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**DEVELOPMENT OF TEACHER MORALE
INSTRUMENT AND PROGRAM**

**A Thesis Presented to
the Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University**

**In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Education
with Specialization in
Educational Management**

By:

Ronnabel S. Viaro

November 2020

DEDICATION

This thesis work is dedicated to my husband, Marlon,
who has been a constant source of support and encouragement during the challenges
of graduate school and life. I am truly thankful for having you in my life.

This is also dedicated to our children, Joseph Marlo and Issa Marie Maxime,
who always inspire and give us joy and contentment.

This work is also dedicated to my parents, Romeo and Isabel, whose good examples have
taught me to work hard for the things that I aspire to achieve and to my two younger
sisters who have always loved me unconditionally and always boost my confidence.

Most importantly, to our Heavenly Father, my Lord and my Savior,
this meaningful work is for you...

ACKNOWLEDGMENT

This research study would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance for the success of this endeavor.

Heartfelt thanks to my thesis adviser, Dr. Inero V. Ancho, who provided me with direction, motivation and unwavering support to finish my research paper.

The schools division superintendent of Batangas Province, Dr. Manuela M. Tolentino, for allowing me to conduct the study and to the assistant schools division superintendent, Dr. Catherine V. Maranan, for leading the scale validation being developed and utilized in this research study.

To the districts supervisors of my research locale, especially to Dr. Nancy D. Lubis as chairperson, for the distribution of the questionnaires and for giving me necessary information needed in this work. To the principals of the schools who gladly assisted me during the administration of the survey.

To all the respondents, who actively participated and shared honest answers in the survey conducted.

My sincere gratitude to all the people I have met along the way, especially to my friend, Sir Aljon who contributed a lot for the accomplishment of this endeavor.

To my family, my husband, who always show continuous support and love that gives me strength, and to our two kids, who are my inspirations in accomplishing this proposal.

Above all of us, the omnipresent, omniscient, and omnipotent God, for answering my prayers for giving me the strength of mind and body, to hold on and to finish this work, thank you so much, Dear Lord.

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ABSTRACT

Name	: Ronnabel S. Viaro
Title	: Development of Teacher Morale Instrument and Program
Key Concepts	: Instrument Development, Instrument validation Teacher Morale, Enhancement Program
Degree	: Master of Arts in Education
Specialization	: Educational Management
Adviser	: Inero V. Ancho, PhD

This descriptive developmental research examined the teacher morale such as Identification, Belongingness, and Rationality of elementary teacher of Area 4 in Batangas Province Division. A validated instrument was developed by the researcher, from a total of 243 initial participants and 775 verifying participant samples who responded accurately to the Teacher Morale Scale. The results became the bases for designing a proposed teacher morale enhancement program. The study used statistical treatments, such as factorial analysis, internal consistency, descriptive estimates, and stanine scores. Specifically, findings show that there are three (3) factors affecting teacher morale and they are Identification, Belongingness, and Rationality. Using the factors as bases, 51 out of 60 initial items of the scale are deemed valid and reliable indicators of Teacher Morale as revealed in the validation results. When used, it further unveils that most of the participants have an average level of teacher morale. Focusing on the indicators with ‘below average

level results', such as the teachers' medical needs and familial roles, their instructional needs and familial-organizational goals and instructional need sufficiency and learning assessment as teachers' priority, the enhancement program is designed. For future research, it is recommended to utilize the validated scale and implement the proposed program, to evaluate their effectiveness in contributing to the morale development of teachers leading to a more productive workplace in the academe.

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

The teaching profession is still a highly respected career in the world (Ozimek, 2014). Teachers remain models who are consciously imitated by many. According to Panda and Mohanty (2003), they are the pivots of any education systems. They are seen as the strength of a nation. Moreover, in the practice of their profession, they develop performance style characteristics as they relate to the world, perceptually as well as cognitively. Therefore, the same as other individuals, teachers are likely to act in a way that maximizes the use of their aptitudes. Similarly, teachers' positive attitude towards teaching and their high aspiration level determine their positive perception of their environment. In other words, their work aptitude and attitude are intertwined in achieving optimal performance and success in the academe. In fact, it is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). Furthermore, aside from aptitude and attitude, there are many factors that influence the teachers' job performance such as subject mastery, teaching methodology, personal characteristics, classroom environment, general mental ability, personality, and relations with students. These factors affect their performance especially in the implementation of the K to 12 Program.

The new curriculum is standards and competency-based. It is inclusive and built around the needs of the learners and the community. Covering kindergarten and 12 years of basic education, this curriculum aims to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. In addition, the program suggests that the ideal teaching-learning process is interactive promoting maximum learner participation. This means that ideally, proactive administrators and performing teachers are needed.

Based on Republic Act No. 9155, the school principals or school heads as instructional leaders and administrative managers are empowered to be accountable for higher learning outcome in creating an environment within the school conducive to teaching and learning process. According to Weldy (1979), the principal is a key person in the quest for excellence in an organization. He or she is the most important and influential individual in any school. It is his or her leadership that sets the tone of the school, the climate for learning, the teachers' level of professionalism and morale, and the degree of concern for what students may or not become.

According to Flores (2017), today, teachers are asked to accomplish a lot of tasks compared before. Expectations from them seem to expand exponentially. Teachers are not only expected to teach specific content for high-stake testing and to mentor students in the love of learning; however, they must also function as frontline social workers. Coupled

with broad range of social problems in schools, many other pressures affect teachers and their classrooms.

Because of the changing trend of accountability, school administrators and leaders investigate other non-traditional factors in schools that might affect teacher achievement. They consistently attempt to analyse all factors of an educational environment in order to enhance teachers' performance and improve students' achievement.

Valencia (2011) states that morale affects an individual and organization's objectives. It speaks of teachers' mental attitudes that make them perform their work enthusiastically and willingly or poorly and reluctantly. Likewise, Flores (2017) claims that it is undeniably evident that teacher's morale is recognized by school administrators as one of the key ingredients in the development of successful educational organization. Positive school climate creates an effective educational environment in which teachers and students feel good about teaching and learning and they cooperate to foster caring attitude. If the school environment is healthy and the teacher morale is high, not only do the teachers feel good about themselves and others but they also possess a sense of accomplishment from their jobs.

According to Farmer (2011), to make the teachers enthusiastically willing to work with a high degree of effectiveness and efficiency in achieving the goals of the educational system, educational management must be highly concerned with their set of attitudes which is known as teacher morale. As defined by Brewer (2016), morale is the set of attitudes employees hold towards working conditions. It is regarded as a powerful force and a vital

ingredient in the success of any human endeavour. Therefore, the living and working condition of the teachers should be one of the primary concerns of a school head to expect the best efforts from their professional endeavour. Furthermore, Mackenzie (2007) describes morale as the extent to which employees' needs are met and the extent of their overall work satisfaction is realized. In addition, Evans (2007) defines morale as a state of mind determined by the individual's anticipation of the satisfaction extent of those needs which he or she perceives as significantly affecting his or her total work situation. Senechal et al. (2016) also contend that it is common to hear about teacher morale in public discussion of schools and within the media; however, it is a concept that has not gained attention among educational researchers. When searching for scholarly peer reviewed studies on teachers' work experiences, it is much more common to find articles on teacher burnout or job satisfaction.

Furthermore, teacher morale as a concept is very broad and there are multiple factors that precipitate it. Based on the preceding definitions, its concepts are more than whether teachers are happy in working because there are many other elements that are often associated with it.

Canaya (2008) affirms that to keep teachers' morale high, the school principal should listen to their voice when making decisions in schools. Teachers expect that they will be asked to participate in decision making to make them feel that they are important. In fact, through this, their morale increases. By doing so, the principal can also reduce the

conflict in the school by creating a product of agreement among teachers who are affected by it and those who can contribute to the solution of the problem.

In fact, Hearn (2013) succinctly explains that morale is affected by many factors, such as student behavior, emotional needs, low pay, school environment, and demands on time, demanding curriculum issues, pressures of state testing, lack of parent support, and lack of support from school administration.

On the one hand, according to Black (2001, as cited by Hearn, 2013), although there are many factors which contribute to morale, one factor which has more significance than others is the principal of the school. He claims that principals who effectively define their school's instructional program well, promote a positive climate for student learning, invite teachers to collaborate on important decisions, and have the greatest impact on teacher's morale. On the other hand, Gorton et al. (2007) state that the most important factor that influences teacher morale and school success is the principal's ability to lead.

Reflecting the general ambiguity surrounding the word, Hart et al. (2000, as cited by Brion, 2015) state that literature on teacher morale is never resolved on a consensus definition. Morale has been defined as a phenomenon, a process, a perception, a disposition and a state of mind. It has been framed by some as school-wide experience, and by others as an individual teacher experience.

Senechal et al. (2016) also enumerate definitional debates about teacher morale such as the variation in the characteristics associated with it. Some see it as related with

collegiality and cohesion, others with well-being and satisfaction, with enthusiasm and energy, with anticipation and hope, and with persistence and agency. It is common in the scholarly literature to find examples of the teacher morale concept used interchangeably with related terms such as stress, motivation, engagement, organizational cohesiveness, organizational commitment, job involvement and depression. Moreover, Brewer (2016) also contends that morale as a term has been defined in multiple ways and many researchers have used the terms engagement, job satisfaction, and even motivation when looking at the concept of teacher morale.

Additionally, Brion (2015) affirms that researchers and employers spend so many years trying to understand the factors underlying morale. Many studies have analyzed the concept and have established connections between morale levels and other possible influences such as working conditions, salary and management styles. According to Black (2001), high teacher morale has been linked with many benefits including positive students' attitudes and an overall positive school environment.

Orlina (2013) states that many studies in the Philippines have supported the notions that schools' effectiveness can also be influenced by teacher effectiveness. The latter is also affected by self-efficacy and morale. Teacher morale is essential in establishing teachers' job satisfaction, behavior, and attitudes (Young, 2000; Byrd-Blacke et al., 2010; Singh & Buddhisagar, 2009; Rowland, 2008; Devi & Mani, 2010; Din, Akhtar, & Nasir, 2011; Santoro 2011).

In the Philippines, a large amount of issues and challenges faced by teachers has taken a toll on their self-efficacy and morale, leading to low teacher effectiveness and low commitment (Orlina, 2013). Hence, much attention should be given to explore how these variables especially teacher morale can contribute to the effectiveness of teachers through the use of professional development programs.

Brion (2015) narrated that beginning with early morale research during World War I, the definition of the term gradually shifted. By 1973, the term morale was altogether removed from the Index of Psychological Abstracts. Though teacher morale studies provided a variety of definitions for term, the research could still be misleading. While the study may be claiming to evaluate morale, it may be investigating separate concept depending on the definition presented by the researcher.

Hardy (2009) describes research on teacher morale as one with much research and report, but with little coherence and clarity. With its own set of measurement tools, several topics such as job satisfaction, organizational health, and motivation are used in place of morale. The definition has continued to shift although since that time, morale research has begun to increase. Administrators are confused which instrument should be applied to measure morale because of lack of clarity regarding its definition.

In studying the variable, a research instrument called Organizational Health Inventory (OHI) is developed by Hoys et al. (1991) to examine teacher morale as subcategory of the larger concept of organizational health. The indication of building morale is provided by the total score for the subcategory. Moreover, the Teacher

Measurement Assessment (TMA) established by Weathers (2009) also evaluates morale as a component of organizational health. Similarly, Hart et al. (2000) examine morale as one of the eleven (11) components indicating organizational climate using Organizational Health Questionnaire (OHQ). These types of assessment ask participants to answer questions such as “My morale is good right now” (Bliese & Britt, 2001).

In the Philippines, researchers used to adapt instruments developed and validated beyond the country’s setting. One of which was the Purdue Teacher Opinionnaire (PTO) of Rempel and Bentley (1970) used by Piros (1993) in her study entitled *School Climate, Teachers Morale and Organizational Commitment as Indicators of Performance in San Juan District*. Same instrument was used by Uri (1994) in her study conducted in the Division of Batangas entitled *Determinants of the Morale and Performance of Home Economics and Livelihood Education Teachers*. Moreover, revised PTO was utilized by Balasa (2004) in her study entitled *Teachers’ Morale and Organizational Commitment as Indicators of Performance* and Nicodemus (2011) in his study entitled *Induction Program, Performance and Morale of Teachers in Selected Schools in DepEd, Cavity City*. Aiming to describe teachers’ self-efficacy, morale, and effectiveness of faculty members in High School Department of the University of Sto. Tomas, Orlina (2013) used PTO as one of her adapted instruments. Brion (2015) states that while PTO is one of the most widely used instruments due to the overall snapshot of building morale it identifies. It still provides limited ways for employees to begin corrective action for low building morale.

While many works have been done in the field of morale, few investigations have decreased the division among researchers on the theories extrapolating concepts. However, this does not limit the need to evaluate morale. Getzels and Guba (1957) suggest that administrators need to integrate the demands of the institution and the demands of the staff members in a way that is at once organizationally productive and individually fulfilling. According to Brion (2015), the task of administrator is much harder without a valid tool since perceptions of building morale may differ between teacher and principal.

School administrators and managers must rely on a proven instrument to evaluate teacher morale rather than on their own perceptions. Since most of the instruments used by Filipino researchers are adapted from other countries, the development of a Philippine context-based instrument is realized. The target is to develop a measuring tool that can gauge the multi-dimensional concept of morale in the Philippine setting, based on the concept and model presented by Getzels and Guba (1957). The study's variable is a triangular relationship among employee's feeling of belongingness, identification and rationality. The result of the study adds to the limited research regarding the concept and multiple factors of teacher morale in the Philippines.

Since school leaders and administrators continuously strive to assess factors contributing to the improvement of the working place and morale, it is vital for them to rely on proven instruments rather than base their decision mainly on personal observation and feelings. Moreover, through the developed instrument, school leaders can identify

specific areas of conflict which may influence teacher morale. The output of the study can be used in future researches on assessing teacher morale.

Literature Review

Research literature presented below are local and foreign researches conducted in the past and deemed relevant and related to the present study. As mentioned, the problem continuously appearing in researches about morale is the lack of consistent terminology. Researchers find it hard to identify specific elements of morale as well as its impact on employee productivity. This review examines consistencies and inconsistencies within established definitions, factors, and measurement scales.

Elucidating Confusing Teacher Morale-Related Terminologies

This study examines teacher morale of public school teachers. While the word morale is familiar to most people and used with some frequency, it is worth reflecting on its specific meaning. According to Senechal et.al (2016), the literature on teacher morale never resolved on a consensus definition of it and it is common in the scholarly literature to find examples of the concept of teacher morale being used interchangeably with some related terms.

Job Satisfaction. According to Brion (2015), job satisfaction, a term which on its own has cost researchers countless hours of investigation, must be examined as part of any study of morale as well. Ho (2006) determines job satisfaction as a kind of subjective well-being.

According Vitales (2003, as cited by Brion, 2015), since then, many researchers have used the terms job satisfaction and morale interchangeably. For example, in the study conducted by Rowland (2008), he defines teacher morale as the numerical representation of the teachers' job satisfaction. Similarly, Evans (2007) describes morale as the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction. Klassen et al. (2012) confirm this concept in their study in which they define morale as a state of satisfaction.

It is possible to make a distinction between morale and job satisfaction. However, Blocker (1993) discusses the similarities between the terms and states that any division of studies into these two categories is bound to be arbitrary and to contain a considerable amount of overlapping. Hardy (2009) contends that there is a difference between job satisfaction and morale. He suggests that morale is a continuation of a person's attitude. This attitude contributes to job satisfaction and this satisfaction leads to morale. In other words, a person is motivated by certain factors to work toward the achievement of organizational goals. If one can meet goals and personal needs, he or she will feel satisfied in his or her job. As the congruence between personal needs and organizational goals is one of the three factors affecting the non-unidirectional morale, job satisfaction and teacher morale may impact each other.

