Chapter 1

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Chapter 1

Statement of the Problem and Definition of Terms

"Research is an honest, exhaustive, intelligent searching for facts and their meaning or implications with reference to a given problem. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretations of data. The best research is that which is reliable, verifiable and exhaustive so that it provides information in which we have confidence."

- P.M.Cook

1.1 INTRODUCTION

There has been rapid changes of vast magnitude in all spheres in the past decades-technological changes; conceptual changes, industrial changes, geographical changes, man power changes population changes and revolution of rising expectation among the masses with all these social changes it is apparent that the educational system must keep pace with them.

Through five year plan our country has received considerable educational expansion quantitatively. As a democratic nation, our constitution provides equal opportunity of education to all citizens. It further provides free, compulsory, and universal education. Day by day the facilities for education, i.e. the number of schools, teacher training college, and other colleges have increased and are increasing. But rapid quantitative education had to be at the expenses of quality, by lowering the standards.

“Education is a powerful instrument for change in society. The progress of the country can be measured with the quantity and quality of the schools. In India attention has been directed towards quantitative aspect of educational planning and the expansion of educational facilities at all stages.”

Great expansion in the field of education is going on throughout the length and breadth of the world. The wide sociological and technological changes make it
imperative that there should be adequate qualitative improvement at all levels of education, along with the quantitative expansion which is desired and inevitable. Every advanced country is making experiments and formulating the latest theories in the principles and practices of education. The recent efforts both at national and state level in the direction of modernization of curriculum, examination reform, developing model text-books, development of instructional materials, improvements in the methods and techniques of teaching through refresher and in service courses for teachers, new program for teaching of science and mathematics, introduction of work experience, and co-curricular activities, indicate the new strategies that being introduced as recommended by the education commission of 1964-66, as changes on a grand scale.

Miller (1981) notes that teacher morale "can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning."

Morale and achievement are also related. Ellenberg (1972) found that "where morale was high, schools showed an increase in student achievement."

Conversely, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with "a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students" (Mendel citing Holt 1980).

In short, the morale of teachers can have far-reaching implications for "student learning, the health of the organization, and the health of the teacher" (Mendel).

1.2 STATEMENT OF THE PROBLEM

Stimulated by such an idea the investigator selected the problem under study

A STUDY OF SECONDARY SCHOOL TEACHERS MORALE IN RELATION TO DIFFERENT VARIABLES

It gives an indication or the general level of morale in a secondary school of Ahemadabad. A morale survey will tell how teachers feel about jobs, what parts of
their jobs these feelings are focused upon, where these feelings are in terms of departments and whose feeling are involved. Morale study is an important step in maintaining a sound organizational climate.

1.3 DEFINITIONS OF KEY TERMS

**Morale** is a state of mind that is derived by individual's anticipation of satisfaction for those who needs that they perceive as important factors affection their work environment. It is a feeling or state of mind that involves mental or emotional attitudes.

**School** refers to an organization where teachers are employed to guide and direct the learning experiences to students.

**Teacher** is referred to an employee, who guides and directs the learning experiences of students in an official educational setting (school). This person holds teaching certificates from the college of education. He is a person who is appointed by the school authority and his name appears in the muster (teacher attendance register) of the school whether he is paid or on honorarium.

**Family related variables;** the researcher considered the joint family, nuclear family, belonging to general category, other than general category which includes SC, OBCs., STs, single that includes divorced, widow or widower and married, rural and urban as their brought up place.

The term **Nuclear family** means a family which consists of master of the family his wife and their children who are dependent on their parents.

**Joint family** is a family where more than one family stay together and two or more than two generation stay together.

**General category** is the category of the people who are not covered under any special provisions or act.

**Reserved category** is the category of the people who are covered under special provisions for the welfare of the class/caste.

**Marital status** indicates whether the person is married. The term married means a person under a socially and legally accepted procedure marries to its opposite sex.
Single includes all those men and women teachers who haven’t got married or widow/widower

Brought up place refers to the place where they have spent primary schooling fully or largely. The place can only be grouped into ‘rural’ or ‘urban’

Rural is the notified area of the city where the population density is low.

Urban is notified area by the civic authority of the city.

