Relationship between Morale and Job Satisfaction of Subject Specialists Teaching in Higher Secondary Schools of Khyber Pakhtunkhwa, Pakistan

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Abstract

This study aimed to find out the relationship between morale and job satisfaction of subject specialists serving in Higher Secondary Schools of Khyber Pakhtunkhwa Province of Pakistan. Zone-II of Khyber Pakhtunkhwa was selected as sample and all the 610 Subject Specialists from all the 95 Government Higher Secondary Schools were taken as respondents for this study. Data was collected through two questionnaires namely morale scale and job satisfaction scale. Rate of return of the questionnaires remained 89%. Data was analyzed through Statistical Package for Social Sciences (SPSS) version-15 and Pearson's correlation r was used to test the null hypotheses of no relationship between the two quantitative variables. Results of the study show that both the dimensions i.e. morale and job satisfaction of subject specialists are positively correlated. However, the strength of relationship (correlation) is slightly higher in case of rural and male subject specialists as compared to urban and female subject specialists respectively. In case of married subject specialists the relationship is much stronger than un-married subject specialists.

Keywords: Morale, Job Satisfaction, Subject Specialists, Khyber Pukhtunkhwa

Introduction

The satisfied teachers, with high morale, enthusiastically take part in teaching learning process, developing the personality of the students, with better achievement.

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Morale

Morale is stated as 'the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation'.[1] A healthy working environment promote the higher morale as discussed by Hoy, and Miskel, "*Teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs*".[2]

Most of the researchers explained few set conditions of the morale. These are as follows.

- Morale, being an abstract thing, cannot be defined or described easily.
- Morale cannot be measured by traditional methods as it is constantly in state of change.
- Morale may not be described or explained by a single factor. Different factors like confidence, enthusiasm, willing hard work etc. required to explain it. [3, 4, 5]

In Webster's new world dictionary, "*Morale is defined as the mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship, etc. with a group, in relation to a group, or within an individual*".[6] Oxford advanced learner's dictionary defines morale as "*the amount of confidence and enthusiasm, etc. that a person or a group has at a particular time.*"[7]

Houchard concluded that, morale includes three different factors i.e. belongingness, rationality, and identification. Belongingness is a positive relation with coworkers and organization. Rationality mentions the similarity between individuals and organizational goals to be achieved. The recognition, an employee wants in an organization, is called identification and that can be achieved when an individual's values remain same as that of the organization.[8]

Now-a-days, low morale is a problem in many educational organizations. Low status, poor salary, fear of increasing accountability and lack of professional autonomy are the major factors of low teachers' morale**.**[9, 10] According to Dinham slopping status of teachers in society, weak supervisors and administrators, increased workloads and social demands and pressure related to institution are the factors of low morale.[11] To keep the staff morale high Scarnati suggested that if the staff is given a due recognition and respect their morale might be higher.[12] For teachers' higher morale, Adams in 1992 proposed that if the principals encourage their teaching staff in the educational institutions, the morale and self esteem of teachers will be improved and ultimately the system will function better.[13] In the words of Whitaker, Whitaker, and Lumpa one and only one thing that improves the morale of the

teachers is the principal by acknowledging and reinforcing the positive things done by the teachers in their day-to-day work in schools.[14] The same is the claim of Houchard that 'teacher morale can be enhanced and nurtured by school leaders'.[15]

In healthy environment of an institution, teachers with high morale not only feel good themselves but also keep students morale high. Such teachers can adjust amicably with colleagues and their teaching performance raises. In this way their students show better results and achievement.[16] In contrast to that the teachers having low morale cannot perform well and cannot adjust with their colleagues and students. Their performance decrease and they show ill attitude towards their students and seek for some other job.[17]

Factors of teacher morale
Three factors were indicated by Evans as being influential upon morale: 'Realistic expectations, relative perspective (individual's perspective on her/his situation) and professionalism orientation'.[18]