Motivation. Joo et al. (2012) define motivation as the process of showing one's concentration, direction and durability for accomplishing goals. In addition, Wei (2012) claims that motivation is the study of the internal processes that give behavior its energy

and direction. Furthermore, Hoy et al. (2001) describe motivation as the complex forces, drives, needs, tension states, or other mechanisms that start and maintain work-related behaviors toward the achievement of personal goals.

According to Brion (2015), since these ideas are very similar to teacher morale, some researchers unintentionally use morale and motivation synonymously. In fact, Mertler (2002) and Oliver et al. (1998) define motivation as the willingness to exert high levels of effort toward organizational goals, conditioned by the ability of these efforts to satisfy individual need. Furthermore, Hoy and Miskel (1991) characterize morale as the tendency to extend extra effort in the achievement of group goals. These are examples of some researchers who use the terms interchangeably. This type of confusion has become common place with researchers examining teacher morale.

According to Brion (2015), the lack of consistency regarding the definition of terms has been a problem for researchers. Evans (2007) and Smith (1996) also state that the term is often avoided in order to eliminate the problems of defining it. This avoidance is not universal. Though discussions of limitations of prior research are done, researchers continue to present their own interpretations which often arise from their personal biases rather than based on empirical data.

Individual vs. Group. Some studies examining teacher morale primarily focused on its connection with an individual or a group but it was still covered with doubt as well (Brion, 2015). In fact, research in the late 1930s defined morale as a person's ability to identify with group goals as stated by Houser (1938). Guba (1958) explained morale as a

tendency to give extra effort toward the achievement of group goals. In 1950s, Viales (2003) showed a similar yet somehow gave an altered version of morale as a person's tendency to work toward group goals and maintain this forward motion in the future. Similarly, Hoy and Miskel (1991) defined morale as the tendency to extend extra effort in the achievement of group goals.

In the contemporary era, many researchers also define morale in multiple ways. Houchard (2005) expresses that morale is the feeling that a worker has towards his or her job in relationship with the importance of that job to the organization as a whole working unit. It is contended that the organization must also meet the workers' own expectations and needs. According to Canaya (2008), morale is a group manifestation that a particular person may have a favorable attitude toward her work and supervisor. Blackburn (2015) discusses teacher morale as the displaying of professional interest and enthusiasm toward achievement of goals associated with a situation by individual or a group.

On the other hand, Guion (1958, as cited by Brion, 2015) disagrees that group affiliation is a necessary component to achieve high morale; instead, he argues that certain positions do not entail with a group per se. If the theory holds that morale measurement relates to connection with a group, those individuals cannot have either a high or low morale as the group connection cannot exist. The accuracy of this statement again depends on the definition of certain terminology if it is true that a person's role within an organization may not require a group affiliation. For instance, the use of the word "group" may indicate either co-workers which refer to the congruence between the expectations of

a given role and individual's personal needs, or an organization which can relate more closely to the connection between the role and the overall goals of the institution.

Factors Associated with Teacher Morale

School leaders and district administrators are experimenting and implementing different innovations to improve teachers' performance. These initiatives hold great merit and may possess the ability to transform a school district's achievement rating but a number of good ideas and resources are wasted. Teachers, the frontline school workers, are either not prepared, or do not have the motivation to carry out the needed improvements. And in this scenario, Willis et. al. (2010) emphasizes the need for school leaders to know the factors that affect teacher morale.

Number of Factors. According to Canaya (2008), over the years, researchers have tried to make connections between teacher morale and different factors, yet no elements have been conclusively identified and agreed upon. The only similarity among researches is the conclusion that morale is a multi-dimensional concept. Brion (2015) confirms and notes that one of the few points of agreement among recent investigators of morale in other fields is that morale is multi-dimensional. Furthermore, Lyons (2017) states that morale is not one factor which can be measured; instead, it is a combination of various components, and anyone of which may be focal for a particular teacher. In addition, Hoy and Miskel (1991) suggest that to obtain high morale in school, administrators must be concerned with substantial levels of agreement among bureaucratic expectations, personal needs, and organizational goals emphasizing that if one of the three areas is low, high morale cannot

be achieved. Canaya (2008) opines that it is difficult for the employee to achieve high morale if he or she cannot connect between the expectations of his or her role and the overall goals of the institution or organization. Furthermore, Brion (2015) states that the belief that multiple factors contribute to teacher morale, seems to be confirmed by studies attempting to identify the relationship between one factor and morale.

Leadership Styles. According to Petilla (2003), a school administrator plays an important role in improving the sagging morale of the teachers. He or she should be both a superior and a friend to teachers in order to establish rapport and develop harmonious internal relationship with them built in two-way communication, trust and a sense of belonging. In this way, teachers develop positive attitudes and interest towards their work eventually leading to an improved morale and pride in their profession. It is only when teachers take pride in their profession that they become efficient, reliable, and competent

According to Hearn (2013), the impact of administration on teachers is an aspect of teacher morale examined by researchers. Leadership styles such as bureaucratic, laissez-faire, democratic, informal, and transactional can influence teacher morale both positively and negatively. Marzano et al. (2005) believe that instructional leadership is the most successful type of leadership style mostly used by the principals. Leadership styles create a positive school climate which in turn can increase morale and job satisfaction. Salvador (2010) believes that the major factors affecting teacher morale are the attitudes, policies, procedures, understanding of individual teacher, and philosophical approach to problems of the administrator. Hearn (2013) agrees that the school principal's leadership style is the

most critical factor in affecting morale and job satisfaction. Moreover, Black (2001) argues that although there are many factors which contribute to morale, the principal of the school is the one which has more significance than any other. He then emphasizes that the principals who effectively identify their school's instructional program, promote a positive climate for student learning and invite teachers to collaborate on important decisions have the greatest impact on teacher morale. Gorton et al. (2007) believe that the most important factor that influences morale and school success is the principal's ability to lead.

In a study, Rowland (2008) attempted to examine the relationship of the leadership practices of middle school principals and the morale of the teachers in these schools. Seven middle schools in a Metropolitan Atlanta school system participated in the study. The results indicated that principal leadership and teacher morale were significantly correlated and that the leadership practice of Enable Others to Act (EOA) had the strongest positive correlation to teacher morale. These results implied that a principal's daily behavior plays a vital role in the environment of the school.

Hidalgo (2003) claims that in many ways, the school principal is the most important and influential individual in any school. It is his or her leadership that sets the tone of the school, the climate for learning, the teachers' level of professionalism and morale, and the degree of concern for what students may or not become. If a school is vibrant, innovative, and a child-centered place, if it has a reputation for excellence, if students are performing to the best of their ability, one can always point to the principal as the key to success".

Furthermore, Hidalgo (2003) stresses that the principal is the key person of success in an educational institution. By his own initiatives, leadership and motivation, he or she can lead the workforce towards productive, healthy and successful attainment of organizational goals. Likewise, according to Weakliem (2006), the emotions of the teachers can form a link between the social structures in which they work and the ways they act. The administrators establish options about how to balance the personal needs of the teacher and the role expectations upon them and through each leadership style, this balance is dealt with, in a different way.

Brion (2015) contends that the leadership style of the administrator affects how personal needs and role expectations are integrated. According to Hoy and Miskel (1991), all styles have different ways on how to achieve the same organizational goals emphasizing different views of the goals (Brion, 2015). For instance, on the one hand, in laissez-fair style, teachers have freedom to work toward individual personal needs and rely on teacher judgment to distinguish suitable behavior and compliance of role expectations. On the other hand, bureaucratic style focuses on the organizational goals more than anything else and subordinates are expected to conform completely. Bureaucratic leaders concentrate mainly on enforcing compliance to the role expectations and care little for the personal goals fulfillment.

Al Safran et al. (2013) assert that the results of some research can be misleading as they state that one leadership style is more effective than another. Many researchers disagree with this idea about the most appropriate style. In the study of Valdez (2011)

focusing on leadership style, it is identified that teachers of democratically administered high schools have higher scores on morale instrument as compared to those in schools in which only the principals decide. This is due to the fact that their leaders tend to include them in the decision-making process. On the other hand, Al-Safran (2013) concludes in his study that there is no specific and universal leadership style appropriate for all schools and cultures.

Canaya (2008) says that investigation about leadership styles may lead to several components of morale which may explain the differences among the previous results. For instance, one can assume that under laissez-faire leadership, teacher morale must be high if the teacher can fulfill his or her personal needs while meeting role expectations. Teacher morale may be affected negatively if teachers are unable to achieve self-actualization, self-esteem, or respect from others without hindrance from the principal. Likewise, teacher morale is theoretically high, assuming that personal needs of teachers are unintentionally fulfilled in the process of meeting role expectations under bureaucratic leader. Prentice (2004) identifies that the leader's job is to provide recognitions of roles and functions within the group allowing each individual to satisfy and fulfill some major motives and interests. Hence, while different studies suggest that one style is better than another, the congruence of personal needs and role expectations is important to teacher morale as opposed to a specific leadership style.

Moreover, the way the teacher expects the administrator to behave may actually be the important component. According to Brion (2015), teacher morale may decrease if the

administrator's behavior or the role expectation is opposite to the teacher's expectation or personal needs. In a study conducted by Gorton (2007), this connection is established by examining administrators with democratic, autocratic, and laissez-faire behavioral styles. He also says that it does not depend on the nature of expectations. He then emphasizes that morale is determined by the teacher's expectation on the principal's behavior. Additionally, Hunter-Boykins et al. (1995) determine that if the members perceive that their leader possesses the skills, abilities and knowledge which they value, morale in a group is higher. An employee is satisfied with the behavior when he or she feels that the principal's leadership style in line with his or her needs.

The study of Cantada (2005) reveals that leadership style of the administrators has something to do with the morale of the teachers. She has further remarked in her writing that when goals or objectives are made through cooperative efforts, productivity rises, morale improves, and the workers are more strongly committed to the purpose of the organization. Likewise, Salvador (2010) finds out that there is a positive and significant relationship between school head's level of empowerment and leadership style, and between the former and teacher morale as perceived by the teachers. Furthermore, there is also a positive and significant relationship between leadership styles and teacher morale as perceived by the teachers.

In addition, Trinidad (2014) reveals that there is significant difference existing between the assessment of the principal and their teachers on the management behavior as well as on teacher morale. It is also proven in her study that there is significant relationship

between principals management behavior and teacher morale which falls under a very high positive correlation. This means that they are significant with one another.

Bayot (2016) contends that school administrator is the key person in the school. The administrator's role as manager of the school staff is seen as the greatest impact on the teachers' performance and morale, and students' learning as a whole. This holds more accountable for educational outcomes. The study of Bayot (2016) reveals that school administrators and teachers have the same assessment on teacher morale in terms of rapport with administrator, satisfaction in teaching, school facilities and services but they differ in the assessment on teacher's salary and teaching load.

Rewards. According to Lortie (1975), there are three types of rewards being experienced by teachers: extrinsic, intrinsic, and ancillary. Extrinsic rewards, such as salary and respect, exist independently in the individual who occupies the role. Intrinsic rewards or psychic rewards like developing student skills, competencies and relationships, vary from person to person. According to Cohn et al. (1993), an ancillary reward may be inadvertently attained through teaching, yet it unlikely inspires greater effort or commitment since they do not expand beyond what is originally received; hence, both intrinsic and extrinsic rewards may impact morale.

According to Willis and Vamer (2010), factors affecting high morale among teachers consist of intrinsic factors such as security, ability utilization, personal activity and social service. Furthermore, low teacher morale can be associated with compensation, authority, company policies, advancement, recognition, bargaining and distribution of

power. The two further suggest that teacher morale can be critical element of school success and the low teacher morale is caused mainly by extrinsic sources that are usually controlled by school administrators.

Extrinsic Rewards

Extrinsic rewards are usually financial in nature. However, it can also be as simple as verbal praise, public recognition awards, promotions and additional responsibility. An extrinsically motivated person will work on a task that they do not particularly care for simply because of the anticipated satisfaction that will come from some extrinsic reward. Joo et. al (2012) says that a lot of work has been done on evaluating the relationship between extrinsic rewards and teacher morale.

Salary. Brion (2015) says that different research studies focusing on the impact of salary regarding teacher morale seemingly confirm the vital congruence between role expectations and personal needs. In fact, Owen (2005) finds out that low salary may generate dissatisfaction. Teachers may not respond to opportunities for achievement or professional growth. Low paid teachers may result to low level of job satisfaction and low morale. Bayot (2016) suggests that merit system must be strengthened and ranking procedures to help boost teacher morale must be supported. Intervention measures must be implemented to avoid delays of salaries and other benefits of teachers for economic reasons.

On the other hand, Ellenburg (1972) discovers in her study that there is no significant difference in morale level between schools grouped on the basis of type of salary. Salary does not show statistical relation to either satisfaction or dissatisfaction of teachers with their jobs. Pager (2006) reveals that very few teachers cite compensation as an essential component of high morale. Likewise, Valencia (2011) points out that good employee morale cannot be achieved through salary or wage alone but also through cordial and happy relationship, wholesome working activities, desirable working environment and proper attitude. Furthermore, Trinidad (2014) reveals that salary has a moderate or small correlation to morale that is not significant.

According to Brion (2015), while personal needs can be determiner for low morale, salary may not be the only need present. Additional factors such as safety, esteem, and group affiliation, may also create an impact on whether an employee feels his or her needs are met. He also argues that measuring teachers' feelings toward salary may provide misleading result. Extrinsic reward, such as teacher's salary, may be considered by employee as a necessity for life but also a method of praise. For example, if an employee is experiencing financial strain and finances become evident personal need, then salary may increase the tension between the role expectations and personal needs. Likewise, if the salary does not place financial hardship on employee, then the salary may become a sign of achievement; thus, this affects the personal need, esteem.

Praise and Recognition. According to Brion (2015), for administering and achieving praise and fulfilling teacher's need for esteem, salary becomes a method and

should be considered when evaluating morale. Carpenter (2000) contends that teachers are more interested in non-monetary rewards as praise for their performance. Possibly, this is one of the reasons that in some instances, democratic leadership style is preferable. Employees seem to see more communication between the teachers and the administrators and this feedback is fulfilling the need for esteem.

Intrinsic Rewards

Intrinsic rewards are strong predictors of retention as explained by Thomas (2009). These rewards are relatively healthy and sustainable source of motivation for employees. Teachers with high reward levels experience more positive feelings and fewer negative ones on the job. Their job satisfaction is higher, they report fewer stress symptoms, and they are more likely to feel that they are developing professionally.

Feelings. As cited in a study conducted by Brion (2015), psychologists have designated many human feelings as needs. It is like the esteem category of Maslow's Hierarchy of Needs which is referred by others as confidence, achievement and respect. The love or belonging category pertains to friendship and family. Moreover, Omrod (2003) examines the feeling of being socially connected, suggesting that the need for relatedness may be important from evolutionary standpoint. It is in which people who live in cohesive, cooperative, social groups are more likely to survive than people who got it alone.

Many researchers have tried to connect teacher's feelings to morale. Weathers (2009) suggests that feelings make the school a social united entity describing a "we-

feeling” that brings people together for a common purpose. Greenwald (2009) has measured the intrapsychic feelings of teachers and determined that loneliness and hopelessness impacted teacher morale. Similarly, Suehr (2001) discovers in her study about teachers with low morale that they are worried and tend to avoid repressing their true feelings. Doherty (1998) has also measured morale in relation to anxiety and depression. Lortie (1975) notes that teaching favors emphasis on psychic rewards. According to Brion (2015), these intrinsic feelings are important to teacher morale. The researcher’s challenge is to organize various components assisting the school leaders in improving teacher morale efforts.

