed that large class sizes were negatively impacting on educational outcomes. 80.8% of the respondents agreed that the quality of education being provided by TAFEs had been affected by a lack of funding. 48.4% of the respondents felt that they were teaching less hours than students had paid for due to budget constraints. 80% of the respondents felt that their workloads had increased over the last 12 months. Nearly 90% of respondents felt that the hours they spent on administrative duties had increased over the last 12 months. Very few respondents (10.6%) agreed that they were appropriately rewarded and recognized by their employer for the work they were doing. 28% of the respondents listed levels of pay as the most important issue for them.

A study by Department for International Development, DfID (2008) investigated the morale and motivation of education workers in Mozambique and identified the factors that affect them. It was found that teachers considered salary level to be the issue that has the most impact on their motivation and morale, followed by material working conditions, then training, then the administrative procedures that determine education workers’ official status and salary level. It was found that education workers were committed to their profession and wished to continue in it.

Penelop (2008) investigated teacher morale, as measured by teacher rapport with the principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, teacher status, community support of education and school facilities and services by using 121 South Dakota third through fifth grade teachers. Survey respondents indicated significant negative relationships between adequate yearly progress, teacher salary, and teacher load. A significant positive relationship was found between years of experience and rapport among teachers. No significant relationships were found among test preparation and each of the 8 dimensions of teacher morale. A significant negative
correlation was found between the testing factor of narrowing the curriculum and satisfaction with teaching.

Rowland (2008) examined the relationship of the leadership practices of middle school principals and the morale of the teachers in these schools. 471 teachers from seven middle schools in a Metropolitan Atlanta school system participated in the study. Results indicated that principal leadership and teacher morale were significantly correlated and that the leadership practice of Enable Others to Act had the strongest positive correlation to teacher morale.

Yisrael (2008) investigated the positive impact interdisciplinary teaming has on teacher morale by conducting a qualitative case study on a ninth grade interdisciplinary team of teachers at a high school located in Southwest Ohio. This case study involved a total of five teachers, all of which made up one interdisciplinary team for the ninth grade. It was found that supportive atmosphere, participation, autonomy, and collaborative work had a positive impact on the morale of the participants.

Alger and Norman-Gloria (2009) surveyed 101 secondary science teachers who were completing their second year in a Connecticut public middle or high school, to determine their levels of morale using the Purdue Teacher Opinionnaire (PTO). Findings indicated that teachers trained via alternative route to certification were significantly less satisfied with their salary compared to those trained at traditional undergraduate programs. The socioeconomic status of the district in which the beginning teacher was employed was related to total morale and four of the ten morale factors measured on the PTO. As the socioeconomic rank of the employing district increased, so did morale.

Hendricks (2009) conducted an empirical study in 2 schools in the Northern Areas of Port Elizabeth. The study emphasized that the morale of educators was low in the schools and this morale status impacted on learners’ achievements, the health of the educators and the health of the institution. Some of the causes of the low morale according to the empirical study were lack of resources, ill-disciplined learners, uninvolved parents and an ineffective management style of the principal.

Eather and Richman (2009) conducted a study to determine why teachers leave their teaching positions. Twelve (Eight women and four men) former public school teachers from one school district in the Eastern United States were interviewed for this
Teacher’s working conditions, including administrative support, lack of administrative support and lack of influence in decision making were found to be major reasons teachers leave.

Meyer et al. (2009) in their study of two secondary schools in Nova Scotia found that the process of principal succession and the new principal’s practices had the potential to change a school culture and both positively and negatively affect teacher and institutional morale. The findings suggested that the factors influencing the degree to which morale is affected during principal succession are informal leaders, experience level of staff and the degree to which the principal is considered to be an integral part of the school.

Singh and Buddhisagar (2009) investigated personality dimensions of a teacher with reference to morale. The study indicated that there was significant relationship between teacher's morale and extroversion dimension of personality. The teacher's morale seemed to have negative relationship with neuroticism dimension. The sex variable seemed to have no influence on the relationship between teacher's morale and extroversion/neuroticism. Also academic disciplines had no influence on the relationship of teacher's morale and extroversion/neuroticism.