The teachers' morale includes all the activities in the educational institutions along with students' learning. That's why in most of the Western countries the morale of educators is the matter of concern. The negative job-related attitudes in them is addressed such as low salary, low status and, in particular, the effect of government policies.[19] Personal circumstances of a teacher like health, family situation and financial constraints affect the teachers' personal morale.[20]

Low salary is recognized as the major reason to the poor status of the teachers and a major cause for the low morale in them, while teachers' perception of students and their learning can also adversely affect their morale. The students' behavioural problems are also counted as major reason for low morale in teachers.[21] According to Willis and Varner, the low morale of teachers decreases the achievement of students because of their sick state of mind.[22] Andrews in 1985 stated that the high morale inspires the teachers to work hard and show deep interest in students' development which ultimately results in better learning.[23] Houchard was also of the view that teacher's high morale and ability to foster a positive climate can affect positively on students' learning.[24]

Importance of teacher morale
The professional experiences gained in schools affect upon teacher and formulate his personal morale. The personal and school morale are affected by each other. The third type of morale is related to teaching profession and is also called a professional morale.[25] It can be concluded that personal morale, school morale and professional morale communally make teacher morale.

According to Ramsey, when teachers are represented in a negative way and their successes are ignored, it affects teachers' morale negatively.[26] Young says that the school environment and teacher morale go side by side and to enhance the health of schools, the morale of teacher should be enhanced.[27]

It can be said that morale is the element that differentiates between the teaching as job and teaching as profession. It makes the teachers enthusiastic in their profession and teachers produce successful students and earn public respect. Hence the teachers with high morale are matchless asset. Any education system largely depends upon the capability and ability of the teaching staff. They can make the best use of available resources for the betterment of students. It means that good teachers with high morale can make the difference.

Job Satisfaction
Job satisfaction comprises of job and satisfaction. In order to understand this concept it is necessary to comprehend the sense of job and satisfaction separately.

According to Lexicon Webster dictionary of the English (Open library) job is defined as "*A piece of work, especially, an individual piece of work done in the routine of one's occupation or trade, or for a fixed price*".[28] In The Collin's English Dictionary job is defined as, "*an individual piece of work, an occupation, post for employment, a result produced from working*".[29] The job without monetary benefits can be a service but not job in its true sense. Job and salary are infused with each other. So, job is a contract done between employee and employer. It is based on some monetary benefits. There are always some conditions laid down between employees and working organization.[30, 31] It can be said that job is a duty concerned with completion of a task with some conditions against some fixed pay or salary.

Satisfaction is a state of mind in which a person feels pleasure or happiness as described in Lexicon Webster dictionary of the English (Open library), "*satisfying, or being satisfied; a source or cause of pleasure, fulfillment or gratification, an opportunity to vindicate one's honor by fighting a duel*".[32] In The Collin's English Dictionary, it is defined as, the state of being satisfied, completion of aspirations, the delight obtained from fulfillment.[33]

Definitions of job satisfaction
The scholars have controversial views in defining the job satisfaction. The complete concept of job satisfaction can be had from the different definitions. According to The Collin's English Dictionary, job

satisfaction is "*the extent to which a personal hope, desires, and expectations about the employment are fulfilled*".[34]

Cranny, Smith and Stone described that job satisfaction is the reaction to a job on the basis of employees comparing actual output to be desired with the expected or deserved output.[35] It is also the indicator of emotional or psychological health of a person.[36] According to Spector, job satisfaction includes feeling of an employee towards his or her job, consisting different factors of the job.[37] Job satisfaction is a response towards various factors of one's job.[38]

Psychological, physiological and environmental, aspects of life affect job satisfaction in different ways.[39] According to Akhtar, appreciative attitude of the boss and good job experience give positive emotional state that leads to job satisfaction.[40] A more comprehensive definition is given by Evans, "*a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be being met*".[41]

Weiss takes the job satisfaction as an attitude.[42] A satisfied worker becomes more productive and do not leave the organization contrary to the dissatisfied one and vice versa.[43] About job satisfaction the views of Griffin and Griffin are that job satisfaction or dissatisfaction is an attitude or behavior that how much an individual is contented with his work.[44] On the other hand Fincham and Rhodes described that the satisfied people have very positive and good feeling towards their job.[45]

