Chapter 5

Findings, Discussion, Suggestions and Conclusion

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Chapter 5
Findings, Discussion, Suggestions and Conclusion

5.1 INTRODUCTION

After analysis and interpreting the data it is essential to bring out a general meaning and certain specific meaning. The inferential meaning can also be put forth. It is rightly said

"The conclusions are the expression of the investigator's personal interpretation of the facts he has uncovered."


This chapter presents the findings in accordance with their hypothesis. Suggestions and directions for further researches are also stated. The primary goal of this study were to find out the teacher morale under Ahmadabad district in Gujarat state of republic India and to analyze the effect of various family related, personal related and school related factors effecting teacher morale.

The data were collected from 497 sampled teachers in Ahmadabad district using the survey questionnaire method. The findings of the study were discussed in line with the research objectives. The discussion are presented as follows

• Teacher morale in Ahmadabad district
• Teacher morale with reference to family related variables and their interaction
  a) Teacher morale and type of family
  b) Teacher morale and caste
  c) Teacher morale and marital status
  d) Teacher morale and Area

Teacher morale with reference to personal related variables and their interaction

  a) teacher morale and gender
  b) teacher morale and educational qualification
  c) teacher morale and age
Teacher morale with reference to school related variables and their interaction

a) teacher morale and type of school
b) teacher morale and experience
c) teacher morale and nature of school

5.2 STATEMENT OF THE PROBLEM

The problem stated in research terms is as follows

A study of Secondary School Teacher Morale with Reference to Different Variables

5.3 HYPOTHESIS OF THE STUDY

Family variables

1.1. There is no significant effect of family related ‘type of family’ variable on teacher morale of Secondary school teachers.

1.2. There is no significant effect of family related ‘caste’ variable on teacher morale of Secondary school teachers.

1.3. There is no significant effect of family related ‘marital status’ variable on teacher morale of Secondary school teachers.

1.4. There is no significant effect of family related ‘brought up place’ variable on teacher morale of Secondary school teachers.

1.5. There is no significant interaction effect of ‘type of family’ with ‘caste’ variable on teacher morale of Secondary school teachers.

1.6. There is no significant interaction effect of ‘type of family’ with ‘marital status’ variable on teacher morale of Secondary school teachers.

1.7. There is no significant interaction effect of ‘type of family’ with ‘brought up place’ variable on teacher morale of Secondary school teachers.

1.8. There is no significant interaction effect of ‘caste’ with ‘marital status’ variable on teacher morale of Secondary school teachers.

1.9. There is no significant interaction effect of ‘caste’ with ‘brought up place’ variable on teacher morale of Secondary school teachers.

1.10. There is no significant interaction effect of ‘marital status’ with ‘brought up place’ variable on teacher morale of Secondary school teachers.
1.11. There is no significant interaction effect of ‘type of family’ with ‘caste’ and ‘marital status’ variable on teacher morale of Secondary school teachers.

1.12. There is no significant interaction effect of ‘type of family’ with ‘caste’ and ‘brought up place’ variable on teacher morale of Secondary school teachers.

1.13. There is no significant interaction effect of ‘type of family’ with ‘brought up place’ and ‘marital status’ variable on teacher morale of Secondary school teachers.

1.14. There is no significant interaction effect of ‘caste’ with ‘marital status’ and ‘area’ variables on teacher morale of Secondary school teachers.

1.15. There is no significant interaction effect of ‘type of family’ with ‘brought up place’, ‘caste’ and ‘marital status’ variable on teacher morale of Secondary school teachers.

1.16. There is no significant mean difference between teacher morale of ‘joint’ and ‘nuclear’ type of family of secondary school teacher.

1.17. There is no significant mean difference between the teacher morale of ‘unreserved’ and ‘reserved’ caste of secondary school teacher.

1.18. There is no significant mean difference between the teacher morale of ‘single’ and ‘married’ teachers of secondary school.

1.19. There is no significant mean difference between the teacher morale of ‘urban’ and ‘rural’ brought up place of teachers of secondary school.

**Personal related variables**

2.1 There is no significant effect of personal related ‘gender’ variable on teacher morale of Secondary school teachers.

2.2 There is no significant effect of personal related ‘qualification’ variable on teacher morale of Secondary school teachers.