Needs. Brion (2015) states that morale instrument must measure personal needs from various categories on the hierarchy in order to clearly measure teacher’s needs. Nobody can merely focus on physical needs like salary or teaching materials. Gkolia et al. (2014) distinguish among the terms value, expectations, and need emphasizing that when being studied separately, it reveals that it values expectations rather than determines satisfaction. Sabin (2015) suggests that while needs are inherent to survival, individuals may or may not seek values that may maintain their life. While research may show correlation between needs and satisfaction, this will exist only if the needs are established as values by the individual.

Omrod (2003) states that according to Maslow’s Hierarchy of Needs, people try to satisfy their physiological needs first, followed by their need for safety and their need for love, belongingness and esteem. This hierarchy helps to explain why some needs are

established as values by individual, as each person works to meet different needs at any given time.

Belongingness. Brion (2015) states that some studies show connection between the requirements accompanying a teacher's position within the organization and his or her personal needs, otherwise referred to as belongingness. Personal needs may vary, but according to Maslow's Hierarchy of Needs, humans naturally try to satisfy other needs once basic needs are met. Tension is established if a teacher's role forbids himself or herself to achieve those personal needs.

Considering the students, administrators may work to set responsibilities for each teacher and at the same time, the teacher works to adjust his or her responsibilities to meet both the needs of the students and his personal needs. In the study of Conley et al. (2003), it is identified that teachers' rights and expected professional ethics are potentially conflicted with their roles as members of school's bureaucratic organization. The conflict between the need to reach what teachers deem full potential and the role expectations as designed by the school is created when teacher autonomy begins conflicting with high stakes testing requirements. This conflict is a precursor to decrease teacher morale.

Rationality. Getzels and Guba (1957) establish the concept of rationality as the connection between an employee's job responsibilities and the goals outlined by the organization as a whole. They also suggest that rationality is an employee's ability to make a connection between the goals assigned to his or her role and overall goals of the

institution. After understanding his or her individual job responsibilities, an employee needs to see a connection between those responsibilities and the overall goals of the school.

According to Conley et al. (2013), when administration is asked to exert greater bureaucratic control as a response to the needs of student achievement, belongingness is impacted as well as rationality. Tension is created between the organizational goals and the role expectations passed on to teachers. This frustration can decrease teacher morale. When the teacher fails to see how his or her role expectations coincide with the organizational goals, morale may begin to disintegrate.

Identification. Brion (2015) states that identification is the third component of morale which describes the idea that institutional goals coincide with the employee's personal needs and goals. Conley et al. (2013) argue that a teacher feels that he or she needs time to collaborate with his or her colleagues, but he or she needs to prepare for another thing which interferes his or her ability to collaborate. Incongruence may occur between the two. This may lead to teacher frustration and possible decrease in morale.

Testing Teacher Morale

According to Hardy (2009), there are several researches and reports about teacher morale but with little consistency and clarity. With its own set of measurement tools, several topics such as job satisfaction, organizational health and motivation are used in place of morale. This leads the administrators to get confused which instrument should be applied to test and measure teacher morale.

Employee Inventory. Baehr (1958, as mentioned by Brion, 2015), the Employee Inventory designed by researchers in the Industrial Relations Center focuses on identifying factors underlying employee morale. Factor analyses reveal a correlation between morale and certain basic areas. The final version of the instrument includes thirty (30) items to epitomize all factors which may influence employee attitudes. This instrument measures employee morale group items, together with five categories such as Organization and Management, Immediate Supervision, Material Rewards, Fellow Employees and Job Satisfaction. Some questions focus on individual opinions (“my job is often dull and monotonous”) and others are more interpretative in nature (“the people I work with get along well together”). In later survey, these aspects are expanded including curriculum and community factors.

According to Brion (2015), the survey fails to create a connection among categories. Even though the instrument seems to address areas which may impact employee’s morale, it merely focuses the notations that the area lacks. For instance, the result may not denote an overall state of low morale even if the responses to the Material Reward component show that employees are dissatisfied. As prior research of Mathis (1959) demonstrates, while salary may be considered as personal need of an employee, it is not a valid indicator of low morale of an employee. This inventory only gives a minor help to administrators who attempt to evaluate and building morale.

Brion (2015) also indicates that the disregard for the morale component limits the usefulness of this survey. The designers of the instrument create a list of factors which may

influence morale and use factor analysis procedure to identify the components instead of focusing on the tensions inherent in the morale triangle. Furthermore, any number of factors may have been identified depending on the questions built into the original survey. For example, Job Satisfaction as a factor is particularly confusing since it is said to be pre-requisite to morale. If job satisfaction leads to morale and morale is an extension of this attitude of satisfaction, then it seems that Job Satisfaction carries more weight than a factor such as Material Reward. This survey then creates no distinction since it does not show or indicate connection between factors and each factor carrying the same weight.

Purdue Teacher Opinionnaire. Rempel and Bentley (1970) establish the widely used morale assessment tool, the Purdue Teacher Opinionnaire (PTO), which includes items dealing with rapport, workload, salary, overall satisfaction, teacher status, community support, and issues in curriculum. Like Baehr's (1958) study of morale, the survey asks respondents to assess items relating to personal experiences and observations about other employees within the organization.

Brion (2015) contends that while PTO is one of the most widely used morale assessment tools and can give an overall snapshot of building morale, it also fails to provide employers ways to begin corrective action for low building morale. In the study of Bentley and Rempel (1970), they find out that there is a high correlation between salary level and level of morale. Identifying employees' current salary level dissatisfaction may be useful to employers but it does not give enough information to lessen issues on low morale.

Furthermore, these findings contradict the studies of Mathis (1959) and Ellenburg (1972) who find out that salary levels are not appropriate indicators for level of teacher morale. The results from the administration of PTO are meant to describe the employees' expectations, responsibilities and needs, yet those still fail to indicate the connection among the components of morale. This instrument assesses eight factors separately, assigning factor score and total score. According to Brion (2015), by disregarding the overall tension and focusing on individual items which may cause the tension, the survey fails to show the specific representation of building morale for administrators.

In the Philippines, researchers used to adapt instruments which were developed and validated outside the country's setting. One of which was the Purdue Teacher Opinionnaire (PTO) of Rempel and Bentley (1970) used by Piros (1993) in her study entitled *School Climate, Teachers Morale and Organizational Commitment as Indicators of Performance in San Juan District*. Same instrument was used by Uri (1994) in her study conducted in the Division of Batangas entitled *Determinants of the Morale and Performance of Home Economics and Livelihood Education Teachers*. Moreover, revised PTO was utilized by Balasa (2004) in her study entitled *Teachers' Morale and Organizational Commitment as Indicators of Performance* and Nicodemus (2011) in his study entitled *Induction Program, Performance and Morale of Teachers in Selected Schools in DepEd, Cavity City*. In the recent study of Orlina (2013) aiming to describe self-efficacy, morale and teaching effectiveness of faculty members in High School Department of the University of Sto. Tomas used PTO as one of her adapted instrument.

Orlina (2013) modifies the PTO in her study in order to fit in the cultural context of research participants. The number of items becomes limited to sixty (60) items fitting the components identified to be measured as stated in the problem. It is divided into six (6) components identified as professional relationship with the administrators, personal relationship with the administrators, financial security, rapport and professional ethics among colleagues, personal factors, and student or classroom interaction. Orlina (2013) reveals that the aspects of morale among teacher are more on the personal satisfaction in their works. These are motivations which allow them to stay longer in the institution in relation to rank promotion, incentives, and benefits offered by the school. Their capacity to perform their role into various assignments or designation might also be connected with how motivated they are with the compensation. On the other hand, the result shows that personal and professional relationship with the administrators obtain the low level morale among teachers subjected in the study.

Organizational Health Inventory. Hoy and Miskel (1991, as mentioned by Brion, 2015) adapt a concept proposed by Miles (1969) identifying ten (10) areas contributing to overall building health. Their last adaptation of the survey known as Organizational Health Inventory (OHI), identifies forty-four (44) items assessing seven (7) areas to determine the overall health. The respondents were asked to rank agreement to statement such as, “The morale of the teachers is high.”

The questions asking the respondent to evaluate the state of others can be problematic (Brion, 2015). In addition, Park et al. (2006) opine that from a psychological

standpoint, wherein a situation can be viewed from the perspective of both the actors and the observers, actors are definitely aware of their internal thoughts and feelings as well as external reactions to situation. On the other hand, observers are not fully aware of the situations around the actors and the actors' construal of the situations. Hence, inappropriate results may be made when asking respondent to present opinions on the psychological state of others.

Additionally, Brion (2015) also states that although Hoy and Miskel (1991) believe that morale is a multi-dimensional concept, the survey views morale as a component of a healthy organization. Therefore, it examines the concept holistically rather than analyzing the factors contributing to its state. Administrators may find the result from this survey less useful since identifying levels of morale is a precursor to the modification of current policies and practices. Govindarajan (2012) mentions that to be a successful principal, he or she must analyze the factors contributing to teacher discontentment, and must be industrious, innovative and creative enough to work with his teachers collaboratively in solving problems. A more useful tool can examine the interrelated areas and components of morale that give important ideas and insights bringing changes beneficial to the whole organization.

According to Brion (2015), available tools may tap factors that can influence teacher morale, yet the usefulness of these tools is limited since they focus on examining morale in very narrow scope. For instance, like a doctor who might identify a disorder based on one symptom, a researcher might connect salary dissatisfaction to low morale. In

reality, a doctor most likely fails to find a solution to the disorder simply by lessening one symptom. Similarly, the researcher or administrator needs to examine the interrelated tension, not just one symptom, to clearly identify ways to increase weakening morale.

Synthesis

Based on the studies previously mentioned, definitions of morale and satisfaction are essentially arbitrary and depend upon the purpose of the definer (Vitales, 2003; Klassen et al., 2007; Evans, 2007; Rowland, 2008; Hardy, 2009; Brion, 2015). This arbitrary assignment of definitions is a precursor to the existing research divide. After a thorough review of the conflicting definitions, the teacher morale is viewed as the social psychological state of either an individual or a group toward a function or task. Based on the measurement of morale on Getzels and Guba's (1957) theory, morale is derived from a balance relationship among organizational goals, role expectations, and individual needs and motives.

According to Canaya (2008), over the years, researchers have tried to make connections between teacher morale and different factors, yet no elements have been conclusively identified and agreed upon. This statement is already confirmed by different studies previously mentioned resulting to different and varied factors affecting teacher morale such as leadership style, school environment, rewards, needs, belongingness, identification, and rationality. One similarity among research, though, is the conclusion that morale is a multi-dimensional concept.

According to Getzels & Guba (1957), morale is a function of the interaction of rationality, identification, and belongingness. This connection is acknowledged by Hoy et al. (1991) and Brion (2015) who emphasize that the three do not only work independently; instead, their congruence impacts morale and each component plays a vital role in attaining high morale. Hence, the absence of one can lead to low morale because these three are intertwined.

The goals of an organization have already been developed once a teacher is hired to fill a specific position and once the administration has been given directives about the types of responsibilities accompanying the specific role. A teacher is a human being with heart and mind and brings along a host of personal needs. These may include curricular issues, monetary requirements and relationship dramas. Tension naturally occurs between personal needs, role expectations and organizational goals, but does not directly lead to low morale. Getzels and Guba (1957) contend that too much tension in one area can cause morale to decrease and examining these tensions can help administrators to identify areas to improve with an effort to increase teacher morale.

Previous researchers view the term itself in different angles due to various reasons. First, it can be recognized that there are different tools available to industry leaders, administrators and researchers which can be used to assess employee morale. Second, because of the fact that there are such different ways to assess morale, cause for concerns arises. In an educational setting wherein morale is observed by both teachers and administrators, the idea of building morale may be skewed to show a feeling or emotion

that is not really present, depending on who reports on the state. Administrators who aim to assess and improve teacher morale, need a tool which examines morale as a multi-dimensional concept, measuring rationality, belongingness and identification for building the totality of employees.

Based on the literature review, though there are lots of researches on the concept related to teacher morale, there are still limited studies in the Philippines aiming for developing and validating a tool that can assess or measure teacher morale since most of them used adapted instrument from other countries like Piros (1993), Uri (1994), Balasa (2004), Nicodemus (2011) and Orlina (2013). More specifically, the research gap was affirmed by the assistant superintendent of Batangas province since there is limited study aiming for instrument development to measure teacher morale in the division.

Studies previously mentioned are related to the present study since it aims to develop and validate scale to measure teacher morale, yet the gap in the literature exists regarding the triangular relationship between identification, belongingness and rationality as components of teacher morale.

Conceptual Framework

According to Petilla (2003), a school administrator plays an important role in improving the sagging morale of the teachers. He or she should be both a superior and a friend to teachers in order to establish rapport and develop harmonious internal relationship with them built in two-way communication, trust and a sense of belongingness. In this way,

teachers can develop positive attitudes and interest towards their work which can eventually lead to an improvement morale and pride in their profession. It is only when teachers take pride in their profession that they become efficient, reliable, and competent.

To solve mystery of the dimensions of morale, evidences can be obtained from the examination of early research. The best example that can reveal evidences is the study of Getzels & Guba (1957, as cited by Brion, 2015) in which they examine the connection between the organization and its members. They suggest that there are two important components of the organization. First is the institution with certain roles and expectations fulfilling the goals of the system. Second is those individuals working in the system with specific personalities and need-dispositions, whose interactions comprise. This is called as social behavior. Furthermore, Argyris (1957) reveals that conflicts exist in an organization, and that the mere existence of tension is not necessarily a negative component. According to Hoy et al. (1991), when an individual takes a role in an institution, he or she will definitely try to restructure bureaucratic roles to meet his or her personal needs. Similarly, the institution will try to fit the employee into the mold that will best achieve its goals. Like the principal who looks out for additional building and works very hard to get the most out of his or her teachers, the teachers at the same time look for their needs and consciously and unconsciously evaluating their situations. Teacher morale exists as a balance between the employer and employee relationship.

Furthermore, according to Getzels and Guba (1957), morale is a function of interaction of identification, belongingness and rationality. This connection is

acknowledged by Hoy et.al. (1991) and Brion (2015) who emphasize that the three do not work independently; instead, their congruence impacts morale and each component plays a vital role in attaining high morale. Hence, the absence of one can lead to low morale because these are intertwined.

Based on this arguments, the researcher has come up with three components upon which teacher morale level depends. The triangular relationship model of the dimensions of morale as presented by Getzels and Guba (1957, as cited by Brion, 2015) is chosen as the basis of the different indicators of teacher morale. The succeeding paradigm shows the three interrelated components of teacher morale.