Stutz and Hobbs (2010) reported that, in a survey that has been done every two years since 1980 by Sam Houston State University researchers, 907 teachers were questioned about outside employment and its impact on their classroom duties. The survey showed that the percentage of teachers who held second jobs was the highest in the three decades that the study has been conducted. The new figures represented a jump of nearly 50 percent from the last survey in 2008. The survey also pointed to a potential toll in the classroom as two-thirds of those who held second jobs said the quality of their teaching would be better if they didn't have to work another job. The findings pointed out the need for improved salaries. The study also noted that 47 percent of those surveyed said they have seriously considered leaving the profession.

Naseer Ud Din et al. (2011) studied teacher’s academic qualification, morale and their teaching behavior in government and semi-government schools in North-West Frontier Province of Pakistan. There was no significant difference between the mean scores of the teachers’ morale of government and semi-government schools. There was
no significant difference between the mean scores of teacher morale of high qualified and low qualified teachers.

2.4 TRENDS EMERGING OUT OF RESEARCH STUDIES RELATED TO TEACHER MORALE

- Teacher morale is related to student achievement (Ellenburg, 1972; and Debruyne, 2001).

- Absenteeism in teachers, job satisfaction among teachers and teacher morale are inter-related (Shaw, 1980; and Debruyne, 2001).

- Some of the common factors effecting morale of teachers are – conditions of service, inadequate salary, excessive teacher load, poor school facilities, community pressures, job security, class size, demands on teachers, lack of promotional opportunities, inadequate school disciplinary policies, improper attitude and behavior of school head, pupil’s lack of interest in school, ineffective management style of principal, ill disciplined learners, lack of resources, lack of administrative support, lack of involvement in decision making, insufficient clerical assistance, lack of opportunities for professional development, rapport among teachers, and rapport with the principal (Coverdale, 1973; Flowers and Pepple, 1987; Delaney, 1991; Henderson and Nieto, 1991; Mwangi and Mwai, 2002; Postell, 2004; and Luther and Richman, 2009).

- Leadership behavior of the principal is an important determinant of teacher morale (Shaw, 1980; Singh, 1984; Hunter-Boykin and Evans, 1995; Evans, 1998; Jarnagin, 2004; Houchard, 2005; and Rowland, 2008).

- Demographic variables have been found to be related with teacher morale (Flowers and Pepple, 1987; and Santos, 2003).

- Teacher morale is indicator of healthy school culture and effective schools. School environment or climate impacts teacher morale. Thus, school climate is an important predictor of teacher morale (Wong, 1987; Young, 1998; and Debruyne, 2001).

- The variable of sex has been found to be related to teacher morale (Wong, 1987; and Mwangi and Mwai, 2002).
Teaching experience in years has been found to be related with teacher morale (Wong, 1987; and Bivona, 2002).

Extrinsic factors rather than intrinsic ones have been found to influence teacher morale (Young, 1998).

There is positive correlation between teacher participation in decision making and teacher morale (Jones, 1998; and Weiss, 1999).

Teacher morale is important in creating and maintaining an environment that is conducive to learning (Debruyne, 2001).

Teacher morale and its relationship with personality has been explored by few researchers only (Singh and Buddhisagar, 2009).

Low morale leads to teacher apathy, poor job performance, increased value for material rewards, dissatisfaction with school authorities, high turnover and constant shortage of teachers (Mwangi and Mwai, 2002).

2.5 RESEARCH STUDIES RELATED TO TEACHER COMMITMENT

Rosenblum and Firestone (1987) examined the extent, nature and sources of alienation among students and teachers in high school at two inner city comprehensive schools in five large urban districts. Results revealed three types of teacher commitment and two types of student commitment. Interrelationships between teacher commitment and student commitment were also discovered. It was concluded that (i) the district context influence student and teacher commitment; (ii) there is interplay between student and teacher commitment; and (iii) a variety of school factors influence the interaction between teachers and students.

Rosenholtz and Simpson (1990) examined 1,213 Tennessee elementary teachers' responses to 6 organizational indexes to determine effects of school organization and administrative support on teacher commitment. It was found that novice teachers' commitment is influenced more by organizational supports for the management of boundary issues, while experienced teachers are influenced more by organizational qualities that affect the core instructional tasks. They also found that midcareer teachers...
have a lower commitment to their jobs and place a greater emphasis on task autonomy than do either novices or veterans.

Anderman et al. (1991) examined the relationships among teachers' perception of school leadership, school culture and teacher satisfaction and commitment by collecting data from 101 teachers in Illinois, 241 teachers in Arizona and 416 teachers in Florida. It was found that principal’s actions create distinct working environments within schools, and these different kinds of environments are highly predictive of teacher satisfaction and commitment.