According to Newstrom "*job satisfaction is a set of favorable or unfavorable feeling and emotions with which employees view their work. Job satisfaction is an affective attitude, a feeling of relative like or dislike toward something*".[46] Pettinger, connects the job satisfaction with the quality of the work, the range and depth of expertise used and the results achieved.[47] Robins, Judge, and Sanghi define the job satisfaction as "*a positive feeling about one's job resulting from an evaluation of its characteristics*".[48] Bindhu, and Kumar show a bit different view that job satisfaction consists of the feelings of a person towards the job promotion, way of supervision that he or she has to face at his or her job. The individual feels satisfaction only when all the factors give rise to feelings of satisfaction.[49]

Job satisfaction is a subjective feeling of an employee at his workplace. These feelings can be favourable or unfavourable towards the organization. In case of favourable conditions, there appears a positive relation between employees' expectations from the job and the benefits that the job offers.[50]

It can be said that job satisfaction is connected to privileges and rewards. In case of teachers' job satisfaction; it refers to the teaching

learning process. There is very strong relation between what a teacher expects from his profession and what is offered to him.[51]

Teachers' Job Satisfaction
Teachers may move to some other profession if they are dissatisfied. For example, in United States of America approximately '30 percent of newly appointed teachers left the classrooms within three years whereas 40-50 percent left their jobs within five years'.[52, 53]

Job satisfaction depends upon the fulfillment of an individual needs, his relation with other coworkers and supervisors, working conditions, organizational policies and the rewards he receives. A satisfied employee shows the following positive behavior at his work place such as he remains less absent from work, gives maximum contribution to the organization, and stays longer in the organization. On the other hand, a dissatisfied worker remains absent from job, gives cold shoulder to his coworker and continuously searches for some other job. So it can be concluded that teacher satisfaction is directly linked to student achievement, while dissatisfaction is usually linked to issues which are largely out of the control of the teachers and schools within the wider domain of society, governments and their employing body.[54]

Relationship between Job Satisfaction and Morale
Usual approach of the people is that satisfied person has high morale. In this regard Evans in 1998 researched that people are motivated to play a part in the activities that are oriented towards job satisfaction and their increased job satisfaction leads them to high morale.[55] Evans in 2000, distinguishes morale and job satisfaction as:

> "*Although they are often used interchangeably, morale and job satisfaction are not the same thing. My interpretation is that job satisfaction is present-oriented, while morale is future-oriented. Both are states of mind, but satisfaction is a response to a situation whereas morale is anticipatory. Morale is a state of mind which is determined by reference to anticipated future events; by the anticipated form they will take and their anticipated effect upon satisfaction. It is dependent upon, and guided by, past events which provide a basis for anticipation (of the future).*"[56]

Higher Secondary Schools in Pakistan
Secondary education in Pakistan has two stages i.e. Secondary School Certificate (SSC) level and Higher Secondary School Certificate (HSSC) level or intermediate level. Students passing SSC level examination enter into colleges or Higher Secondary Schools for intermediate level

education. In Higher Secondary Schools the teachers of intermediate level are called Subject Specialists and lecturers in the colleges.

The scheme of Government higher secondary schools was launched in 1985 because in public sector the colleges were less in number and were not fulfilling the needs of students' education at intermediate level. The goal of this scheme was to provide vast opportunities of HSSC level education and to minimize rush on colleges. The faculty of Subject Specialists was introduced in Higher Secondary Schools. The basic qualification is Master degree in the relevant subject for the appointment of both Lecturers and Subject Specialists but for Subject Specialists a professional degree, Bachelor of Education (B. Ed) is also necessary.[57] The basic pay scale (BPS-17) and other allowances are the same for the Lecturers as well as for the Subject Specialists. But due to difference in service structure, Lecturers and Subject Specialists are not allowed to interchange with each other at any stage. On the other hand working environment and administration is also different for the two kinds of employees. Lecturers work under the college administration and enjoy the college environment which is considered rich and liberal with respect to knowledge sharing and other working and educational facilities, whereas Subject Specialists work in structured and less rich school environment under the school administration.