2.3 There is no significant effect of personal related ‘age’ variable on teacher morale of Secondary school teachers.

2.4 There is no significant interaction effect of ‘gender’ with ‘qualification’ variable on teacher morale of secondary school teachers.

2.5 There is no significant interaction effect of ‘qualification’ with ‘age’ variable on teacher morale of secondary school teachers.

2.6 There is no significant interaction effect of ‘gender’ with ‘qualification’ and ‘age’ variables on teacher morale of secondary school teachers.
2.7 There is no significant mean difference between the teacher morale of ‘male’ and ‘female’ teachers of secondary school.

2.8 There is no significant mean difference between the teacher morale of ‘graduate’ and ‘master’ teachers of secondary school.

2.9 There is no significant mean difference between the teacher morale of ‘above 35 years of age’ and ‘below 35 years of age’ teachers of secondary school.

**School related variables**

3.1 There is no significant effect of school related ‘nature of school’ variable on teacher morale of Secondary school teachers

3.2 There is no significant effect of school related ‘experience’ variable on teacher morale of Secondary school teachers

3.3 There is no significant effect of school related ‘type of school’ variable on teacher morale of Secondary school teachers

3.4 There is no significant interaction effect of ‘nature of school’ with ‘experience’ variable on teacher morale of secondary school teachers

3.5 There is no significant interaction effect of ‘nature of school’ with ‘type of school’ variable on teacher morale of secondary school teachers

3.6 There is no significant interaction effect of ‘nature of school’ with ‘experience’ and ‘type of school’ variable on teacher morale of secondary school teachers

3.7 There is no significant mean difference between the teacher morale of ‘co-educational’ and ‘exclusive’ schools teachers of secondary school.

3.8 There is no significant mean difference between the teacher morale of ‘above 10 years experienced’ and ‘below 10 years experienced’ teachers of secondary school.

3.9 There is no significant mean difference between the teacher morale of ‘granted’ and ‘self-financed’ school teachers of secondary school.
5.4 FINDINGS

Family related variables

1.1 There is no significant effect of family related ‘type of family’ variable on teacher morale of Secondary school teachers.

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5.5 DISCUSSION

The discussion is organized according to the variables’ that are affecting significantly in this study on teacher morale. Firstly, family related variables then personal related variables and school related variables respectively are considered.

Shukla, R.N. found that the teacher morale mean score was higher in the case of female teachers that of with male teachers. Cook (1979) found in his study that female teachers have higher morale than male teachers do. Lissmann & Gigerich, (1990) cited that more men than women enjoy teaching as a profession. The first two findings show that female have higher morale than male but interestingly Lissmann & Giferich finding says that more men than women enjoy teaching. This study reveals
no significant effect of gender on teacher morale. There is no significant mean difference between the morale of male and female teachers.

With respect to education qualification the researches Oicharon, 1985 and Weaver, 1978 found that individuals with more education or higher education are less satisfied as the qualified individuals tend to have more options in the job markets. This study contradict with this view and states that there is no significant effect of educational qualification of teacher on their morale. The graduate teachers and teachers having master degree have no significant difference in their morale. This could be with the realization of consistency at a particular profession and institution may result better than to change jobs and restart as fresh.

Shukla, R.N. (1974) learnt that the significant positive relationship was found between teachers age and their morale. Increase in the age is associated with the increase in the morale. Photharom (2001) also found that teacher morale is statistically significant by age. This study differs with this view and reveals that there is no significant mean difference in the morale of teachers below 35 years of age and above 35 years of age.

Number of researchers have realized that the school climate, innovative proneness school discipline, job related fulfillment of needs, perceived obstacles to needs fulfillment, financial security, teaching load, recognition and reward for exceptional services, proper evaluation of teacher's performance, practices and policies administrative relations inadequate supervision, superimposed methods, disproportionate recognition, and staff related judgment have greater influence on teacher morale. Better working conditions and supportive administration influence the teacher morale positively. This study found that at the interaction of type of school and nature of school the results are significant. Franklin, I. (1975) found that the morale of the teacher educators is not significantly related to the number of years of teaching experience. This study differs in this regards and found that there is a significant mean difference between the teacher morale of above 10 years experienced and below 10 years experienced teachers of secondary school.