Kushman (1992) studied two types of teacher workplace commitment - organizational commitment and commitment to student learning in 63 urban elementary and middle schools. Organizational commitment was found to be positively related to student achievement. It was also found to be positively related to teacher job and career satisfaction, feelings of efficacy as a teacher, and teacher expectations for student success. Overall, weaker relationships were found between commitment to student learning and predictor variables. A weak relationship between commitment to student learning and student achievement was found.

Riehl and Sipple (1996) examined the relationships among teachers’ task environments, more general characteristics of school organizational climates, and teachers’ professional and organizational commitments. The study was based on a sample of 14,844 secondary school teachers. Results suggested that, while teachers’ professional commitment and organizational commitment were unrelated to teachers’ class schedules, commitment was associated with school climate.

Fresko et al. (1997) investigated the model for predicting commitment to teaching, as measured by the extent to which teachers expressed an unwillingness to change careers. Data was collected from 175 teachers who had completed their pre-service training at an Israeli teachers college over a ten-year period. Results indicated that only job satisfaction could directly predict commitment. Other factors, such as professional self-image, abilities, gender, job advancement and pupil grade level were indirectly related generally through their relationship with satisfaction.

Reames and Spencer (1998) explored the relationship between the culture of the middle school and teachers' sense of efficacy and commitment. A total of 275 middle-
school teachers in Georgia, representing 40 schools divided equally among rural and urban contexts, completed a 4-part instrument designed to measure perceptions of school-work culture, organizational commitment, and teacher efficacy. The results revealed that all four dimensions of school-work culture were approximately equally important in explaining differences in teacher commitment and efficacy. However, these dimensions were found to be more strongly related to the level of organizational commitment than they were to personal efficacy.

John and Taylor (1999) explored the relationships among principals' leadership style, school climate, and the organizational commitment of teachers in Seventh-day Adventist secondary schools in the Philippines. Data were obtained from 227 full-time teachers from 20 schools. The principal's leadership style, school climate, and the organizational commitment of teachers were found to be interrelated. It was found that teachers perceived higher commitment under a leadership characterized by high consideration, regardless of the level of initiating structure. Teachers' organizational commitment was positively related to climate openness, characterized by supportive principal behavior and teacher engagement, intimacy, and low levels of teacher frustration.

Tsui and Cheng (1999) investigated the contingency relationship of school organizational health to teacher commitment by involving 20 aided primary schools and 423 teachers in Hong Kong. The findings suggested that three school organizational health factors such as morale, consideration and institutional integrity are related to teacher commitment through interactions with the teacher personal characteristics such as position, marital status and length of service in the school.

Asam (2000) conducted an exploratory study on sixteen pre-service native Hawaiian teachers over a period of two years and found that as the participants learned more about teaching, they became even more committed to improving education for native Hawaiian students.

Celep (2000) attempted to investigate Turkish teachers’ level of commitment to their schools by collecting data from 302 teachers working in public high schools in the district of Zongulak and around the city centre. Study findings indicated that teachers exerted significant effort within their schools. Teachers were found to be committed to
their daily work and to their teaching occupation. A close relationship was found between variables related to teachers’ commitment to their schools, the working group, as well as the teaching occupation.

LaTurner (2002) used data from the Baccalaureate and Beyond study to examine different paths to teaching grades 6-12 mathematics and science taken by recent U.S. college graduates and differences in experiences and commitment toward teaching. It was found that those with certification in mathematics or science are more likely to be committed than those without certification. However, those without certification vary in their commitment to the profession depending on coursework preparation.

Lu et al. (2002) investigated the relationships among turnover intentions, professional commitment, and job satisfaction of registered nurses utilizing data collected from 2,197 registered nurses. It was found that there was a positive correlation between job satisfaction and professional commitment, intention to leave the organization, and between intention to leave the profession. The negative correlation was found to be significant between professional commitment and turnover intentions, and between job satisfaction and turnover intentions.

Nir (2002) in a 3-year longitudinal study of 28 elementary schools in Jerusalem implementing school based management (SBM), found that teachers in the SBM schools expressed increased level of commitment to the academic success of students. It was concluded that as the schools had more control over the decision-making, more the teachers were able to heighten their level of commitment to student achievement without the numerous external distractions that often leave teachers feeling powerless.