Therefore, the researchers felt to study the relationship between morale and job satisfaction of Subject Specialists working in the Higher Secondary Schools. The study would be significant to provide suggestions to improve the conditions for better teaching learning process at the Higher Secondary Schools of Khyber Pakhtunkhwa, Pakistan.

Hypotheses of the Study
The following null hypotheses were formulated for this study.

H_01:   There exists no relationship between the levels of morale and job satisfaction of Subject Specialists.

H_02:   There exists no relationship between the levels of morale and job satisfaction of Male Subject Specialists.

H_03:   There exists no relationship between the levels of morale and job satisfaction of Female Subject Specialists.

H_04:   There exists no relationship between the levels of morale and job satisfaction of Urban Subject Specialists.

H_05:   There exists no relationship between the levels of morale and job satisfaction of Rural Subject Specialists.

H_06:   There exists no relationship between the levels of morale and job satisfaction of Married Subject Specialists.

$H_0 7$:   There exists no relationship between the levels of morale and job satisfaction of Un-married Subject Specialists.

Method and Procedure
The province Khyber Pakhtunkhwa was taken as a source of data for this study. Khyber Pakhtunkhwa (former N. W. F. P) is one of the four provinces of Pakistan. The population for this study was comprised of all the Subject Specialists working on regular basis at all the Government Higher Secondary Schools of Khyber Pakhtunkhwa province.

There are five zones in Khyber Pakhtunkhwa Province. Each zone was considered as a distinct cluster. Zone-II of the province was selected as sample on convenient bases because this is the central zone of the province having 5 districts (Peshawar, Nowshera, Charsadda, Mardan and Swabi). Secondly it is the populous zone and having largest size in respect of number of government higher secondary schools as compared to other four zones. All the 610 Subject Specialists (including 421 male and 189 female) from 95 Government Higher Secondary Schools were taken as sample.[58]

Instruments of the Study
For the purpose of data collection in this study, two instruments were used.
    i.   Morale Scale (MS)
    ii.   Job Satisfaction Scale (JSS)
        Both the instruments were adapted from the original versions according to local environment and requirement of this study. In order to make the scales more understandable for the respondents, both the scales were translated into national language Urdu as originally they were in English. Urdu translation was done according to the set method of research. Detail of each is as follows:

Morale Scale
From the many available instruments Purdue Teacher Opinionaire (PTO) by Bentley and Rempel quoted in Houchard[59] was selected to use in this study as it was suitable to our environment and it was developed specifically for teachers. Houchard also mentioned that for use of PTO, permission was not required as its copyright was expired. Original morale scale 'Purdue Teacher Opinionaire' (PTO) included 10 factors comprised of 100 items. It was modified according to the requirement of this study. The word school was changed with institution and 07 items were deleted due to non-correspondence with our local scenario. It was five point rating scale (Likert scale e.g. strongly agree, agree, undecided, disagree and strongly disagree). Hence it was a bilingual version of the

scale wherein Urdu translation under each item was given for the clarity and better understanding of respondents. Twenty two (22) statements out of 93 were negative. Weights of these statements were reversed for analysis.

Job satisfaction scale

There were many scales to measure the level of job satisfaction but the Scale of Job Satisfaction (SJS) by Bas and Ardic[60] was suitable for the requirement of this study as it was developed specifically for teachers. It was adapted for this study with the authors' permission.

Originally, it consists of 61 items. It was modified and the word university was changed with institution, supervisor with principal, co-worker with colleague and present pay with pay and allowances. Seventeen (17) items were deleted due to non-correspondence with local scenario and requirement of this study. Hence the remaining 44 items were taken for this scale in which 24 more items were added according to local needs. The responses of the items were strongly agree, agree, undecided, disagree and strongly disagree according to five point rating Likert scale. Hence, a bilingual version of this scale comprised of 68 items, incorporating Urdu translation under each item for the clarity and better understanding of respondents, was prepared. Eighteen (18) statements out of 68 were negative. Weights of these statements were reversed for analysis.

