

CONSTRUCTION AND STANDARDISATION OF CLASSROOM MORALE SCALE FOR TEACHERS

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Abstract

The paper reveals the details of the development and standardization of Classroom Morale Scale for Teachers. Morale means the feeling, a state of mind, a mental attitude, and an emotional attitude. The scale initially consist of 127 items. After review and evaluation of statements by the experts, items were reduced to 67. After item analysis, 57 items were retained in the final draft of the test. The test- retest reliability of the scale was found to be 0.87. For validity, face, content, construct validity were calculated and test developed was found to be valid. Scoring of scale was done, i.e., 5-strongly agree, 4- agree, 3- undecided, 2- disagree, 1- strongly disagree.

Keywords: Classroom, Morale, Teachers

Teachers are an integral feature of the educational system and can be likened to a hub. Therefore, the success of any system of education depends, to a large extent, on the number and quality of teachers, their devotion to duty and their effectiveness in the job. It is the teacher who decides what goes on in the classroom and translates theories and principles into practice (Hoy & Miske, 1987). It is, therefore, evident that such an integral part of the infrastructure must be sound in basic Psychological terms, i.e., their morale and motivation must be high for them to perform at a satisfactory level. According to Hoy and Miske (1987), when a healthy school environment exists and teacher morale is high, 'teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs' (Chigbu 2002). Teachers are being stretched to the limit. Expectations placed on them seem to be expanding exponentially. Increasingly, their role encompasses not only teaching specific content and mentoring students in the love of learning, but functioning as frontline social workers. In addition to being expected to deal with a smorgasbord of broader social problems that find their way into the classroom, many other pressures plague teachers, prompting Parks (1983) to ask, "How does one compensate professionals for inadequate books and supplies, large classes, disruptive students, public criticism, limited assistance, increased duties, and the lowest salaries paid to highly educated personnel in the Nation? How does one lead a group in which morale is so low that over 40 percent of survey respondents would not again select teaching as a profession and 57 percent are definitely planning to leave,

will leave if something better comes along, or are undecided about staying?" Although Parks posed these questions in 1983, it appears that similar levels of dissatisfaction persist among teachers today. For example, a survey of Texas public school teachers in 1996 found that 44 percent of respondents were seriously considering leaving the profession (Henderson and Henderson 1996).

Teacher Morale has important implications relevant to educators, parents, students, and administrators. Teacher Morale impacts directly on delivery of lessons, teacher effectiveness and leadership, student attitude, behavior and discipline, as well as student performance. Key to improving Teacher Morale is creating a positive school climate that reflects the physical and psychological aspects of the school which are more susceptible to change and which provide the preconditions necessary for teaching and learning to take place. 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." Controversy, low levels of satisfaction and morale can lead to decrease in teacher productivity and burnout, which is associated with "a loss for concern 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

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students” (Mendel citing Holt 1980). Teacher Morale can lead to performance in the class as well as expectations of the students. Low teacher morale can lead to low expectations of students. These low expectations can decrease achievement on standardized tests and teacher made assessment. Morale affects more than just productivity or student achievement assists in establishing the character of a school. It is one of the factors, which may determine whether a school functions at its best, demanding and receiving the utmost from its students, or whether the school plods along happy just to see the passing of another day. This study is significant because it has the potential to improve student achievement within a school and improving the working conditions of teachers; these conditions can only then are improved if classroom morale is intact.

There are quite a few morale scales developed by other investigators in Indian and foreign conditions to measure classroom morale for teachers. But the items in these tools are in accordance with the present situations. So in a current era of change, the investigator felt the need to construct a scale on classroom morale with items suitable to the recent conditions. The scale includes items under varied domains for the evaluation of the teachers.

Objectives

- To construct the classroom morale scale.
- To standardize the classroom morale scale.
- To find out the validity of classroom morale scale.
- To find out the reliability of classroom morale scale.
- To find out the discrimination index of items.

Table 1. Dimension wise distribution of items in emotional intelligence scale

Sr. No.	Domains	No. of Item
1	Promoting Students' Performance	8
2	Commitment to Teaching	4
3	Learning as a Lifetime Goal	5
4	Commitment to the School Staff	9
5	Supporting Innovation and Creativity	6
6	Promoting Upward Communication	12
7	Commitment to Leadership	6
8	External Forces	6
	Total	57

Pre-try out of Scale

The first draft containing 67 items was provided to 10 experts and eminent educationists with a request to

review the statements and evaluate their content accuracy and coverage, their repetition, editorial quality with suggestion for additions, deletions and modifications of items.

Looking into the consensus of experts, preliminary draft of 67 items were finalized.

Post-try out

The scale of 67 items was administered to 100 teachers including 50 male and 50 female teachers. The subjects were selected randomly. They were motivated and assured that their information to be counted to measure their Classroom Morale and will be kept confidential. They were also assured to use this information for research purpose only. The results of the pre try out showed that languages are understandable and there are no ambiguous items.

Discrimination Index

The discrimination index power, i.e., the validity index an item refers to the degree to which a given item discriminates among them. Classroom Morale for Teachers was administered to 500 male teachers and 500 female teachers. Total score obtained on the scale were used to classify the respondents into two groups', i.e., high Classroom Morale group and low Classroom Morale group on the basis of Q1 and Q3 values.

Item No.	DI Values	Item No.	DI Values	Item No.	DI Values
1	.572	18	.547	35	.719
2	.485	19	.536	36	.746
3	.617	20	.551	37	.801
4	.269	21	.543	38	.57
5	.527	22	.398	39	.654
6	.542	23	.68	40	.691
7	.501	24	.712	41	.785
8	.610	25	.812	42	.81
9	.613	26	.345	43	.642
10	.573	27	.642	44	.82
11	.505	28	.68	45	.568
12	.612	29	.529	46	.84
13	.65	30	.513	47	.53
14	.745	31	.549	48	.71
15	.458	32	.354	49	.612
16	.57	33	.523	50	.64
17	.601	34	.307	51	.632

Item No.	DI Values	Item No.	DI Values	Item No.	DI Values
52	.647	58	.458	64	.569
53	.549	59	.612	65	.540
54	.502	60	.73	66	.579
55	.543	61	.54	67	.86
56	.58	62	.398		
57	.453	63	.248		

The items having Discrimination value .50 of a scale should be retained in the scale. Item 2, 4, 15, 22, 26, 32, 34, 57, 58 and 62 has values less than .50 is not retained. Thus, the final form of classroom morale scale with 57 items were found to be valid and reliable to measure classroom morale of teachers.

Final Draft

Finally after calculating the Discrimination Index of 67 items, 57 were retained in the final scale.

Reliability of the Test

The reliability of a scale pertaining to the Classroom Morale Scale for Teachers was also administered to 1000 teachers, i.e., 500 female teachers and 500 male teachers. The subjects were randomly selected and the scale was given to them after explaining the instructions for filling up the data. The subjects were given the clarification regarding the use of scale. Data was collected and responses for each item were tabulated. Items of the scale were divided into two groups, i.e., odd items and even items and scores on these items were calculated for each individual. The correlation of

coefficient between an odd and even group was found out. To find out the reliability of the whole scale, Karl Pearson correlation formula was used. The reliability coefficient of the whole scale was found to be 0.87.

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