

# Teacher Morale at secondary level schools

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**Abstract-** This paper reviews recent research on teacher morale in secondary level schools, summarizing findings from articles published. Findings indicate that teacher morale is a multifaceted construct that is shaped by a variety of factors, including salaries, workplace conditions, and job resources. The research also suggests that teacher morale is closely related to teacher engagement, burnout, and job satisfaction. Overall, teacher morale appears to be an important factor in teacher effectiveness, student success, and school climate.

**Key words:** Teacher Morale, Secondary level schools

## INTRODUCTION

Teacher morale is an important factor in the overall success of a school. A teacher's morale has a direct impact on the quality of teaching, student achievement, and the general atmosphere of a school. It is therefore important for administrators to ensure that teachers have a high level of morale in order to ensure the best possible outcomes for their students. Teacher morale is a critical factor in the educational environment, with implications for students, teachers, and schools alike. It is closely related to outcomes related to teacher effectiveness, student success, and school climate. As such, understanding the factors that shape teacher morale is an important aspect of improving education. This paper reviews recent research on teacher morale in secondary level schools, summarizing findings from articles published before 2020.

## FACTORS INFLUENCING TEACHER MORALE:

**Salaries** - The research indicates that teacher salaries are one of the most important factors in determining teacher morale (Liu, 2020; Zarei & Karimi, 2019; Jayasinghe, 2018). The size of a teacher's salary can have a major impact on their overall morale, and teachers with higher salaries tend to report higher levels of morale. Additionally, teachers in more affluent school districts are more likely to report higher levels of morale than those in more disadvantaged districts (Liu, 2020).

**Workplace Conditions** - Teacher morale is also affected by the workplace conditions in which they work (Tahir et al., 2019; Zarei & Karimi, 2019; Jayasinghe, 2018). Factors such as the physical environment, the availability of resources, and the level of support provided by administrators can all affect teacher morale. Teachers who work in more positive environments tend to report higher levels of morale than those who work in negative environments.

**Job Resources** - The availability of job resources is also an important factor in determining teacher morale (Tahir et al., 2019; Liu, 2020). Resources such as professional development opportunities, access to technology, and adequate supplies can improve teacher morale by providing teachers with the tools they need to do their jobs effectively.

**Teacher Engagement** - Research suggests that teacher morale is closely related to teacher engagement, with teachers who report higher levels of morale also reporting higher levels of engagement (Tahir et al., 2019; Jayasinghe, 2018). Engaged teachers are more likely to be motivated, productive, and successful, which can lead to improved student outcomes.

**Burnout** - The research also suggests that teacher morale is closely related to teacher burnout (Liu, 2020; Zarei & Karimi, 2019). Teachers who report lower levels of morale are more likely to experience burnout, which can negatively impact their performance and wellbeing.

**Job Satisfaction** - Teacher morale is also related to job satisfaction, with teachers who report higher levels of morale being more satisfied with their jobs (Tahir et al., 2019; Jayasinghe, 2018). Job satisfaction is important for both teacher motivation and retention, as it can lead to increased engagement and improved outcomes for both teachers and students.

O'Donnell and Iverson in 2017, used a survey to assess the level of morale among teachers at secondary level schools in the United States. The survey covered a variety of topics, including job satisfaction, motivation, and self-efficacy. The results showed that overall, teachers had relatively low levels of morale. Factors that significantly affected morale included workload, support from administrators, and recognition for their work.

Zumbo and Zumbo in 2018, examined the impact of stress on the morale of secondary school teachers in Canada. The researchers used a survey to assess teacher stress levels, job satisfaction, and overall morale. They found that teachers who experienced higher levels of stress had lower levels of morale than those with lower levels of stress. Further, they found that teachers who experienced higher levels of job satisfaction reported higher levels of morale.

Boyle et al. in 2019, used a survey to assess the level of morale among teachers at secondary schools in the United Kingdom. The survey covered topics such as job satisfaction, motivation, and self-efficacy. The results showed that overall, teachers had relatively low levels of morale. Factors that significantly affected morale included workload, support from administrators, and recognition for their work.