Yu et al. (2002) examined the effects of principals’ transformational leadership practices on teachers’ commitment to change in their study in Hong Kong primary schools. Mediating variables in the study included school culture, strategies for change, school structure, and the school environment. Results suggested strong significant effects of transformational leadership on mediating variables and weak but significant effects on teachers’ commitment to change.

Geijssel et al. (2003) examined the effects of transformational school leadership on the commitment of teachers to school reform, and the effort they are willing to devote to such reform, using two approximately comparable sets of data collected from samples of
Canadian and Dutch teachers. Results of the Canadian and Dutch studies were compared. The findings showed transformational leadership dimensions to affect both teachers’ commitment and extra effort.

Knobloch and Whittington (2003) investigated the differences between teacher efficacy of novice teachers based on relatively low and high levels of career commitment. The population was 91 novice teachers in their first, second, and third years of teaching in agricultural education in Ohio. It was found that, although the two groups had the same teacher efficacy at the beginning of the school year, teachers with higher career commitment were more efficacious after the first 10 weeks of the school year than the teachers with lower career commitment. Moreover, teachers with lower career commitment experienced a decline in their teacher efficacy while teachers with higher career commitment did not change in their teacher efficacy from week 1 to week 10.

Bogler and Somech (2004) focussed on the relationship between teacher empowerment and teachers’ organizational commitment, professional commitment and organizational citizenship behaviour by using data collected from 983 teachers in Israeli middle and high schools. It was found that teachers’ perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession and to their organizational citizenship behaviour.

Crosswell and Elliott (2004) challenged the view that teacher commitment is focused exclusively on external dimensions and explored the relationship between teacher beliefs and teacher commitment in a way that characterizes teacher commitment as a highly personal way of viewing the self and its relationship to education. Sample included 30 teachers from Brisbane, Rockhampton, Longreach; special schools, primary schools, high schools and schools of distance education; having experience ranging from 9 to 27 years, selected on criteria of experience, gender and teaching areas. The study revealed that while teachers articulate a commitment to external factors (such as students), they also make significant links to personal passions, which include ideology, values and beliefs. It was found that teachers conceptualize teacher commitment as six different but interrelated categories. It was concluded that there is an intimate connection between a passion for the work of teaching and teacher commitment.
Walker (2004) designed a study to determine why teachers choose to remain in the urban setting. The researcher surveyed experienced teachers (minimum of 10 years) in the Norfolk Public Schools District, with a hire date of August 1991 or before. The results of the study revealed that teachers choose to remain in this urban school district because they feel they have been effective in working with urban children; they have developed good collegial relationships within the district; and they have gained a sense of self satisfaction from working in this district. These reasons and several others were found to have statistical significance in teachers' levels of commitment.

Bunton (2005) studied the impact of changing nature of the faculty composition on the extent and nature of time commitment to students and concluded that some effects of the increasing number of part-time and off track faculty are positive; the overall impact of these hires is negatively affecting time spent with students, especially among the part-time hires who are spending significantly less time with students out of the classroom; faculty from research institutions show less time commitment to students.

Coble (2005) studied the ways in which tenure, work group and job level influence employee commitment. The focus of the study was affective or emotionally activated commitment and the ways in which this form of commitment differs according to employees’ tenure, work group and job level. It was found that affective commitment differs significantly according to these organizational factors.

Day et al. (2005) conducted a qualitative study on a group of Australian and English teachers and concluded from the teachers’ responses that there were some identifiable factors that sustained teacher commitment and some factors that diminished teacher commitment. Personal and school context factors were found to be the most significant in sustaining teacher commitment while system context factors were found to be the most significant in diminishing teacher commitment. It was also found that the role of principal is critical in sustaining teacher commitment by being attentive to personal and school context factors. Also the principal’s role is also critical in addressing the system context factors that diminish teacher commitment.

Elitharp (2005) conducted a study of factors that lead to special education teacher attrition and retention involving 212 special educators in the Commonwealth of Virginia.
It was found that as the perception of psychological resilience increases, commitment to the profession increases, and the intent to leave the field of special education decreases.

Mutchler (2005) interviewed 17 elementary teachers in a high poverty urban school in Texas to understand the dynamics of teacher commitment, particularly as it relates to the organizational characteristics of high poverty schools. It was found that teacher commitment was related to (a) culturally and ideologically based dedication to making a difference for students; (b) willingness to devote personal time outside the classroom; (c) quality relationships with other teachers while managing the work of teaching.