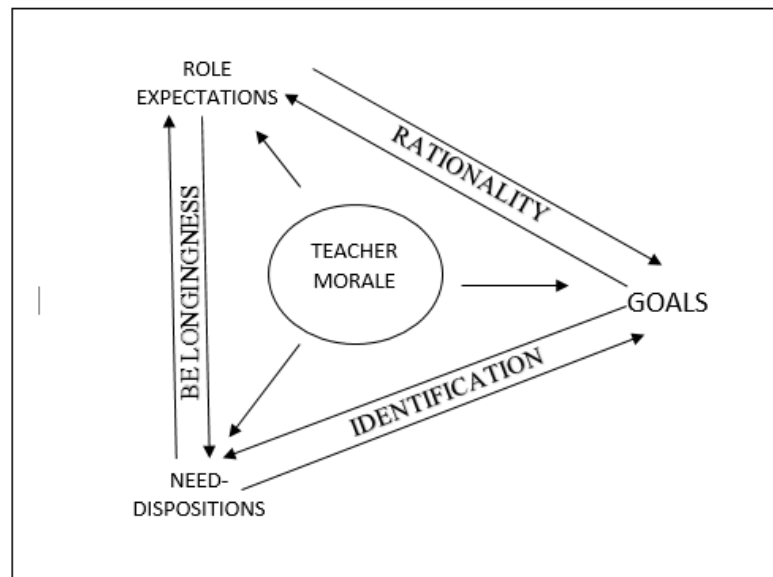


Figure 1. *The Three (3) Interrelated Components of Teacher Morale*

The first component of morale is Identification which refers to the ability of the teacher to combine his or her needs and values with those of the school so that they are

somewhat alike. The second component which is Belongingness, encompasses the ability of the teacher to achieve satisfaction within the working group of the school. The last facet is Rationality which deals with the feeling of job appropriateness wherein the teacher's expectation of their role is in line with the goals they are required to achieve for the school.

As shown in the figure, paralleled arrows on the first component, Identification, signify the congruence between the personal needs of the teacher and goals of the school. Paralleled arrows on the second component, Belongingness, marks the congruence between the teacher's personal needs and the expectation role within the school. Lastly, the paralleled arrows on the third component, Rationality, denotes the congruence between the role expectations and school's goals. Moreover, three arrows at the middle signify that teacher morale may be understood as resulting from the interaction of three factors: identification, belongingness and rationality. As Getzels and Guba (1957), morale cannot be high if even one of these factors is zero; morale can, however, reach acceptable levels if all three factors are maintained to some degree. In this sense, the task of the administrator seeking to develop high morale is the maintenance of reasonable levels of agreement among expectations, needs, and goals.

As explained by Hoy et al. (1991), Rationality is the employee's evaluation of whether the expectations of the job are logical and well-suited for the achievement of organizational goals. While an individual meets requirements for his or her role in the school, a teacher must also find connection among his or her individual contributions, the mission of the school, and his or her personal needs.

With these ideas as foundation, it is possible to justify conflicting results of various studies. For instance, in a research, it is determined that areas such as teaching supplies and compensation are found to impact morale, the same as class sizes and administrative support (Hearn, 2013). Examining the congruence between role expectations and lack of teaching supplies can cause tension between how a teacher is expected to perform (role expectation) and what a teacher feels that he or she needs in order to accomplish this goal (personal needs).

According to Brion (2015), although there have been some researchers who have cited the research of Getzels and Guba (1957) as the basis for their own morale studies, they just offer a narrow view of selected stressors rather than focusing on the overarching incongruence among components. Hence, many were unsuccessful in measuring the connection among identification, belongingness and rationality.

On the other hand, Ormrod (2003) states that according to Maslow's Hierarchy of Needs, people try to satisfy their physiological needs first followed by their need for safety and then their need for love, belongingness and esteem. This hierarchy helps to explain why some needs are established as values by individual, as each person works to meet different needs at any given time.

Lyons (2017) contends that Maslow's Hierarchy of Needs is connected to teacher morale since in a 1943 paper called A Theory of Human Motivation. Maslow presents the idea that human actions are directed toward goal attainment (Maslow, 1943). Maslow's Hierarchy of Need includes five levels such as self-actualization, esteem, belongingness,

safety, and physiological. Whitaker et al. (2013) conclude that if the low-level physiological, safety, and social needs are not satisfied, then the individual is not likely to have positive morale. On the other hand, when a teacher has met the lower level of the hierarchy, he or she can move onto working on getting the higher levels to be met. Esteem and self-actualization include recognition, self-respect, and working to one's potential.

Since two components, belongingness and identification are connected to an employees' personal needs, the items will be evaluated for their connection to Maslow's Hierarchy of Needs.

Statement of Purpose

The purpose of the study is to develop and validate an instrument which measures Teacher Morale. Specifically, the study is intended to:

1. construct items to measure teacher morale based on its identified three components;
2. establish the validity and reliability of the developed scale;
3. describe the morale of selected elementary school teachers using the developed scale;
4. propose enhancement program to improve teacher morale based on the scale.

Definition of Terms

The following are defined to achieve a clear understanding of the study.

Belongingness. This refers to the congruence between need-disposition and role expectation. It represents the anticipation on the part of the employee that he or she can achieve satisfaction within the institutional framework since it appears to him or her that meeting institutional expectations can allow him or her to serve personal needs.

Identification. This pertains to the congruence between need dispositions and organizational goals. It represents the degree to which the employee can integrate the goals and actions of the institution into his or her own structure of needs and values.

Morale. It is the courage, faith, and personal integration attained in the field even when individuals are faced with adversity and when group solidarity is maintained in face of threatening forces.

Rationality. It refers to the congruence between role expectations and organizational goals. It represents the extent to which expectations placed upon a role that is logically appropriate to the achievement of the proposed institutional goals.

Teacher Morale. It is the result of the interaction of three factors: belongingness, identification and rationality. Morale cannot be high if even one of these factors is zero; hence, morale can reach acceptable levels if all three factors are maintained to some degree.

Furthermore, this refers to the collective feelings and attitudes of teacher-group as related to their duties and responsibilities, goals, supervisors, fellow workers and environment. It is a manifestation of the presence of high morale in a group, like the faculty members of a school as the absence of conflict, a feeling of happiness and contentment, a feeling of security, a sense of belonging to the group, a personal involvement in the affairs of the group (Ellenburgh, 1973).

Chapter 2

METHODOLOGY

The primary goal of this study is to develop an instrument aiming to measure teacher morale. It is divided into two (2) major phases such as instrument development phase and its validation phase leading to enhancement program development. In the **instrument development phase**, the search for appropriate content domain, scaling technique, and item writing are included. Furthermore, in its construction, appearance and format, language review, test scale development, and its relevance to educational leadership and management are evaluated.

In the **instrument validation phase**, the item review process, revisions of items, try-out stage, and data analysis are carefully executed. Moreover, this phase focuses on describing the accumulated data on teacher morale. It specifically draws their morale through its three (3) factors such as identification, belongingness, and rationality. Furthermore, ethical considerations are made during instrument development and teacher morale assessment.

Out of the results derived in the preceding process, an enhancement program becomes possible. In this stage, the program is crafted based on the teacher participants' needs, emerged from the findings of the study. These become the focal targets of each session. These aim to address their specific needs to develop their teacher morale, leading to a sound work environment that may eventually enhance their performance in school

from which the learners can benefit. To extrapolate further the process, the succeeding sections explain the specificities of study's methods.

Instrument Development Phase

Search for Content Domain

In this study, a scale was developed and validated to measure **teacher morale** based on Getzels and Guba's theory (as cited by Brion, 2015) focusing on the three interrelated components of morale including Belongingness, Identification and Rationality. The survey items were designed through the use of focus groups and expert opinions to ensure their relevance to both teacher morale and the respondents. First, the aforementioned survey instrument was checked and validated by experts and revised before its administration to ensure its validity and impartiality. Prior to item construction, a preliminary survey was conducted to teachers using an open-ended questionnaire (see Appendix A: Preliminary Survey). The responses of teachers were considered in the item writing process. Moreover, being connected with employee's personal needs, the items related to Belongingness and Identification factors were evaluated using Maslow's Hierarchy of Needs.

Scaling Technique

A four (4) - point level Likert scale (4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree) was used to represent the responses for every item in this proposed research survey form since it is the most broadly used and consistent scaling technique in social science researches (Parker, McDaniel & Crumpton-Young, 2002; Royeen, 1985).

In fact, according to Allen and Seaman (2007), this type of scale is the most common rating format in survey type research.

Item Writing

In the preparation of the instrument, a table of specification (TOS) (see Appendix B-TOS) was prepared in the item writing process to show the factors and the number of items in each factor. Focus group discussions (FGD) were used to aid in the design of survey items. The items were constructed based on the responses of elementary school teachers during the preliminary interviews and FGD. The examples of the responses were “(a) my effective teaching strategies are being recognized as well as my extra services rendered to the school, (b) given an equal opportunity to be promoted, (c) given enough time to collaborate with other colleagues, (d) feel ‘belonged’ and accepted, (e) always adhere to all the programs and projects implemented by DepEd, (f) school facilities and services are given priority.” There were twenty (20) items for each factor.

The items are based on the three-factor model of morale and from the responses during the conducted interviews and FGD. As suggested by Losby and Wetmore (2012) they are in declarative form to ensure more definitive answers from the participants. The items in the scale start with “The teacher...” statements and are designed to measure teacher morale. Furthermore, the initial items allow the respondents to self-assess their morale based on the three-factor model particularly (1) the first component is Identification which includes congruence between need dispositions and organizational goals (*eg.* The teacher’s display of effective teaching is being recognized); (2) the second component is

Belongingness which entails about congruence between need-disposition and role expectation (*eg.* The teacher feels his/her vital role in the school); and (3) the third component is Rationality which refers to the congruence between role expectations and organizational goals (*eg.* The teacher adheres to all the programs and project implemented by the DepEd). A total of sixty items make the initial draft of the scale (see Appendix C-Initial Draft of Items).

Instrument Validation Phase

Item Review and Revision

A letter of informed consent was sent to seven (7) prospect validators soliciting their participation in validating the initial items of the study (see Appendix D-Letter to Validators). Seven experts in educational management, scale and test development, curriculum and instructional supervision, and language reviewed the initial pool of items of the proposed scale. There were three educational management experts and curriculum and instructional supervision expert who positively responded on the letter and were given one (1) week to validate the proposed scale. Experts were chosen based on their authority and knowledge about educational administration and management and number of years in the current position. Initially, these experts critiqued, commented and provided corrections to the first draft of the items based on the scaling technique, structure, and content using the Expert Validation Form (Appendix E). A scale development expert looked into the scaling technique and the content of the items based on the three components of the proposed scale. The language validator and two test developers focused on the clarity of

instructions, language appropriateness, test format, spelling and grammar. In the revision process, comments and suggestions of the validators were considered. The same experts reviewed and evaluated the revised scale using the researcher-made evaluation instrument (see Appendix F-Rating Form for Actual Scale) including the criteria on appearance and test format, clarity, grammar and spelling, suitability of test format and scaling technique using four-point scale (4-excellent, 3-acceptable- below).

First Try-Out

The study's target is to establish the validity and reliability of the proposed scale. Initially, the fifty-eight items were subjected to Exploratory Factor Analysis (EFA) through Principal Component Analysis (PCA) method. A sample size was taken and considered before conducting Factor Analysis. As a general rule to perform Exploratory Factor Analysis, there must be a sufficiency of the samples and the respondents to variable ratio. A sample size of at least three hundred (300) with five is to one (5:1) or ten is to one (10:1) participants to variable ratio is recommended for factor analysis (Comrey & Lee, 1992; Yong & Pearce, 2013). However, based on the initial requirement of three hundred (300) respondents, the number of respondents were reduced to two hundred forty-three (243) cases due to void responses. To accomplish the first try-out, another requirements of EFA are used. These are the measures of sampling adequacy through Kaiser-Meyer-Olkin (KMO) with cut-off level .50 and Barlett's Test of Sphericity (BTS) with significant level at $p < .05$.

Second Try-Out

Based on the initial requirement of three hundred (300) respondents, the number of respondents has increased to seven hundred twenty-four (724). The set of fifty-eight (58) items in the proposed instrument has a twenty-five is to two (25:2) participants-variables ratio. KMO and BTS were also used. To have a more meaningful interpretation and clear factor structure, another EFA was rerun employing orthogonal rotation with varimax approach. The factors to be collected put into an item loading set at forty (40) estimate exceeding the minimum requirement of Cudeck and O'Dell (1994). The study also determines the descriptive statistics of the scale and the three subscales of teacher morale supporting the homogeneity of the responses of the participants. In general, the EFA employed in this study provides a three-factor solution to measure teacher morale.

Data Analysis

According to Creswell (2009 & 2014), the researcher should value the validity and reliability of instrument. As support to this statement, Lakshmi and Mohideen (2013) emphasize that a valid and reliable instrument affects the legitimacy, justice, consistency and validity of the research findings. Therefore, this study must establish validity, and reliability of the proposed scale.

In the analysis of data, to attain validity and reliability, the gathered data were tabulated using the spreadsheet and the SPSS program. The scale followed the four (4)-

point level Likert scale with four (4) being the highest and one (1) as the lowest. Then, the psychometric properties of the instrument were explored.

Factorial Validity. To correlate the result scores, an exploratory factor analysis identifies clusters of items that correlate highly with one another, measuring the same things-factor (Krathwohl, 2009). More specifically, Principal Component Analysis and Oblimin rotation were used for data-reduction purposes, allowing items to be moved or rejected. Furthermore, Coolican (2004) elaborates that this analysis is a statistical technique that utilizes test and sub-test correlations that supports theoretical concepts by locating clusters.

Internal Consistency. Internal consistency, a measure of inter-relatedness of items in the scale with Cronbach's coefficient alpha, is used to measure the degree of the scale's item homogeneity. This is important to check the reliability of the instrument made. Furthermore, the coefficient of internal consistency among quantitative researchers is widely used because of the fact that it can easily be derived from scores resulting from one administration of a single measure (Leech, Onwuegbuzie, & O'Conner, 2011).

Descriptive Estimates. These estimates include mean, standard deviation, kurtosis, and skewness that determine the spread of the distribution of data, peakedness or flatness, and the measure of symmetry or asymmetry of the distribution (Thorndike-Christ, 2010). As defined by Cozby (2001), mean, a measure of central tendency, is achieved by summing scores and then dividing the sum by number of scores while standard deviation pertains to the average deviation of scores from the mean. Furthermore, kurtosis for a set of data is

obtained by simply dividing moment about the mean of the square variance. In data distribution, skewness appears when a frequency curve not asymmetrical about the mean is said to be skewed (Febre, 1987/2002).

Descriptive Statistics. According to Freund (2003), descriptive statistics consists primarily of presenting data in the form of tables and charts. Moreover, he claims that this includes anything done to data that is designed to summarize, or describe, without going any further. That is without attempting to infer anything that goes beyond the data themselves. In addition, this statistics is concerned with the collection, organization, and presentation of data in a form that is understandable to all. Hence, its analysis' objective is to summarize some of the most important features of a set of data (Febre, 1987/2002).

Stanine Scores. Stanine refers to one of the steps in a nine-point scale of standard scores (Education Research Information Center, 1989). It is a method of scaling test scores on a nine-point standard scale with a mean of five (5) and a standard deviation of two (2). The underlying basis for obtaining stanines is that a normal distribution is divided into nine intervals. Each of which has a width of 0.5 standard deviations excluding the first and the last. The mean lies at the center of the fifth interval. Stanines can be used to convert any test score into a single digit number. However, because all stanines are whole numbers, two scores in a single stanine are sometimes further apart than two scores in adjacent stanines (New Zealand Ministry of Education, n.d.).

Ethical Considerations

Potential ethical issues may arise in all stages of research process. Researchers need to anticipate the ethics may be challenged prior to the conduct of the study, during the collection and analysis of data, and in the reporting, disseminating, and storing of the data gathered (Cresswell, 2009 & 2014). This study has observed ethical considerations. According to Israel and Hay (2006, as cited by Creswell, 2014), researchers must protect the participants, develop trust, promote the research integrity, ensure the personal disclosure and privacy, and maintain authenticity and credibility of research report. Although the topic of this study does not have highly sensitive issues involving children, elderly, ethnic and racial minority groups and the likes, potential inevitable ethical considerations are still taken in the preparation if cases arrive during the process. Foreseeing the possible participation of children in this study, the researcher planned to seek assent from authorities. Moreover, the participating schools were given simple tokens and being assured by the researcher to respect and observe their rules and policies. These considerations are reflected through undergoing ethical review of the Ethics Review Committee of the University before the actual data gathering.