Co-ed is that type of school where boys and girls study together in the same class.

Exclusive is that type of school which is either for girls or only for boys.

Experience is the number of years that a teacher has worked as a teacher.

Granted are those types of the schools which receive financial aid or assistance from the state or central government

Self financed are that type of schools that do not receive any type of financial aid from the government but run with the government approval and board’s affiliation

Gender refers to the sexual identity of the respondents. In this study dichotomy of male and female will be used and assigned the value 1 and 2 respectively.

Qualification means the educational degree attainment under this dichotomy ‘graduation’ refer to the graduation degree obtained by the teacher along with his graduation in education where as ‘master’ refers to the attainment of master degree in an academic subject or in professional degree or in both.

Age chronological age, measured in ratio scale that denote a number of years a respondent lived.

1.4 VARIABLES

Variables are those factors that affect or influence and insists the other variable to change its position or fluctuate. With regards to this study three ‘different variables’ affect the teacher morale. ‘Teacher Morale’ is the dependent variable which is affected by different variables. These different variables are independent variables. These independent variables are grouped into three categories
Family related variables: types of family (joint & nuclear), caste (reserved & Unreserved), marital status (married & single) and brought up place (rural & urban)

Personal related variables: Gender (male & female), Qualification (graduate & Master), and Age (above 35 & below 35)

School related variables: type of school (co-educational & Exclusive), Experience (above 10 years & below 10 years), and Nature of schools (granted & self-financed)

The sequencing of these variables is done according to their alphabetical order, no other preference criteria adopted for the sequencing of these variables.

1.5 OBJECTIVES OF THE STUDY

1.5.1 To identify and study the morale of teacher of secondary schools

1.5.2 To study the effect of family related variables on teacher morale of secondary schools

1.5.3 To study the effect of school related variables on teacher morale of secondary schools

1.5.4 To study the effect of personal related variables on teacher morale of secondary schools

1.5.5 To study the effect of interaction of various variables on teacher morale of secondary schools

1.6 HYPOTHESIS OF THE STUDY

1.6.1 There will be no significant mean difference in the morale of secondary school teachers with respect to various family related variables.

1.6.2 There will be no significant mean difference in the morale of secondary school teachers with respect to school related variables.

1.6.3 There will be no significant mean difference between the morale of secondary school teachers with respect to personal variables.

1.6.4 There will be no significant mean difference in the interaction of various family related variables on the morale of secondary school teachers.
1.6.5 There will be no significant mean difference in the interaction of school related variables on the morale of secondary school teachers.

1.6.6 There will be no significant mean difference in the interaction of personal related variable on the morale of secondary school teachers.

1.7 DELIMITATIONS OF THE STUDY

1.7.1 The study is delimited to the secondary school teachers of Ahmadabad district.

1.7.2 The study is delimited to the Gujarati and English medium schools teachers.

1.7.3 The study is delimited to the family, school and personal related variables.

1.7.4 The study has been carried out on the basis of the responses of the teachers of secondary schools.

1.8 IMPORTANCE OF THE STUDY

It was expected that this study would result in recommendations to education authorities in India and policy makers to boost teacher morale.

An important part of this study would be its utility by the concerned authorities at the school level to enhance teacher morale.

The study would indirectly address ways to attract or retainable and well qualified people to teaching profession.

The study would illustrate and spell out the effect of each variable and their mutual neffect on teacher morale

The study would provide guidelines and suggest certain type of exposure to develop teacher morale

The researchers would gain insight into aspects of teacher morale in schools.

1.9 PLANNING OF THE FURTHER CHAPTERS

As chapter one sketches out the outline of the research problems and decides the hypothesis in proper terms and each term is clearly defined. The importance of this study is also stated.
In the second stage it is essential to understand the magnitude of the work done in this area. This will enlighten the researcher about the direction and the findings. Thus, the chapter 2 presents the review of the related literature or research findings in the area of this study.

After obtaining understanding of the area of the research in depth, researcher presents in chapter 3, the outline of the research procedure, selection of tool, sample selection, collects data procedure and classification of data

Chapter 4 presents the analysis of the data and its interpretation.

Chapter 5 presents the major findings of the study, suggestions and reflection on the scope of the further researches