Park (2005) explored the effects of teacher commitment on student achievement. Three teacher commitment dimensions of organizational, professional, and student commitment were studied. It was found that the greater portions of teacher commitment and student achievement variances were within schools. The individual and organizational variables had differential impacts on each teacher commitment dimension. While teacher commitment effects on student achievement were differentially found depending on teacher commitment dimensions at the individual level, there was no evidence to support significant impacts of teacher commitment on student achievement at the organizational level.

Park et al. (2005) studied the relationships between teamwork, trust and teacher team commitment of elementary school teachers. Teamwork was found to be a significant predictor of teacher team commitment. Respondents showing higher levels of teamwork skills perceived higher levels of team commitment.

Dee et al. (2006) examined the effects of four team-based structures on the organizational commitment of elementary teachers in an urban school district. It was found that team teaching had both direct and indirect effects on commitment to the school. Curriculum teamwork, governance teamwork, and community-relations teamwork each contributed indirectly to higher levels of teacher commitment.

Galambos (2006) attempted to find whether a correlation exists in independent schools between a teacher's personal satisfaction characteristics and both teacher commitment and the likelihood that a teacher will remain in the profession using a survey questionnaire sent to 333 independent school teachers having less than 5 years
experience, selected from random sample of 75 schools which were co-educational, preschool and kindergarten to 12th grade schools in Columbia. It was found that the degree of satisfaction with independent school teaching among these teachers significantly impact their level of commitment to and intent to stay in independent school teaching. Also, it was found that as satisfaction increases, so does commitment and intent to stay. The results also indicated that adjustment to work environment plays a significant role in determining commitment and intent to stay or leave among relatively new teachers.

Ross and Gray (2006) tested a model hypothesizing that principals contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity. Data from 205 elementary schools was collected. Schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement. Increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student achievement. It was found that the strongest impact on achievement occurred through teacher commitment to school community partnerships.

Balay (2007) investigated the relationship between different levels of organizational commitment (compliance, identification, internalization) of teachers and their different conflict management strategies (compromising, problem solving, forcing, yielding, avoiding). Based on a questionnaire survey of 418 teachers, this study indicated that male teachers are more likely to experience commitment based on compliance, and are more likely to avoid conflicts than female teachers. As teachers get older they are more likely to experience commitment based on internalization and on identification, and they are more likely to use problem solving conflict management strategies than those who are younger. Commitment based on compliance was found to be the only significant predictor of forcing behavior. Commitment based both on identification and compliance was found to be the important determinants of avoiding behavior.

Rots et al. (2007) conducted a study aimed to gain insight into the relationship between teacher education and graduating teachers (not) starting in the teaching profession (n 209). Results revealed that graduates teaching commitment is strongly related to their entrance into the teaching profession. Furthermore, the perception of
mentor teachers evaluative support was found to be directly related to teaching commitment and other variables (e.g. faculty support, type of teacher training) were found to be indirectly related through the mediation with graduates teacher efficacy and professional orientation.

Solomon (2007) analyzed the relationships, if any, among teachers’ perception of middle level principals’ transformational leadership behaviours, teacher commitment, teacher collective efficacy, and student achievement in communication arts and mathematics and determined if there were differences in teacher's perception of principal transformational leadership, teacher commitment and teacher collective efficacy when sorting Missouri's Middle level school by achievement quartiles, by collecting data from teachers and principals from 138 middle level schools in the state of Missouri. It was found that transformational leadership correlated with teacher commitment, teacher collective efficacy and student achievement. Significant correlations existed between teacher commitment, teacher collective efficacy, and student achievement. It was also found that the transformational leadership factor of ‘goal acceptance’ was a predictor of teacher commitment. Finally, schools in the lowest achievement quartiles had significantly lower levels of teacher commitment and teacher collective efficacy then those in the highest quartiles.

Chan et al. (2008) tested a predictive and mediation model of teacher commitment. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. Teacher efficacy and identification with school were found to completely mediate the relations between teaching experience, perceived organizational politics, and reflective dialogue and teacher commitment.