Systematic procedure and coordination were done before the conduct of the study. A letter requesting the permission to conduct a research was sent to the Office of the Schools Division Superintendent. Eventually, the endorsement signed by the authority was sent to the district supervisors and to the school heads of selected schools. Consent from the participating schools was obtained by writing a formal letter which clearly indicated

the nature of the study and how the school would be involved. Moreover, this study also solicited consent from the respondents on their willingness to participate. A letter of consent was attached with the questionnaire in its administration. Included in the letter were the objectives of the study, the roles of the participants and the assurance of confidentiality and privacy of the data. There was a space on the consent letter which participant may respond YES or NO, corresponding their willingness to be part of the study. Furthermore, in the first part of the questionnaire, an option and an assurance were given to the respondents to keep their identities their responses confidential. This was done also to ensure the safety and protection of the participants, the research locale and the researcher.

Before participating in the data gathering procedure, aside from the letter of consent from the respondents, the researcher also oriented and briefed them properly by providing a complete information about the nature of the study before the start of the survey. Furthermore, the researcher used her own resources both financially and physically in developing and validating instrument for measuring teacher morale, to conduct and accomplish this research initiative.

Moreover, the researcher offered to provide the participating district and division the copy of the completed study as well as the validated instrument to measure teacher morale. Should there be a need to discuss the results of the study to the district's school heads, the researcher is ready to edify them on the study's impact on their managerial and administrative skills and on the teaching practices of the teachers. Furthermore, the

developed and validated scale can be used by the educational administrators and managers to assess the level of teacher morale in their division.

Chapter 3

Results and Discussion

This chapter presents the results and discussion of the study. It includes the extrapolation of the data derived from the two major phases, the development of the instrument and its validation. Furthermore, it also shows the process of structuring an enhancement program taken from the results of the developed and validated scale utilization.

In the development phase of the teacher morale instrument, the items in the scale are presented. In the instrument validation, the results of the item review and revision, and the first and second try-outs are discussed thoroughly. This also includes the description of the teacher morale of the study's participants. In the discussion of the post-instrument development and validation output construction, the proposed enhancement program is described in detail. Its relation to Educational Leadership and Management is established and its overview is given, too. Furthermore, the study's implications to its participants and their locale, and to the field of study are also highlighted.

Phase 1: Development of Teacher Morale Instrument

Item Writing

A total of sixty (60) initial items are constructed based on the three factor model of Teacher Morale Scale. Each subscale contains twenty items. (Appendix C)

Phase 2: Validation of Teacher Morale Instrument

Item Review and Revision

On this part of the study, evidence on content validation is provided. The initial sixty (60) items are reviewed and validated by experts in educational management, scale and test development, curriculum and instructional supervision, and language. The following are the results of the validation done.

The items in all subscale were mostly accepted and revised by the experts. On the other hand, there were two items being rejected, Item No. 6 in Subscale 1 and Item No. 10 in Subscale 3. Experts found these items as redundant and unnecessary to be included in the scale respectively. The item revisions improved its construction in a meaningful and definitive manner and in a concise way to measure teacher morale.

Experts suggested to begin all the statement with “The teacher....” to observe parallelism. In Subscale 1 which includes Identification, the item “The teacher's effective teaching is being recognized” was improved as “The teacher's display of effective teaching is being recognized”. The statement “The teacher is encouraged to further his/her education” was briefly changed to “The teacher is encouraged to pursue his/her study”. The intensifier in item “The teacher finds their contact with pupils very satisfying and rewarding” was deleted. The indicator “Teaching enables the teacher to enjoy many material and cultural things that they like” was rephrased and concisely stated as “The teacher enjoys many materials and non-material things that they like through their

profession”. The indicator “The teaching profession gives them the prestige that they desire” was also revised as “The teacher feels the prestige of the profession”. Another indicator “Teaching affords the teacher to win the opportunity to make their contribution to the society” was changed to simpler statement as “The teacher has a great opportunity to play a vital role in the society through teaching”. The statement “Teachers are fully enjoying their time with the family after the 8-hour of work in the school” was also shortened and directly stated as “The teacher enjoys his/her time with his/her family after the 8-hour of work in the school”. The indicator “Keeping or growing up professionally is not a burden to teachers” was changed to the simpler statement “The teacher never considers keeping and growing up professionally an issue”. The word “support” was changed to “assistance” in the statement “The teacher has the resources and support to provide highly effective teaching environment for his/her pupils”. The item “The teacher would prefer to quit teaching if other options became available” was replaced with the statement “The teacher quits teaching if better opportunities knock” and the indicator “The teacher is well-equipped for the position/designation that he/she has” was also revised and changed into a concise statement “The teacher best fit the position and designation he/she has”.

Factor 2 of the proposed study is Belongingness which shows the congruence between need-disposition and role expectation. It represents the anticipation on the part of the employee that he or she can achieve satisfaction within the institutional framework

since it appears to him that meeting institutional expectations will also permit him to serve personal needs (Brion, 2015).

Experts suggested minor revisions of some statements in this subscale such as “The teacher feels being needed in the school” was altered to “The teacher feels his/her vital role in the school”. The item “The teacher like knowing exactly what his/her pupils need to learn” was modified to “The teacher knows what his/her pupils exactly need to learn.” Negative statement like “The teacher is not hesitant to discuss their instructional problem with their school head” was also changed and positively stated as “The teacher is willing to discuss his/her instructional problem with his/her school head”. Same revision was also done in the statement “The teacher does not spend much of her/his personal income for instructional purposes” which altered to “The teacher receives allotment for his/her instructional needs”. Another item which was negatively constructed was “The parents do not cooperate well for improvement of their children” and modified to the positive statement “The teacher feels parents' cooperation for the improvement of their children.” Experts also suggested to focus the statement on teacher like the item “The school head promotes sense of belongingness among the teachers in school” which was altered to “The teacher feels the sense of belongingness as exhibited by his/her school head”. Same revision was done on the statement “The school head shows concern for the teachers by making their works easier and pleasant”; it was changed to “The teacher feels the concern of the school head by making his/her work easier and enjoying”. The item “The learners' behavior and attitude give much stress to the teacher” became “The teacher feels

unsatisfied with the behavior and attitude of the learners.” Furthermore, “other devices” was added to the statement “The teacher is given enough time for the preparation of DLL/DLP, and instructional materials.” Remaining statements have minor revision to make them simpler and more concise like “The teacher is provided with enough service credit” which became “The teacher enjoys service credit”. The statement “The teacher gives more time with their school work than with their family” was revised to “The teacher spends more quality time with his/her family than with his/her work”. The indicator “If the teacher disagrees with a suggestion made with by his/her school head, he/she will ignore the suggestion” was shortened as “The teacher discusses with his/her school head when he/she disagrees with the suggestion made by the latter”. The statement “Personal differences make the teacher's relationship with other colleagues uncomfortable” was reworded as “Teachers' personal differences are considered to make a smooth and positive environment. Moreover, the “The teacher feels ‘belonged’ and ‘accepted’” item was recommended instead of “Every teacher feels ‘belonged’ and is accepted”. The “The teacher works collaboratively with peers and colleagues” item was considered instead of “The teacher enjoys working with each other in the school organization” and the indicator “The teacher's relationship with his/her colleagues is stressful” was recommended instead of “Teacher's relationship with his/her colleagues causes him/her stress”.

Subscale 3 of the proposed items focused on Rationality which deals with the congruence between role expectations and organizational goals. It represents the extent to

which expectations placed upon a role are logically appropriate to the achievement of the proposed institutional goals (Brion, 2015).

The first item in this subscale “The demands placed on the teacher are in line with the mission of the school” was completely revised as “The teacher is mandated to perform very satisfactorily”. Aside from the first item of this subscale, most of the remaining items were accepted and the other revisions were focused mainly on statement construction. The experts made the items more specific and concise like the indicator “Teachers are given enough time (3 days or more before the due date) to finish required reports” which became “Teachers are given time on task for assigned reports”. The item “The teacher likes to be observed always by the principal/supervisor” was altered as “The teacher invites the school head for observation”. The indicator “Teachers perform different roles inside the class room” was revised as “Teacher performs other duties aside from teaching inside the classrooms.” In addition, the item “The teacher gets frustrated when the success or failure of his/her pupils is compared with the pupils' in other schools” was reworded as “The teacher is being challenged when the success or failure of his/her pupils is compared with the pupils' in other schools.” Experts again emphasized the start of the statement should focus on teachers and four items of this subscale were revised such as item “The school provides clerical assistance and services to the teachers” that became “The teacher is provided with technical assistance and services”. The indicator “The school head does not require teacher to participate in too many activities or ancillary services” was changed to “The teacher participates in different activities or ancillary services”. The “The school head

provides a very reasonable working program for teachers” was revised as “The teacher is provided a reasonable working program by the school head” and the last item “Policies, programs, and projects challenge teachers to be creative and to take initiative” was altered as “The teacher is being challenged by policies, programs and projects to take initiative and be creative.”

The suggestions and recommendations of the expert were incorporated in the final version of the proposed teacher morale scale. The edited version of teacher morale scale was resent to the same three (3) language experts to evaluate the physical formal, language appropriateness, clarity of instruction, grammar and spelling prior to reproduction, try out and data gathering. Table 1 below shows the evaluation result of the experts.

Table 1

Expert Evaluation of the Teacher Morale Scale

Expert	Criteria				Average
	Appearance and Format	Clarity	Content	Grammar and Spelling	
Scale/Test Development	4	4	4	4	4
Language	4	4	4	3	3.75
Educational Management	4	4	4	4	4
Average	4	4	4	4	4

After considering comments and suggestions of experts in the final form of the Teacher Morale Scale, the initial sixty (60) items of the scale become fifty-eight (58) which include nineteen (19) items for Identification factor, twenty (20) in Belongingness factor and nineteen (19) in Rationality factor. Based on the given criteria, all experts agree that the instrument is above the acceptable level ($x=3.92$). The appearance and format, content and clarity of instructions of the scale are rated excellent ($x=4$). Although there are minimal corrections in terms of grammar rules and language usage, the experts rate the grammar and spelling criteria at above acceptable level ($x=3.67$). The fifty-eight (58) items of the scale measure teacher morale in terms of Identification, Belongingness and Rationality.

First Try-Out: Using 243 Samples

The primary purpose of this study is to establish the validity and reliability of the proposed scale. Initially, the fifty-eight items were subjected to Exploratory Factor Analysis (EFA) through Principal Component Analysis (PCA) method. Two items of the scale Q36 and Q37 were negatively coded and had to be reversed code prior to factorial validity. Reverse coding was done by changing four (4) points into one (1), three (3) into two (2) points, two (2) turned into three (3), and lastly, one (1) point was converted into four (4). The sample size was also considered before conducting Factor Analysis. As a general rule to perform Exploratory Factor Analysis, there must be a sufficiency of the samples and the respondents to variable ratio. A sample size of at least three hundred (300) with five is to one (5:1) or ten is to one (10:1) participants to variable ratio is recommended

for factor analysis (Comrey & Lee, 1992; Yong & Pearce, 2013). However, the number of initial samples were reduced to two hundred forty-three (243) based on the void responses. Based on the initial requirement of three hundred (300) respondents, the number of respondents were reduced to two hundred forty-three (243) cases due to void responses. The fifty-eight (58) items of the proposed instrument has the four point nineteen is to one (4.19:1) participants-variable ratio. Another requirement of EFA is the measure of sampling adequacy through Kaiser-Meyer-Olkin (KMO) with *cut-off level* .50 and Barlett's Test of Sphericity with *significant level at* $p < .05$. Table 2 shows a high adequacy of the samples with KMO measures of .904 and a significant value sphericity (.000). The values show that the data are appropriate and suitable to proceed with EFA (Hair et al., 2009; Mvududu & Sink, 2013; Yong & Pearce, 2013).

Table 2

KMO and Bartlett's Test Result at 243 Samples

Kaiser Meyer-Olkin Measure of Sampling Adequacy		0.904
Barlett's Test of Sphericity	Approx. Chi-Square	8651.457
	Df	1596
	Sig.	.000

The analysis has produced an initial solution of twelve factors. The table for Total Variance yields twelve (12) subscales with initial Eigenvalues with or greater than one (1). Yong and Pearce (2013) note that the factors are significant unless they undergo extraction and rotation method. Costello and Osborne (2005) suggest that the scree test is the best

choice in retaining the number of factors. Then, the scree plot is also examined to determine how many significant factors to be retained. Figure 2 (scree plot) shows that three factors of teacher morale scale are significant.

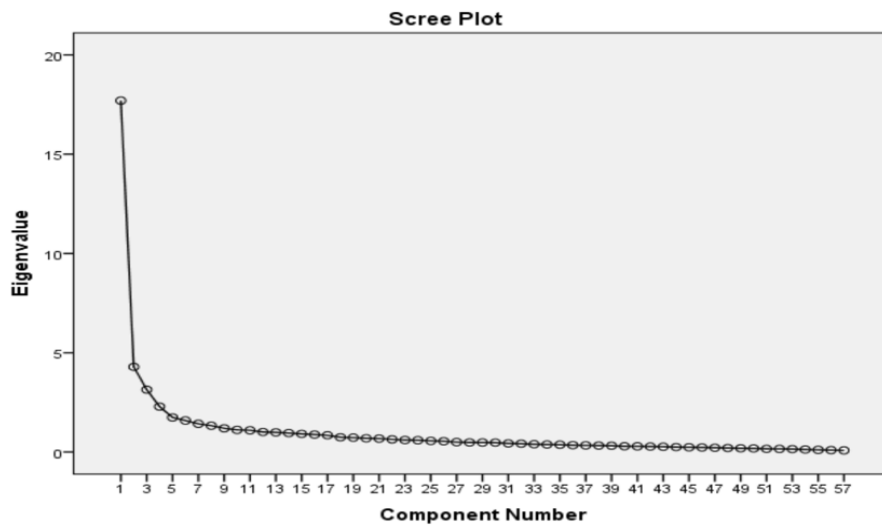


Figure 2. *Scree Plot Using 243 Samples*

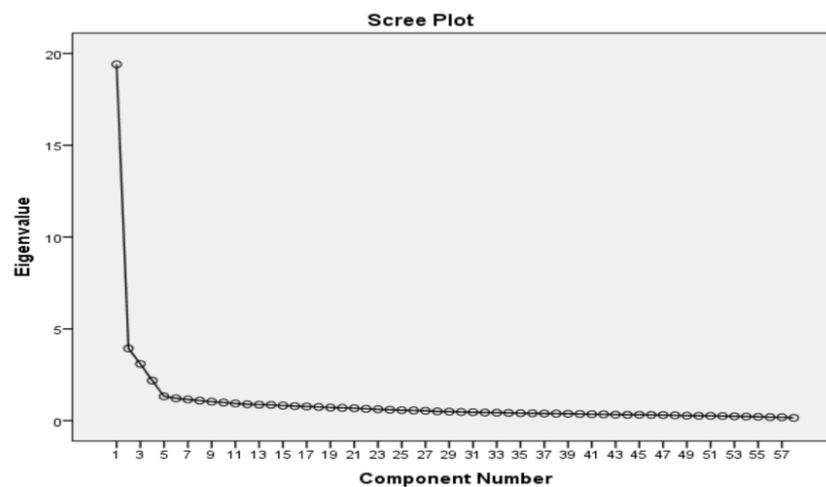
Second Try-Out: Using 724 Samples

Based on the initial requirement of three hundred (300) respondents, the number of respondents has increased to seven hundred twenty-four (724). The set of fifty-eight (58) items in the proposed instrument has a twenty-five is to two (25:2) participants-variables ratio. Another requirement of EFA is the measure of sampling adequacy through KMO with cut-off level .50 and Barlett's Test of Sphericity with significant level at $p < .05$. Table 3 shows a high adequacy of the samples with KMO measures of .958 and a significant value sphericity .000. The values show that the data are appropriate and suitable to proceed with EFA (Hair et al., 2009; Mvududu & Sink, 2013; Yong & Pearce, 2013).