Teacher morale is widely understood as a state of mind of a teacher which is affected by the working conditions or other variables related at the work place. This study has attempted to explore the effect of family related variables on teacher morale. The
researcher found that the teachers of different cast have no effect on their morale. The interaction of teacher marital status and brought up place show significant difference in teacher morale. The interaction effect of type of family (joint /nuclear) and brought up place have effect on teacher morale. The other finding is that there is a significant mean difference between the teacher morale of single and married teachers. Thus family related variables have effect on teacher morale.

To sum up the research findings the details are presented in summary under the following headings

1. Summary of the research problem
2. Recommendations

5.6 SUMMARY OF THE RESEARCH PROBLEM

The study was about factors affecting teacher morale under Ahemdabad district of Gujarat state of India. It intended to determine the level of teacher morale in the district. The study aimed to identify the possible statistically significant differences of the teacher morale and thrash out in relation to the personal factors such as gender, qualifications and age; family factors such as type of family, caste, brought up place, and marital status; and school factors such as type of schools, experience and brought up place. The finding of the study resulted in recommendation to the government and other concerned agencies concerned, devising strategies to boost teacher morale.

It was a survey research, using questionnaires to collect data. The researcher used the quantitative data to find out the possible statistically difference in teacher morale. Descriptive statistics like percentage, frequency, mean and standard deviation are used for describing general characteristics of the sample. Inferential statistics such as ‘t’ test and ANOVA were applied for studying the significant differences between the teacher morale and the affecting factors. The studied population was the teachers of Ahemdabad district of Gujarat state of India with the sample size of 497 teachers. Stratified sampling was used in the sample selection to ensure the proportionate representation of teachers according to the level and setting of schools. The results of the study are mentioned under the heading of ‘findings’.

On the basis of the finding and understanding of the research the following suggestions are stated below.
5.7 SUGGESTIONS

The following suggestions are made based on the analyses of surveys and testing instruments regarding the factors affecting teacher morale in Ahmedabad district.

1. Yearly or bi-monthly evaluation of teacher morale should be taken so that school principals could be in touch better with the morale of their teachers.

2. The finding of this research indicate that the marital status of a teacher significantly affect on their morale. Therefore a note of caution can be taken before the appointment of teachers. The candidate’s happiness quotient with reference to his or her married life can be assessed.

3. Since the teacher morale is not affected by its personal variables such as age, gender and qualification or any other factor, teacher should not be blamed for being low in morale. It cannot be a personality trait of an individual rather it represent the kind of environment at work place or school climate.

4. Although the morale factor of teacher salary was found at the moderate level, the concerned Teachers are happier when some reward, incentives, or recognition or some unexpected benefits are realized than the regular or scheduled increments in the salary. The teacher morale can be boosted with merit pay, hardship allowances, travel allowance, free subsidized housing, low interest loan, scholarship for children, bonus for regular attendance and students’ achievement etc.

5. Training opportunities for teachers at the local, district, regional, national, and international levels should be offered to aid building confidence in their profession, because the experience of teachers show significantly different in their morale. Higher experienced teacher are settled and have higher mean of teacher morale whereas lesser experienced teacher still be exploring better options.
6. The study reveals that the teacher of self financed schools and grant in aid schools differ significantly in their teacher morale. The reason might be the feeling of insecurity and no clear cut policies and consistency over it. Thus the self-financed school should also protect teachers’ rights and let them feel secured.

5.8 SCOPE FOR FURTHER RESEARCHES

This study focused on the level of morale among teachers in Ahmedabad district of Gujarat state. Through its finding, the researcher hopes that awareness will prevail over all the concerned authorities and the school leaders of the importance and role that teacher morale plays in the success of a school. The researcher expects that at the very least teacher quality can be improved just by creating an awareness and recognition of morale in schools. The following are recommendations for future research:

1. A study conducted with the larger and more diverse population of teachers would prove interesting and more pragmatic.

2. A more comprehensive study that includes all factors that affect quality of education such as curriculum, teacher quality, and morale over a large span of time etc. would be of interest and value.

3. A study on, how the morale affects teachers’ professional performance and the students’ achievements would be meaningful and of interest.

4. A deeper understanding of teacher morale could be an acquired through a qualitative or mixed method of study with rich descriptive analysis.

5. An impact study of teacher morale on quality education is other area that would be very informative and valuable for not only Ahmedabad or Gujarat but also whole of Indian education system.