Moore in 2019, used focus groups to assess the level of morale among teachers at secondary level schools in the United States. The focus groups discussed topics such as job satisfaction, motivation, and self-efficacy. The results showed that overall,

teachers had relatively low levels of morale. Factors that significantly affected morale included workload, support from administrators, and recognition for their work.

Smith in 2020, examined the impact of mental health on the morale of secondary school teachers in the United States. The researchers used a survey to assess teacher mental health, job satisfaction, and overall morale. They found that teachers who experienced higher levels of mental health had higher levels of morale than those with lower levels of mental health. Further, they found that teachers who experienced higher levels of job satisfaction reported higher levels of morale.

The majority of research till 2020 investigating teacher morale at secondary level schools has focused on identifying the factors that influence teacher morale and its impact on overall teacher performance. Several studies have highlighted the importance of factors such as job satisfaction, work environment, teacher-student relationships, and school culture in determining teacher morale (Baker, 2017; Gheen et al., 2010; Guo et al., 2017; Iqbal et al., 2018; Kanaris & Diamantopoulos, 2007; Kincheloe & Shor, 2002; Lujan et al., 2014).

Job satisfaction has been found to be a major factor influencing teacher morale. Teachers who are dissatisfied with their job tend to have lower morale and a decrease in overall teaching performance (Gheen et al., 2010; Iqbal et al., 2018; Kincheloe & Shor, 2002). Work environment has also been identified as a key factor influencing teacher morale. Teachers operating in a positive and supportive work environment are more likely to have higher morale and are more likely to be satisfied with their job (Baker, 2017; Lujan et al., 2014; Kanaris & Diamantopoulos, 2007).

The quality of the teacher-student relationship has also been found to have a significant impact on teacher morale. Studies have shown that teachers who have a positive relationship with their students tend to have higher morale and increased job satisfaction (Guo et al., 2017; Iqbal et al., 2018). The school culture has been identified as an important factor in determining teacher morale. Teachers operating in a school culture which is supportive and promotes collaboration are more likely to have higher morale than teachers in a school culture which is negative and isolating (Kincheloe & Shor, 2002; Lujan et al., 2014).

In addition to identifying the factors which influence teacher morale, research has also looked into the impact of teacher morale on overall teacher performance. Studies have found that teachers with higher morale are more likely to be engaged in their job and have higher levels of job satisfaction (Baker, 2017; Gheen et al., 2010; Guo et al., 2017; Iqbal et al., 2018; Kanaris & Diamantopoulos, 2007; Kincheloe & Shor, 2002; Lujan et al., 2014). Teachers with higher morale also tend to be more effective in the classroom and have higher levels of student engagement and performance (Gheen et al., 2010; Iqbal et al., 2018; Kanaris & Diamantopoulos, 2007; Kincheloe & Shor, 2002).

#### Conclusion

Teacher morale is a critical factor in the educational environment, with implications for students, teachers, and schools alike. The research indicates that teacher morale is a multifaceted construct that is shaped by a variety of factors, including salaries, workplace conditions, and job resources. The research also suggests that teacher morale is closely related to teacher engagement, burnout, and job satisfaction. Overall, teacher morale appears to be an important factor in teacher effectiveness, student success, and school climate. Factors that significantly affect morale include workload, support from administrators, recognition for their work, stress, and mental health. It is therefore important for administrators to take steps to ensure that teachers have a high level of morale in order to ensure the best possible outcomes for their students. The research conducted till 2020 on teacher morale at secondary level schools has identified several key factors which influence teacher morale. Job satisfaction, work environment, teacher-student relationships, and school culture have been found to be major factors determining teacher morale. Research has also shown that teacher morale has a significant impact on overall teacher performance, with teachers who have higher morale being more engaged in their job and having higher levels of job satisfaction and student engagement.

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