Table 3*KMO and Bartlett's Test Result at 724 Samples*

Kaiser Meyer-Olkin Measure of Sampling Adequacy		0.958
Barlett's Test of Sphericity	Approx. Chi-Square	24099.774
	Df	1653
	Sig.	.000

The analysis has produced an initial solution of nine (9) factors. The table for Total Variance Explained (SEE Appendix J) yields nine (9) subscales with initial Eigenvalues with or greater than one (1). Yong and Perarce (2013) note that the factors are significant unless they undergo extraction and rotation method. Costello and Osborne (2005) suggest that the scree test is then best choice in retaining the number of factors. Then, Scree Plot is also examined to determine how many significant factors to be retained. Figure 3 (Scree Plot) shows that three factors of teacher morale scale are significant.

**Figure 3.** *Scree Plot Using 724 Samples*

Based on Figure 2, the factors are significant and should be resulted. These correspond to the fifty-nine point thirty-four percent (59.34%) cumulative of the total variances exceeding the twenty percent (20%) requirement (see Appendix-Total Variance Explained). To have a more meaningful interpretation and clear factor structure, another EFA was rerun employing orthogonal rotation with varimax approach. The factors to be collected put into an item loading set at forty (40) estimate exceeding the minimum requirement of Cudeck and O'Dell (1994). These are also set at 0.30 coefficient as minimal level of significant to a factor (Hair et al., 1998, 2010).

The varimax rotation results to deletion of seven (7) variables. The five (5) items are below 0.40 and the two (2) are considered as cross loaded items and with negative coefficients. The analysis yields three (3) factors with fifty-one (51) items. Factor 1 has sixteen (16) items; Factor 2 with sixteen (16) items; Factor 3 is loaded with nineteen (19 items). Top 5 and bottom 5 retained items of each factor are shown in table 4.

Table 4

Rotated Component Matrix of Teacher Morale Scale

Teacher Morale Scale Item	Factor loading		
	1	2	3
Factor 1: Identification			
9. The teacher feels the prestige of the profession	0.707		
7. The teacher finds his/her contact with pupils satisfying and rewarding	0.683		
10. The teacher has a great opportunity to play a vital role	0.681		

in the society through teaching	
8. The teacher enjoys many material and non-material things That he/she likes through his/her profession	0.677
6. The teacher is motivated and inspired to use his/her potentials in teaching.	0.676
11. The teacher is recognized for their extra services rendered	0.576
12. The teacher is given an equal opportunity to be promoted	0.563
14. Teachers enjoys his/her time with his/her family after the 8-hour of work in the school.	0.453
13. The teacher is given medical assistance to improve his/her health condition when needed	0.433
2. The teacher is encouraged to attend seminars and conferences	0.432
Factor 2: Belongingness	
32. Teacher's personal differences are always resolved To make a smooth and positive environment	0.755
34. The teacher feels "belonged" and accepted	0.735
29. The teacher feels the sense of belongingness as exhibited by his/her school head	0.723
33. The teacher cooperates with others to achieve common personal and professional goals	0.703
30. The teacher feels the concern of the school head by making his/her work easier and enjoying	0.696

27. The teacher is given enough time for the preparation of DLL/DLP, instructional materials and other devices	0.579
21. The teacher has enough time to collaborate with his/her colleagues	0.572
20. The teacher feels his/her vital role in the school	0.563
22. The teacher knows what his/her pupils exactly need to learn.	0.548
25. The teacher receives allotment for his/her instructional needs	0.538
Factor 3: Rationality	
55. The teacher is provided a reasonable working program by the school head.	0.765
56. The teacher is being challenged by policies, programs and projects to take initiatives and be creative	0.715
46. The school provides technical assistance and services to the teachers.	0.686
43. The teacher is allowed to teach the content he/she feels is important for the pupils.	0.685
52. The teacher is being challenged when the success or failures of his/her pupils are compared with the others	0.680
58. Coordinatorship or ancillaries are equally distributed to all teachers in the school according to their capabilities	0.575
51. Teacher performs other duties aside from teaching inside the classroom.	0.571
40. The teacher is mandated to perform satisfactorily	0.518

48. The school provides complete LMs and textbooks to be used in class.	0.506
42. The teacher's main priority is to prepare his/her pupils to do good on performance task.	0.492

The sixteen (16) items of Factor 1 deal with Identification including the congruence between need dispositions and organizational goal. They also represent the degree to which the employee can integrate the goals and actions of the institution into his or her own structure of needs and values. Factor 2 contains sixteen (16) items about Belongingness which shows the congruence between need-disposition and role expectation. Moreover, they represent the anticipation on the part of the employee that he or she can achieve satisfaction within the institutional framework since it appears to him or her that meeting institutional expectations also permit him or her to serve personal needs. The nineteen (19) items of Factor 3 focus on the Rationality which indicates the congruence between role expectations and organizational goals. It represents the extent to which expectations placed upon a role are logically appropriate to the achievement of the proposed institutional goals.

Though the Cronbach's Alpha coefficient is .963, the interpretability of each factor can be deliberated by reviewing the item collection. Individual item in each factor is examined whether it contributes to the logical clustering of the statements or it helps in generalizability of the factor regardless of a high item loading coefficient. Its interrelatedness to other items is closely studied to have a more meaningful and interpretable subscale. A thorough review results to the omission of three items from Factor

1 (Identification) which include Q3 (The teacher is supported to pursue his/her study), Q15 (The teacher looks forward in keeping growing up professionally for the betterment of his/her teaching craft) and Q17 (The teacher will have second thought leaving the teaching profession when opportunities knock). Moreover, another four items (Q36, 37, 38, 39) are removed from Factor 2 (Belongingness) as these do not conform to the logical blending of central thought that the factor refers to.

As reflected in Table 5, the prevailing 16 items of the first subscale (Q1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19) concentrate on the goals of the schools in accordance with the teacher's personal needs. Furthermore, the second subscale which focuses on the expected role of the teachers congruent to their personal needs, is changed to sixteen (16) items (Q20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35). Hence, the review of the factor loading has resulted to retaining fifty-one (51) items particularly Factor 1 having sixteen (16) items, Factor 2 with sixteen (16) items, and nineteen (19) items for Factor 3.

Table 5

Reliability Estimates of Teacher Morale Scale

Scale and Factors	No of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Factor 1: Identification	16	0.921	0.924
Factor 2: Belongingness	16	0.933	0.937
Factor 3: Rationality	19	0.934	0.937
Total	51	0.963	0.964

The study also determines the descriptive statistics of the scale and the three subscales of teacher morale supporting the homogeneity of the responses of the participants. Table 6 shows mean score, standard deviation and the peakedness and flatness of the data obtained.

Table 6

Teacher Morale Scale Statistical Description per Factor

Scale and Factors	Mean	Standard Deviation	Kurtosis	Skewness
Factor 1	3.38	0.398	-0.93	-0.034
Factor 2	3.35	0.403	-1.007	0.142
Factor 3	3.31	0.395	-0.949	0.300
Whole Scale	3.45	0.341	-0.747	0.197

It can be gleaned from the table that the data are closely related and normally distributed having all the standard deviations (with SD= 0.341 for the whole scale; SD=0.403 the highest among the subscale-belongingness). This is close to the mean score in all factors that are all negatively skewed.

In general, the EFA employed in this study provides a three-factor solution to measure teacher morale. The fifty-one (51) items are said to be valid indicators of teacher morale as it exceeds the 0.30 coefficient of a significant item loading (0.450 up to 0.919) in a subscale. The high level of reliability estimates ranging from 0.806. to 0.905 Cronbach's alpha proved the strong consistency and homogeneity of the scale to measure the teacher morale construct in terms of (1) identity; (2) belongingness and (3) rationality.

Description the Level of Teacher Morale

Another purpose of the study is to describe the level of teacher morale. Based on the results, it is said to be at average level. Table 7 shows that the respondents have obtained Stanine score of five (5) in all factors and these scores have z-scores categorized as average at standard normal scale. It can also be gleaned from the table that the scores of respondents are close to the mean having highest SD=.403 for Factor 2-Belongingness (M=3.347) and a lowest SD=.398 for Factor 1-Identification (M=3.380).

Table 7

Summary of the Level of Teacher Morale

Factors and Scale	M	SD	Z-score	Stanine	Interpretation
Factor 1- Identification	3.380	.398	0.099	5	Average
Factor 2- Belongingness	3.347	.403	0.002	5	Average
Factor 3- Rationality	3.312	.395	-0.099	5	Average
Whole Scale	3.346	.341	0	5	Average

The teachers in Area 4 of Batangas Province have an average level of morale in all factors as reflected in Table 11. Moreover, Table 8 shows the breakdown of teachers belonging to the three levels. It can be gleaned from the table that there are only five (5) teachers or 0.65% of them experience conflict between their personal needs and the goals of the school while four (4) teachers or 0.52% of them feel tension existing between their personal needs and their expected role. Lastly, only three (3) teachers or 0.39% of them find difficulty in connecting their responsibilities to the goals of the organization due to

certain conflicts or stressors. It shows that among the three factors, Rationality obtained the lowest mean score.

Table 8

Frequency (f) and Percentage (p) of Teacher Morale

			Below Average		Average		Above Average	
			f	p	f	p	f	P
Factor 1- Identification	3.380	.398	5	0.65%	480	61.94%	290	37.42%
Factor 2- Belongingness	3.347	.403	4	0.52%	494	63.74%	277	35.74%
Factor 3- Rationality	3.312	.395	3	0.39%	508	65.55%	264	34.06%

Although Table 7 and 8 display an average level of teacher morale in Area 4 of the Division of Batangas in three factors, the frequency and percentage of teachers belonging to Below Average (Stanine 1-3); Average (Stanine 4-6) and Above Average (Stanine 7-9) are obtained in each dimension. This process is necessary to identify in which among the items teachers scored low (Below average) as inputs in designing and enhancing teacher morale enhancement program. The frequencies are expressed in percentages as shown in Table 8-12 for easier interpretations and discussion.

Table 9 explains the level of teacher morale in terms of Identification. Out of sixteen (16) indicators, most number of teachers are at average level in twelve (12) items. Some of these items are: the teacher enjoys many material and non-material things that he or she likes through his or her profession with four hundred fifty-five (455) or 58.71% of

the respondents; the teacher has the resources and assistance to provide highly effective teaching environment for his or her pupils with 58.45% or four hundred fifty-three (453) respondents; and four hundred fifty (450) or 58.60% of the respondents are recognized for their extra services rendered. It also shows that there are only four (4) items wherein the respondents obtained above average. Although it is good to note that the five hundred forty-three (543) or 70.06% of the teachers are encouraged to attend seminars and conferences and four hundred fifty-four (454) or 58.58% of them feel the great opportunity to play a vital role in the society through teaching, one hundred seventy-six (176) teachers or 22.71% of them still feel that they are not given medical assistance to improve their health condition when needed. While there are four hundred twenty-nine (429) teachers or 55.35% of them are motivated and inspired to apply their skills in teaching and 53.68% or four hundred sixteen (416) teachers feel the recognition of displaying effective teaching, there are still one hundred forty-seven (147) or 18.97% of them say that they are unable to enjoy their time with their family after the 8-hour of work in school. The two items obtained the lowest mean score under factor identification. These are “the teacher is given medical assistance/support to improve his or her health condition when needed” ($M=3.019$) and “the teacher enjoys his/her time with his or her family after an 8-hour of work in school” ($M=3.116$).

Table 9*Level of Teacher Morale in Terms of Identification*

Factors	Mean	SD	Below Average		Average		Above Average	
			f	p	f	p	f	P
I1	3.534194	0.504302	2	0.26%	357	46.06%	416	53.68%
I2	3.694194	0.480261	3	0.39%	229	29.55%	543	70.06%
I4	3.44129	0.527143	12	1.55%	409	52.77%	354	45.68%
I5	3.334194	0.635354	61	7.87%	394	50.84%	317	40.90%
I6	3.535484	0.541285	16	2.06%	329	42.45%	429	55.35%
I7	3.486452	0.530233	9	1.16%	383	49.42%	380	49.03%
I8	3.314767	0.558523	37	4.77%	455	58.71%	280	36.13%
I9	3.364812	0.594799	47	6.06%	397	51.23%	329	42.45%
I10	3.566452	0.533536	15	1.94%	306	39.48%	454	58.58%
I11	3.259355	0.60667	60	7.74%	450	58.06%	265	34.19%
I12	3.373868	0.628503	50	6.45%	378	48.77%	345	44.52%
I13	3.019405	0.79401	176	22.71%	376	48.52%	221	28.52%
I14	3.116279	0.71713	147	18.97%	384	49.55%	243	31.35%
I16	3.206452	0.617329	80	10.32%	453	58.45%	242	31.23%
I18	3.396641	0.553983	20	2.58%	424	54.71%	330	42.58%
I19	3.437984	0.529252	13	1.68%	409	52.77%	352	45.42%

The Table 10 describes the average level of teacher morale in terms of Belongingness. It reveals that out of sixteen (16) items, teachers obtained an average level in twelve (12) items. Some of these items are: The teacher discusses with his or her school head when he or she disagreed with the suggestion made by the latter (61.42%); the teacher

feels the sense of belongingness as exhibited by his or her school head (60.52%); the teacher is willing to discuss his or her instructional problem with his or her school head (60%) and teacher's personal differences are always resolved to make a smooth positive environment (60%). It also explains that there are only four (4) statements in which most of the respondents obtained above average: The teachers feel their vital role in the school (55.87%), teachers feel "belonged" and accepted (52%); the teachers work collaboratively with peers and colleagues (51.35%) and the teachers know what their pupils need to learn (51.23%).

Moreover, Table 10 also shows that one hundred eleven (111) or 14.32% of the teachers find conflicts in receiving allotment for their instructional needs and 31.61% or two hundred forty-five (245) teachers spend more quality time with their work than with their family, obtaining the lowest mean scores (M=3.113 and M= 2.820 respectively) under the second factor of teacher morale.

Table 10.