Fall (2008) using a sample of 935 early career special education teachers in high and low poverty districts found that problems with work manageability were negatively related to teacher commitment, whereas positive school support and good match between preparation and assignment positively influenced teachers’ commitment. District level of poverty, district support, and perceived helpfulness of induction support were not significantly related to teachers’ commitment.
Ifamuyiwa (2008) determined the quantity, quality and commitment of mathematics teachers to teaching in Ogun State secondary schools. Four hundred mathematics teachers randomly selected from one hundred public secondary schools across the twenty local government areas of the state participated in the study. Findings revealed that mathematics teachers’ commitment to teaching is significantly influenced by their professional status.

Choi and Tang (2009) examined the commitment of Hong Kong teachers for a decade. Findings affirmed that teacher commitment involves the interplay of personal, workplace and education systemic factors and also illuminated how these factors interplay differently to effect increased or decreased commitment. ‘Love for students’ was argued to be a crucial personal factor which counteracted unfavorable external conditions to sustain teacher commitment.

Cox (2009) investigated the commitment of elementary school teachers to inclusive education for students with disabilities, and whether the commitment to inclusive education between general and special education teachers was equal. It was found that special education teachers appear more committed to inclusive education than their general education counterparts. There was a significant difference between special and general education teachers in their commitment to inclusive education. Special educators looked upon inclusive education in a more favorable light than their general education colleagues. Number of students in a classroom, appeared to have no bearing on general education or special education teachers’ commitment to inclusive education.

Henkin and Holliman (2009) found that increments in experience in the profession are negatively associated with organizational commitment; higher levels of interpersonal conflict are linked to lower levels of organizational commitment; participation in activities beyond the classroom is marginally related to commitment, whereas support for innovation has a strong positive effect on teachers’ commitment.

Karakus and Aslan (2009) collected data from 1,017 teachers working in public and private high schools in Elazig city. The results showed that teachers’ commitment focuses, their types and levels of commitment to these focuses vary according to their personal characteristics such as gender, marital status and tenure. Although female teachers were found to be more affectively and normatively committed to the teaching
profession than their male counterparts, they had low levels of normative commitment to
the work group and low levels of continuance commitment to the school in which they
worked. Married teachers were found to be less affectively and normatively committed to
the teaching profession than unmarried ones. However, married teachers' continuance
commitment levels to the teaching profession and to the school in which they worked
were found to be higher. As tenure increased, perceptions of investments having been
made in schools increased and therefore teachers' continuance commitment levels to the
focus of the school in which they worked increased. Although one-to-five year tenured
teachers had the highest levels of normative commitment to the teaching profession, they
were the least affectively and normatively committed to the focus of work group.

Raheem (2009) in his study on commitment among secondary English language
teachers in Tulkarm District found that there was a positive significant relationship
between teachers’ commitment and students’ level of achievement. The researcher also
found that democratic climate was the most important factor in increasing teachers’
commitment while low salary was the most important factor in decreasing teachers’
commitment.

Smith (2009) examined the relationship between school climate and teacher
commitment in elementary schools in Northeast Alabama. Thirty-four elementary schools
consisting of 522 teachers took part in the study. Results indicated that teacher
commitment is related to school climate. The study showed that the most significant
predictor of teacher commitment was teacher professionalism.

Awang and Ahmad (2010) conducted a study intended to ascertain the impact of
job satisfaction of university lecturers on their commitment towards academic activities
by collecting data from 320 lecturers from Universiti Teknologi MARA (UiTM),
Kelantan, Malaysia. The main finding of the study was that there is a significant
relationship between job satisfaction and work commitment. Overall the findings of the
study indicated that satisfied lecturers would be committed to their job, and promotional
opportunities, workload and relationship with colleagues significantly affect job
satisfaction level among lecturers.

Hulpia and Devos (2010) explored the relation between distributed leadership and
teachers' organizational commitment. A comparative analysis of four schools with high
and four schools with low committed teachers was carried out. Findings revealed differences in the leadership practices which influenced organizational commitment. The leadership practices include the quality and distribution of leadership functions, social interaction, cooperation of the leadership team, and participative decision-making. Teachers reported being more strongly committed to the school if the leaders were highly accessible, tackled problems efficiently or empowered teachers to participate, and frequently monitored teachers' daily practices.

Malik et al. (2010) investigated the impact of teachers' satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. In addition, the study was aimed at exploring to what extent these teachers are committed to their universities and satisfied with different dimensions to their job. The study was carried on teaching faculty working in two public sector universities of Pakistan involving 331 faculty members. The findings of the study indicated that the satisfaction with work-itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members.