Experts' opinion was sought for validation of both the instruments (MS and JSS) and their suggestions were incorporated. Both the scales were administered to 74 Subject Specialists for the purpose of pilot testing. The data acquired were analyzed and reliability coefficient Chronbach Alpha was calculated. Its values for MS and JSS were 0.92 and 0.93 respectively. These values were acceptable according to guidelines given by Law in 2004 as 'it will be rated excellent if the coefficient is greater than 0.80, adequate if it is from 0.60 to 0.79 and poor if it is less than 0.60'.[61]

Questionnaires were administered personally to all the Subject Specialists of the 95 government higher secondary schools of zone-II. The researchers received 542 filled questionnaires from the respondents which amounted to 89% response rate. It is highly acceptable according to Iarossi that in self approach administration of questionnaires or face to face approach, 80-85% return rate is good.[62]

Data Analysis

For the purpose of analysis the collected data were given weights as; Strongly Agree =5; Agree =4; Undecided = 3; Disagree =2 and Strongly Disagree=1. The negative statements were reversed coded. The data were

analyzed through software Statistical Package for Social Sciences (SPSS) version-15. The Pearson's correlation r test was applied for testing of null hypotheses of the study.

Table.1: *Correlation between the Levels of Morale and Job Satisfaction of Subject Specialists on the bases of Gender, Locality, Marital Status and Over-all*

		Mean	Standard Deviation	N	Pearson Correlation r	Significance (Two-tailed)
Overall	Morale	311.18	35.85	542	0.811**	
						0.000
	Job Satisfaction	226.54	27.28			
Male	Morale	309.58	36.04	379	0.813**	0.000
	Job Satisfaction	225.84	27.78			
Female	Morale	314.90	35.23	163	0.806**	0.000
	Job Satisfaction	228.18	26.08			
Urban	Morale	312.55	36.96	188	0.809**	0.000
	Job Satisfaction	226.73	29.83			
Rural	Morale	310.46	35.28	354	0.814**	0.000
	Job Satisfaction	226.44	25.87			
Married	Morale	309.91	36.14	436	0.825**	0.000
	Job Satisfaction	226.25	27.95			
Un-married	Morale	316.43	34.30	106	0.746**	0.000
	Job Satisfaction	227.74	24.42			

**Significant at α = .01

Conclusions and Discussion

The above Table-1 shows that over-all the levels of morale and job satisfaction of Subject Specialists are correlated as the value of Pearson 'r' (0.811) is significant at p=0.000 (< α = .01). Hence the null hypothesis ($H_0 1$) for no relationship between the levels of morale and job satisfaction of Subject Specialists, is rejected. Similarly the null hypotheses ($H_0 2$) and ($H_0 3$) for no relationships between the levels of morale and job satisfaction of male and female Subject Specialists respectively are also rejected because the values of Pearson 'r' (0.813) and (0.806) are significant at p=0.000 (< α = .01). Furthermore, on the basis of locality, the levels of morale and job satisfaction of both urban and rural Subject Specialists are correlated. Therefore the null hypotheses ($H_0 4$) and ($H_0 5$) for no relationship between the levels of morale and job satisfaction of urban and rural Subject Specialists, are rejected. Similarly on the basis of marital status, the levels of morale and job satisfaction of both married and un-married Subject Specialists are correlated. Hence the null hypotheses ($H_0 6$) and ($H_0 7$) for no relationship between the levels of morale and job satisfaction of married and un-

married Subject Specialists are also rejected. However, the relationship (correlation) is slightly stronger in case of male Subject Specialists as compared to female. In case of rural subject specialists, the strength of relationship is higher than urban Subject Specialists. Similarly the strength of relationship is much higher in case of married Subject Specialists as compared to un-married Subject Specialists.

From the above analysis it is concluded that morale and job satisfaction of Subject Specialists are significantly correlated with each other. The results confirm the conclusions of Evans that 'the increased job satisfaction leads to high morale'.[63] Furthermore, positive 'r' value indicates that a higher morale is associated with a higher job satisfaction of Subject Specialists and vice versa.

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