Level of Teacher Morale in Terms of Belongingness

Factors	Mean	SD	Below Average		Average		Above Average	
			f	p	f	p	f	P
B1	3.552258	0.5104	5	0.65%	337	43.48%	433	55.87%
B2	3.339355	0.549547	28	3.61%	455	58.71%	292	37.68%
B3	3.512258	0.500173	0	0.00%	378	48.77%	397	51.23%
B4	3.439119	0.527012	12	1.55%	409	52.77%	351	45.29%
B5	3.343264	0.536641	20	2.58%	465	60.00%	287	37.03%

B6	3.113842	0.67523	111	14.32%	450	58.06%	212	27.35%
B7	3.312581	0.625921	54	6.97%	415	53.55%	302	38.97%
B8	3.460543	0.541116	15	1.94%	386	49.81%	372	48.00%
B9	2.820645	0.798957	245	31.61%	382	49.29%	148	19.10%
B10	3.323871	0.556508	25	3.23%	469	60.52%	281	36.26%
B11	3.28553	0.610281	49	6.32%	447	57.68%	278	35.87%
B12	3.191462	0.599723	73	9.42%	476	61.42%	224	28.90%
B13	3.357419	0.525813	16	2.06%	465	60.00%	294	37.94%
B14	3.4677	0.51207	5	0.65%	402	51.87%	367	47.35%
B15	3.516129	0.507754	3	0.39%	369	47.61%	403	52.00%
B16	3.507097	0.513023	5	0.65%	372	48.00%	398	51.35%

Furthermore, Table 11 reveals the average level of teacher morale in terms of Rationality in Area 4 of the Division of Batangas Province. It explains that, out of nineteen (19) indicators, the teachers obtained an average level in eighteen (18) items, and only one item for above average. Some of the items are improvement of school facilities and services are given priority (62.19%); the teacher is provided a reasonable working program by the school (61.94%); the teacher invites the school head for observation (60.52%); the teacher is being challenged when the success or failure of his or her pupils is compared with the pupils' in other school (59.74%) and the teacher's individual capacity is being used effectively by the school head (58.84%). On the other hand, lowest mean score (M=3.020) is obtained by the statement "the teacher is provided a complete learning

materials and textbooks to be used in class” and “the teacher considers preparing their pupils to do well on periodic test as main priority” with mean score of 3.102.

Table 11

Teacher Morale in Terms of Rationality

Factor	Mean	SD	Below Average		Average		Above Average	
			f	P	f	p	f	P
R1	3.377261	0.53329	17	2.19%	447	57.68%	310	40.00%
R2	3.382924	0.527304	16	2.06%	445	57.42%	312	40.26%
R3	3.102067	0.743177	134	17.29%	405	52.26%	235	30.32%
R4	3.36399	0.558763	21	2.71%	444	57.29%	307	39.61%
R5	3.362581	0.5369	18	2.32%	456	58.84%	301	38.84%
R6	3.267097	0.561135	42	5.42%	482	62.19%	251	32.39%
R7	3.304178	0.580879	38	4.90%	452	58.32%	276	35.61%
R8	3.346701	0.572564	37	4.77%	430	55.48%	306	39.48%
R9	3.020645	0.768963	167	21.55%	398	51.35%	210	27.10%
R10	3.433938	0.521435	8	1.03%	420	54.19%	344	44.39%
R11	3.26615	0.5857	57	7.35%	454	58.58%	263	33.94%
R12	3.49354	0.570363	19	2.45%	349	45.03%	406	52.39%
R13	3.285161	0.577327	44	5.68%	463	59.74%	268	34.58%
R14	3.271318	0.569859	47	6.06%	469	60.52%	258	33.29%
R15	3.453488	0.518513	8	1.03%	407	52.52%	359	46.32%
R16	3.356129	0.507958	9	1.16%	480	61.94%	286	36.90%
R17	3.371613	0.541526	23	2.97%	441	56.90%	311	40.13%
R18	3.23871	0.625511	67	8.65%	449	57.94%	259	33.42%
R19	3.236129	0.679896	71	9.16%	431	55.61%	273	35.23%

In general, the results highlight that the level of teacher morale in Area 4 of the Division of Batangas Province in terms of three factors, Identification, Belongingness and Rationality, is average. However, there are some items which must be taken into consideration to further enhance teacher morale in the area. This supports the assumption that there is a need for programs on teacher morale enhancement.

As recalled, the respondents obtained an average level of teacher morale in the three factors. While there are forty-two (42) items in the scale where majority of teachers are in average level, there are only nine (9) statements where teachers scored above average. Items under above average include four (4) in identification, four (4) in belongingness and one (1) in rationality.

Identification. The level of teacher morale in terms of identification shows that the respondents feel the congruence between their personal needs and the goals of the school in average level which explains that organizational goals coincide with their personal needs or goals. On the other hand, the items with the lowest mean score and with significant number of respondents who find conflict under this factor, include their health condition and time with their family. This indicates that some of the respondents have not received nor satisfied with the medical assistance given to improve their health condition. In addition, they can have enough time to enjoy with their family after the eight (8) hours of work in school. This aspect should be given importance since based on the literature, Brion (2015) agrees that personal needs from various categories on the hierarchy must be

considered, in order to clearly measure teacher's needs. Though tension is naturally occurring between personal needs, role expectations and organizational goals, Brion (2015) also claims that too much tension in one area can cause morale to decrease.

Belongingness. Moreover, the level of teacher morale in terms of belongingness shows that the respondents attain the connection between the requirements accompanying a teacher's position within the organization and his or her personal needs in average level. On the other hand, there is significant number of respondents who encounter conflicts under this factor, such as spending imbalance time with their family and with their work, giving more quality time on the latter and unable to receive allotment for their instructional needs. These conflicts will clearly disconnect the building between the employee's personal needs and role expectations if continuously disregarded.

Rationality. Lastly, the level of teacher morale in terms of rationality indicates the balance between role expectations and organizational goals in average level. In deeper analysis of the result under this component, it reveals that there is also a significant number of respondents who sees tensions regarding the provision of complete sets of learning materials and textbooks to be used in class and their main priority of preparing their pupils to do well on performance task. Though it only comprises 17% - 22% of the respondents, it also signifies the need to review these aspects contributing to teacher morale.

Phase 3: Enhancement Program Development

Proposed Teacher Morale Enhancement Program

As revealed by the result of this study, though the respondents obtained an average level of teacher morale in three factors, there are conflicts or tensions identified under each factor, which must be considered in developing a proposed teacher morale enhancement program. Moreover, the researcher also considered the Average and Below Average result of the level of teacher morale and focused on its improvement to achieve higher level of teachers morale.

The proposal matrix summarizes the Proposed Teacher Morale Enhancement Program in Area 4 of the Division of Batangas Province (see Appendix M). The implementation of the proposed program provides activities aimed on the enhancement of teacher morale.

Relating Teacher Morale Enhancement Program to Educational Leadership and Management

Since the link among educational leadership and management, teacher morale, and school achievement is already illuminated in the previous discussions of this study, the relevance of the Teacher Morale Enhancement Program to Educational Leadership and Management is already established. As mentioned, the level of teacher morale in the specific factors is average in general; however, the goal is to push the morale to a higher level and this must be done by the concern school leaders in the locale of the study,

particularly their principals. The morale level is optimal but the results may be enhanced by coming up with a program that may address this matter.

In other words, since they are in authority, as agents of change, the school leaders and managers' concern is to set their subordinates to be in a welcoming environment where teacher morale flourishes leading to a tremendous success in their learning institution. Through the development and implementation of the study's instrument, the leaders of the academe can use this as a diagnosing tool that can enhance the morale of their teachers. Furthermore, the same developed program may also be implemented to address the needs of their subordinates to enhance their morale. In other words, the educational leaders and managers must be the agents of positive change in the school and these can be done through the praxis of the empirical evidence-based principles delivered through enhancement program such as this. Hence, the Teacher Morale Enhancement Program is related to Educational Leadership and Management.

An Overview of the Teacher Morale Enhancement Program

This enhancement program is designed as a series of workshops geared towards the development of teacher morale to improve school organizational performance and ensure the academe's success in their institutional organization. It is based on the results identified in the conducted study. The teacher morale factors such as Identification, Belongingness, and Rationality are used as guides for the scope of program. Moreover, it is planned and patterned on the identified teacher morale factor indicators which are considered of 'below average level' by the participants of the study. Specifically, it focuses on valuing the

importance of medical assistance for teachers, discerning teachers' familial and organizational roles, finding ways to improve teachers' instructional needs allotment, balancing teachers' familial and organizational goals, identifying instructional materials sufficiency and its impact on teachers' morale and performance, and setting the preparation of learning assessment as teachers' priority.

The proposed program is composed of a series of workshops allowing the participants to be educated on the factors of teacher morale and their real-life application. The learnings from the lectures can be applied in their own school locale for the benefit of the whole organization and for personal development. The workshops will let the teacher and administrator participants to learn more on the topic at hand and to share insights, challenges, and success stories. The workshops are designed per theme in order to attain the objectives of the program and to apply the results derived from the gathered data. (Refer to Appendix N).

Implications of the Study

Basically, the study at hand presents the construction of teacher morale scale anchored on the three dimensions of morale such as Identification, Belongingness and Rationality. The fifty-one (51) items of the scale are considered as determinants of teacher morale. It produces teacher morale instrument which is useful in determining educator's level of morale.

Moreover, a proposed teacher morale enhancement program is designed based on the result of the instrument utilization. As previously mentioned, the level of teacher

morale in the specific factors is average in general; however, the goal is to increase the morale to a higher level and this must be done by the concern school leaders in the locale of the study particularly their principals. The morale level is optimal but the results may be enhanced by coming up with a program that may address this matter.

This study provides the school head and leaders of Area 4 in Batangas province a valid instrument that can help them assess teacher morale in the area and the results can give comments or feedback on the aspects of morale-related managerial tasks. Moreover, based from the diagnosis made out of the results, they can design teacher morale enhancement program or they may implement the proposed program to level up teacher morale.

After using the developed instrument, the findings can give teachers meaningful insights for their own improvement in the focal facet. Upon answering the instrument, they can undergo self-assessment since their personal and professional qualities and behaviors are determined to a large degree by the indicators used. The implementation of the proposed enhancement program can help to increase their morale; hence, their performance becomes better.

Furthermore, the results may increase parents' awareness of the importance of leadership roles in school setting to determine how it affects teacher morale which in turn affects the manner of instruction provided to their children.

In addition, to improve teacher morale, different interventions, plans, programs and projects can be created based on the identified level of teacher morale through the newly-developed instrument and this can improve teachers' performance leading to the increase of learners' achievement.

Lastly, the schools in Area 4 in Batangas province are expected to become better places where all stakeholders especially teachers and learners achieve more due to sound psyche that the former has through the realization derived from the results by utilization of the possible actions addressing the needs of the institutions. A change in the school environment can lead to an increased attachment to the organization and this will lead to better school performance.

Chapter 4

Summary, Conclusion and Recommendations

This chapter summarizes the study by presenting its summary, results, limitations, conclusions, and recommendations. The implications of the teacher morale scale development and validation, and the proposed enhancement program are also integrated into the field of practice.

Summary of the Study

The primary purpose of this study is to develop a Teacher Morale Instrument and Program appropriate for the Philippine context. Specifically, it targeted (a) to construct items to measure teacher morale based on the three factors such as Identification, Belongingness, and Rationality, (b) to establish the validity and reliability measures of the developed scale by applying factorial validity and determining the internal consistency, (c) to utilize the developed scale through the assessment of teacher morale, and (d) to present a morale enhancement program for teachers.

In reference to the three (3)-factor model of teacher morale, there were sixty (60) initial items constructed and were subjected to content validation of research, language, test development and scale development experts. A four-point Likert scale type of survey questionnaire was sent to Batangas Province Area 4 elementary teachers where three hundred (300) and retrieved completely. The spread sheet and SPSS program were used for data analysis and only two hundred forty-three (243) were retained . Though the data

data gathered were subjected to Exploratory Factor Analysis (EFA) employing a Principal Component Analysis (PCA) with varimax rotation method the sample respondents then increased to seven hundred seventy-five (775) wherein upon SPSS data analysis, only seven hundred twenty-four (724) were retained. The EFA yielded three-factor solution with fifty-one (51) significant teacher morale scale items extracted at 0.40. These three (3) subscales include Factor 1 labeled as Identification with sixteen (16) items; Factor 2 known as Belongingness having sixteen (16) items; and nineteen (19) items for Rationality as Factor 3. The Cronbach's alpha coefficient was used to test the soundness of the newly developed instrument.

On the other hand, the developed instrument was utilized to assess teacher morale and to present a morale enhancement program for teachers based on the result. Initially, stratified sampling technique was employed in identifying eight hundred (800) samples, while only seven hundred seventy-five (775) questionnaires retrieved from the participants. This became the sample size describing the level of teacher morale of elementary teachers in Area 4 of Batangas Province. The newly developed Teacher Morale Scale was used in data gathering. Z-scores converted in stanine level showed an average level in all the subscales teacher morale. Frequency and percentage were obtained to identify the number of teachers fall under the below average, average and above average level in fifty-one (51) items of the scale. It was found that there were twelve (12) teacher morale scale items in Identification factor, twelve (12) in Belongingness factor, eighteen (18) in Rationality

factor in which the respondents obtained average level. These items served as bases in proposing a research capability building program for basic education teachers.

Summary of Results

This progress is primarily centred on the development of Teacher Morale Instrument and Program appropriate for the Philippine school context. The following results were obtained based on the stated research objectives:

1. Construct items to measure teacher morale based on the three (3) factors of morale

There were sixty (60) items constructed based on the three (3) factors of teacher morale; however, there were only fifty-one (51) items that were extracted and considered as significant indicators.

2. Establish the validity and reliability of the newly developed scale by (2.1) applying factorial validity and (2.2) determining the internal consistency.

The Exploratory Factor analysis yielded a three (3) factors of morale as valid dimensions of teacher morale of Area 4 Batangas province elementary teachers where Factor 1 termed as Identification with sixteen (16) items, Factor 2 labeled as Belongingness with sixteen (16) item, and Factor 3 called as Rationality with nineteen (19) items.

The fifty-one (51) items are said to be valid indicators of teacher morale as it exceeds the 0.30 coefficient of a significant item loading (0.450 up to 0.919) in a subscale. The high level of reliability estimates ranging from 0.806. to 0.905 Cronbach's alpha proves the strong consistency and homogeneity of the scale to

measure the teacher morale construct in terms of (1) Identification, (2) Belongingness and (3) Rationality.

3. Describe the level of morale of selected teachers using the developed scale

It was found out that the elementary teachers in Area 4 of Batangas Province have an average level of teacher morale particularly four (12) indicators in Identification, four (12) in Belongingness, and one (18) in Rationality. However, there were significant number of teachers fall under below average, two (2) in Identification, two (2) in Belongingness and two (2) in Rationality which significant number of teachers fall under below average. Out of sixteen (16) items in Identification factor, significant number of teachers obtained lowest mean which includes (1) the teacher is given medical assistance to improve his/her health condition and (2) the teacher enjoys his/her time with her family after an 8-hour of work in school. In Belongingness factor, there are also two items which include (1) the teacher receives allotment for his/her instructional needs and (2) the teacher spends more quality time with his/her family than with his/her work. In Rationality factor, there are also two items which includes (1) the teacher is provided with complete learning materials and textbook to be used in class and (2) the teacher's main priority is to prepare his/her pupils for periodic test.

4. Propose teacher morale enhancement program based on the developed scale

Based on the results of the study, there are teacher morale factors that the respondent teachers are unable to experience which hinder the enhancement of their morale. A Teacher Morale Enhancement Program is hereby proposed to address their

medical needs and familial roles under Identification, instructional needs and familial-organizational goals under Belongingness, and instructional need sufficiency and learning assessment as teachers' priority under Rationality.

This program follows the training-workshop where topics are grouped together based on the identified teacher morale factors such as Identification, Belongingness, and Rationality. The training is divided into six (6) workshops with the following program titles: Workshop 1 – Importance of Medical Assistance for Teachers, Workshop 2 – Teachers' Familial Roles, Workshop 3 – Significance of Teachers' Instructional Need Allotment, Workshop 4 – Balancing Familial and Organizational Goals, Workshop 5 – Instructional Materials Sufficiency and Its Impact on Teachers, Workshop 6 – Learning Assessment as Teachers' Priority. In each workshop, one or two sessions are suggested to give focus on the topics needed intense training. There is time allotment for the suggested activities requiring individual or group outputs. The details of the proposed research workshop are discussed in Appendix R.