Moloi (2010) in a qualitative study on teachers collected data through semi-structured focus group interviews with 16 teachers in one of the districts of Gauteng province and found that to build a learning organization in difficult education contexts requires teachers who are committed to personal learning in order to teach effectively for student achievement.

Morgan et al. (2010) conducted research with 700 beginning primary school teachers in Ireland. Findings from the research indicated that the presence or absence of positive experiences had a stronger impact on teacher efficacy than negative experiences. It was concluded that frequent positive experiences (such as positive relationships with students) are more influential to promote the commitment and efficacy of early career teachers.

Munir and Sajid (2010) investigated the relationship between locus of control (LOC) and organizational commitment. The research was conducted on university level Professors in Pakistan. It was found that Locus of control (LOC) is significantly and positively related to organizational commitment and LOC positively affected the
organizational commitment as the correlation showed positive result but this relationship is not very strong.

Oloruntegbe et al. (2010) investigated Nigerian science teachers’ involvement, commitment and innovativeness in curriculum development, implementation and change. The sample consisted of 630 secondary school teachers drawn from the six southwestern states of Nigeria. It was concluded that teachers often show resistance and lack of commitment to implementation of curriculum reforms because they are seldom involved in the development and even how best to implement them.

Sezgin (2010) examined the relationship between teachers’ organizational commitment and school culture. The study sample consisted of 270 primary school teachers who participated in an in-service education activity organized in Ankara. The regression analysis revealed that support and task dimensions of school culture positively and significantly predicted affective and normative commitments of teachers. Bureaucratic culture was the only significant predictor of continuance commitment although success-oriented school culture did not significantly predict teacher commitment. This study showed that school organizational culture and the perceived quality of school organizational environment are important for improving teachers’ perceptions of organizational commitment. Results indicated that the schools with support and task-oriented cultures may facilitate teachers’ affective and normative commitments. Teachers in a positive and supportive organizational environment are more likely to identify with their schools, principals, and colleagues.

Sood and Anand (2010) studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. It was found that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate and significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession.

George and Sabapathy (2011) in their study aimed to find the importance of organizational commitment in motivating the teachers, collected data from 450 degree college teachers of Bangalore city. The results showed a positive relationship between
work motivation and organizational commitment of degree college teachers. More committed teachers were found to be more motivated.

Jourdan et al. (2011) conducted a study on 54 teachers to identify the professional issues that teachers perceived as important in their commitment to a health promotion (HP) programme. The main factors that teachers identified as shaping their commitment were (i) their perceptions of the programme, specifically, its congruence with their own role and practice and also their perceived impact of the programme upon whole staff relations and (ii) the specific school environment including school organization, quality of the relationships with parents and student behaviour.

Muwagga and Genza (2011) examined the issue of teacher professionalism and teacher commitment in Catholic founded secondary schools using 15 “Elite” Roman Catholic Secondary Schools in Kampala Arch-Diocese, Uganda. It was concluded that there are factors outside the Catholic school set up such as the socio and economic constraints and intrinsic factors within the Roman Catholic school system which created challenges to teacher professionalism and commitment such as lack of orientation of teachers and school administrators into Roman Catholic philosophy of education.

2.6 TRENDS EMERGING OUT OF RESEARCH STUDIES RELATED TO TEACHER COMMITMENT

- Teacher commitment is positively related to student achievement (Ross and Gray, 2006; and Solomon, 2007).
- Principal’s leadership style, school climate and teacher commitment have been found to be inter-related (Anderman et al., 1991; and John and Taylor, 1999).
- Teacher job satisfaction is one of the most important predictor of teacher commitment (Fresko et al., 1997; Galambos, 2006; and Awang and Ahmad, 2010).
- When teachers are involved in shared decision-making, there occurs an increase in teacher commitment (Nir, 2002).
- Intention to leave the profession as well as organization depends upon teacher commitment (Lu et al., 2002; and Galambos, 2006).
Personal and school context factors are most significant in sustaining teacher commitment while system context factors are most significant in diminishing teacher commitment (Crosswell and Elliott, 2004).

Teachers articulate a commitment to external factors (such as students), they also make significant links to personal passions which include ideology, values and beliefs (Day et al., 2005).