Limitation of the Study

This study aimed to develop a Teacher Morale Scale appropriate for the Philippine school context. It involved with the scale development and validation and the second part was the utilization of the developed scale through the assessment of teacher morale of elementary teachers in Area 4 in the Batangas province. The first part was divided into two phases: development phase and validation phase wherein the three (3) factors of identified teacher morale such as Identification, Belongingness, and Rationality was adopted as the

factors of the proposed scale. The initial sixty (60) items of the scale which became fifty-one (51) as validated by the experts were also aligned to the responses of two hundred forty-three (243) teachers during the preliminary survey drawn from the small group in Area 4 in Batangas Province and another seven hundred (724) teachers selected through stratified sampling. Exploratory Factor Analysis using Principal Component Analysis (PCA) at orthogonal rotation (varimax method) was employed to extract significant factors and Cronbach's alpha coefficient was used in testing its reliability measures.

In the second part, the newly developed three (3)-factor scale was used to assess teacher morale of seven hundred seventy-five (775) public schools teachers in Area 4 of Batangas Province through a stratified sampling technique. The results from the assessment served as inputs in proposing a teacher morale enhancement program.

Conclusion

In the end, the identification of teacher morale significance is indeed a breakthrough in the field of **Educational Leadership and Management (EdLM)**. This existing yet ignored issue in the school organization has been given a spot under the light of scrutiny at last. This study is an eye opener for the leaders of the academe. It can make the educational managers realize that they have tremendous responsibility in the holistic progress of their teachers and one of the most significant improvement avenues in the teachers' up skilling particularly in their mental health is **morale**. Furthermore, the development of the instrument gives the leaders a scientific and empirical reservoir of data and method to systematically outline a program enhancing the morale of teachers. This move can drive

them to hone teachers who are confident and competent enough in edifying the present-day students.

It is undeniable that EdLM is one of the foundations of a strong **educational system**. What is done in the leadership and management is reflected in the system. Having such strong thread of relationship between the two, the change in the former creates an impact on the latter. The discovery of the teacher morale significance entails the epiphany of the need to improve it. Its improvement molds and makes teachers who can perform better in the academe. Hence, this leads to a more progressive and productive school in which students benefit most. As a whole, when the instrument and enhancement program implementation is raised and done in all schools, the Philippine educational system shall succeed in all of its endeavors.

Recommendations

The evidences on the psychometric properties of the Teacher Morale Scale proves that the scale is a valid tool in assessing the teacher morale in the Philippine context particularly their Identification, Belongingness, and Rationality.

The newly developed scale may provide baseline data for educational leaders and managers lay out a program to enhance the morale of their teachers leading to better school achievements. This appropriate intervention based on honest evaluation saves time, effort and financial resources. In addition, Teacher Morale Scale is a promising instrument to

diagnose and address the organizational conflicts and needs leading to a sound workplace environment in the academe.

The development of Teacher Morale Scale may extend help and support to policymakers particularly of the Department of Education in reviewing and crafting the organizational policies of the department. Organizational education leaders and managers such as directors, superintendents, supervisors, principals and other school heads may use the scale to describe the teacher morale profile of their teachers and enable them to consider the results of assessment in organizational development policy development and implementation in the academe in the national, regional or in the division level.

The initiative also provides evidences that the teachers need professional enhancement programs addressing the in-depth understanding and executing of organizational and personal goals, organizational and familial needs, organizational and individual roles and expectations and the likes. These findings assert that a Teacher Morale Enhancement Program is necessary for development of such teacher morale factors.

With the aid of the scale, the Area 4 Batangas Province elementary teachers may be aware of their own morale strengths and weaknesses, and create an opportunity to employ intervention to achieve better teacher morale.

Parents as stakeholders and representatives of the planning team in establishing school improvement plan, may use the result of the scale in determining the needs and

priorities that will contribute to the improvement of teacher's performance through the enhancement of teacher morale that will lead to the increase of learners' achievement.

Learners as representatives of supreme government may use the result of the study in creating activities or projects like the appreciation and recognition of teachers that may strengthen and boost teacher morale and cause the enhancement of their performance.

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Appendix A

SAMPLE PRELIMINARY INTERVIEW/FGD QUESTIONS AND RESPONSES

1. How do you define teacher morale?
 - a. 001 –feeling of satisfaction and contentment in the field of teaching
 - b. 002 –feeling of happiness and sense of fulfilment is achieved despite of the big responsibilities and duties of being a teacher
 - c. 003 – attitude of the teacher towards his/her work
2. Do you always feel that there is a balance between your personal needs and the goal of the school? Why?
 - a. 001 – No. I don't always feel that. There are times that I feel bothered and bored as I am assessing the objectives of the school and my personal needs.
 - b. 002 – Yes. I feel the balance. I can manage my personal needs with the goal of the school.
 - c. 003- No. Sometimes I feel the conflict between the goals of the school and my personal needs.
3. Is there any time or situation when the personal needs of a teacher might hindered the goals of the school? When? Why?
 - a. 001- Yes. Lots of paper works hindered us to get enough time to rest and attend some recreational activities with our family
 - b. 002- No. I never felt that way. I am confident enough that I am performing my duties to contribute in attaining the goals of the school in accordance with my personal needs.
 - c. 003- Yes. I used to complain about my health problem due to different and endless work in school, but because of my financial status, I failed to consult a doctor. Instead of taking a leave of absence, which will be deducted from my monthly salary, I would rather ignore the pain and just continue working.
4. What are the reasons that may lower your morale as a teacher?
 - a. 001- Pupils attitude inside the classroom despite your eagerness to teach them and lot of paper works
 - b. 002- Attitude of my colleagues (most of the senior used to give their assignment or responsibilities to the new ones with these notes “ako naman ay matanda na, sa bata-bata na lamang ibigay
 - c. 003- You want to give all to your pupils but you don't have enough to finance all their needs
5. What are the reasons that may raise your morale as a teacher?
 - a. 001-Achievement of my pupils
 - b. 002- Achievement is being recognized
 - c. 003-Good rapport with my colleagues and my school hea

Appendix B

TABLE OF SPECIFICATION IN DEVELOPING TEACHER MORALE SCALE

Indicators in Measuring Teacher Morale	Number of Indicators per Factors	Percentage
Identification	20	33%
Belongingness	20	33%
Rationality	20	33%

Appendix C

INITIAL DRAFT OF ITEMS

Subscale	Items
Identification	1. The teacher's effective teaching is being recognized.
	2. The teacher is allow to attend seminars and conferences.
	3. The teacher is encouraged to further his/her education .
	4. The teacher's competencies are recognized to the full extent.
	5. The teacher is adequately compensated for his/her job.
	6. The teacher is recognized for their teaching performance in the classroom.
	7. The teacher is motivated and inspired to use their potentials in teaching.
	8.The teacher finds their contact with pupils very satisfying and rewarding.
	9.Teaching enables the teacher to enjoy many material and cultural things that they like.
	10.The teaching profession gives them the prestige that they desire.
	11.Teaching affords the teacher to win the opportunity to make their contribution to the society.
	12. The teacher is recognized for their extra services rendered.
	13. Teachers are given equal opportunity to be promoted.
	14. Teachers are given medical assistance to improve their health condition.
	15. Teachers are fully enjoying their time with the family after the 8-hour of work in the school.
	16. Keeping or growing up professionally is not a burden to teachers.
	17. The teacher has the resources and support to provide highly effective teaching environment for his/her pupils.
	18. The teacher would prefer to quit teaching if other options became available.
	19. The teacher is well-equipped for the position/designation that he/she has.

	20. The teacher clearly identifies his/her needs as an individual and as an educator.
Belongingness	1. The teacher feels being needed in the school.
	2. The teacher has enough time to collaborate with his/her colleagues.
	3. The teacher like knowing exactly what his/her pupils need to learn.
	4. The teacher has enough time to teach what he/she feels is important.
	5. The teacher is not hesitant to discuss their instructional problem with their school head.
	6. The teacher do not spend much of her/his personal income for instructional purposes.
	7. The teacher is provided with enough service credit .
	8. The teacher is given enough time for the preparation of DLL/DLP and instructional materials .
	9. The teacher gives more time with their school work than with their family.
	10. The school head promotes sense of belongingness among the teachers in school.
	11. The school head shows concern for the teachers by making their works easier and pleasant.
	12. If the teacher disagree with a suggestion made with by his/her school head, he/she will ignore the suggestion.
	13. Personal differences make the teacher's relationship with other colleagues uncomfortable.
	14. Teachers cooperate which each other to achieve common personal and professional goals.
	15. Every teacher feels "belongs" and is accepted.
	16. The teacher enjoy working with each other in the school organization.
	17. Teacher's relationship with his/her colleagues causes him/her stress.
	18. The learners' behavior and attitude give much stress to the teacher.
	19. The teacher feels that the learners appreciate his/her teaching effort.
	20. The parents do not cooperate well for improvement of their children .

Rationality	1. The demands placed on the teacher are in line with the mission of the school.
	2. The teacher is satisfied with the school's mission statement.
	3. The teacher's main priority is to prepare his/her pupils for periodic test.
	4. The teacher is allowed to teach the content he/she feel is important for the pupils.
	5. Teacher's individual capacity is being used effectively by the school head.
	6. Improvement of school facilities and services are given priority.
	7. The school provides clerical assistance and services to the teachers.
	8. Teachers are provided with classrooms conducive for teaching-learning process.
	9. The school provides complete LMs and Textbooks to be used in class.
	10. Teacher is given lots of paper work to accomplish.
	11. The teacher adheres to all the programs and project implemented by the DepEd.
	12. Teachers are given enough time (3 days or more before the due date) to finish required reports.
	13. Teachers perform different roles inside the class room.
	14. The teacher gets frustrated when the success or failures of his/her pupils are compared with the pupils' in other schools.
	15. The teacher likes to be observed always by the principal/supervisor.
	16. The school head does not require teacher to participate in too many activities or ancillary services.
	17. The school head provide a very reasonable working program for teachers.
	18. Policies, programs, projects challenges teachers to be creative and to take initiative.
	19. Teacher finds doing research at least once a year as a very challenging task.
	20. Coordinatorship or ancillaries are equally distributed to all teachers in the school according to their capabilities.

Appendix D

LETTER TO VALIDATORS

Date: _____

Dear Sir/Madamme;

The undersigned is currently completing a thesis study titled: “Scale Development and Validation to Measure Teacher Morale” leading to the degree of Master of Arts in Education with specialization in Educational Management.

With your experiences and expertise, I am humbly asking you to be one of the validators in this study. Kindly check and evaluate the content of the initial 60 items of the proposed scale using the attached form.

There will be two instruments in validating the scale. (a). the Expert Validation Form of the Scale in Measuring Teacher Morale and (b) the Validation Form for Actual Scale.

Please keep the confidentiality of all items until the study is completed.

I am looking forward that this request would merit your favorable response.

Thank you in advance and God bless!

Sincerely,

RONNABEL S. VIARO

Researcher

Appendix E

SAMPLE EXPERT VALIDATION FORM OF TEACHER MORALE SCALE

EXPERT VALIDATION FORM OF TEACHER MORALE SCALE

Name of Validator: Dr. [Signature] Signature: [Signature]
 Date of Validation: June 10, 2019
 Affiliated Institution: Dep. Ed. Batangas Province / Batangas State University
 Highest Educational Attainment: Doctor of Education

INSTRUCTIONS: The following are the initial items of the proposed scale to measure teacher morale based on the following constructs and definitions. Please evaluate the appropriateness of each item whether it can be rejected, accepted or revised. Put a check (✓) in the appropriate column and feel free to write on the space provided your comments and suggestions to improve each item.

Teacher Morale- the result of the interaction of three factors, such as identification, belongingness and rationality. It is the collective feelings and attitudes of teacher-group as related to their duties and responsibilities, goals, supervisors, fellow workers and environment.

Identification- The congruence between need dispositions and organizational goals. It represents the degree to which the employee is able to integrate the goals and actions of the institution into his own structure of needs and values.

Belongingness- The congruence between need-disposition and role expectation. It represents the anticipation on the part of the employee that he or she will be able to achieve satisfaction within the institutional framework, since it appears to him that meeting institutional expectations will also permit him to serve personal needs

Rationality- The congruence between role expectations and organizational goals. It represents the extent to which expectations placed upon a role are logically appropriate to the achievement of the proposed institutional goals

INITIAL ITEMS	ACCEPT	REJECT	REVISE	Comments/Suggestions
Identification				
1. The teacher's effective teaching is being recognized	✓			
2. The teacher is allowed to attend seminars and conferences	✓			
3. The teacher is encouraged to further his/her education	✓			
4. The teacher's competencies are recognized to the full extent	✓			

INITIAL ITEMS	ACCEPT	REJECT	REVISE	Comments/Suggestions
Belongingness				
1. The teacher feels being needed in the school	✓			
2. The teacher has enough time to collaborate with his/her colleagues	✓			
3. The teacher like knowing exactly what his/her pupils need to learn	✓			
4. The teacher has enough time to teach what he/she feel is important	✓			
5. The teacher is not hesitant to discuss their instructional problem with their school head			✓	The teacher is willing to discuss his/her instructional problem with his/her school head.
6. The teacher do not spend much of her/his personal income for instructional purposes	✓			
7. The teacher is provided with appropriate service credit	✓			
8. The teacher has enough time for the preparation of DLL/DLP and instructional materials	✓			
9. The teacher spends more time with their school work than with their family	✓			
10. The school head promotes sense of belongingness among the teachers in school	✓			
11. The school head shows concern for the teachers by making their work easier and pleasant	✓		✓	
12. If the teacher disagree with a suggestion made with by his/her school head, he/she will ignore the suggestion			✓	If the Teacher disagrees with a suggestion made by his/her school head, he/she will discuss the suggestion
13. Personal differences make the teacher's relationship with other colleagues uncomfortable			✓	Personal differences make the teacher's relationship with other colleagues getting stronger
14. Teachers cooperate which each other to achieve common personal and professional goals	✓			
15. Every teacher feels "belongs" and is accepted	✓			

APPENDIX F

RATING FORM FOR THE ACTUAL SCALE

Name of Expert: _____

Date of Validation: _____

Affiliated Institution: _____

Highest Educational Attainment: _____

INSTRUCTIONS: Please rate the attached instrument (*Scale Development to Measure Teacher Morale*) using the scale below in terms of: (a) appearance and test format; (b) clarity; (c) grammar and spelling; and (d) content. Feel free also to write your correction, comments and suggestions to improve the proposed scale.

- **Appearance and Test Format** – refinement of appearance , suitability, format and scaling technique, appropriateness of instruction, and compactness of instrument so as to save paper and copying cost
- **Clarity** – precision of wording and vocabulary used, and age-appropriate of language used to avoid confusion to the respondents
- **Grammar and Spelling** – free from faulty grammar and spelling
- **Content**- items fitness to measure the intended construct/concept

INDICATORS	EXCELLENT 4	ACCEPTABLE 3	BELOW ACCEPTABLE 2	NOT ACCEPTABLE 1
Appearance and Test Format				
Clarity				
Grammar and Spelling				
Content				

Total Score: _____

COMMENTS/SUGGESTIONS:

Signature of Expert Over Printed Name

APPENDIX G

LETTER OF PERMISSION TO CONDUCT THE STUDY

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

MADAME:

Greetings!

The undersigned is a graduate student from Philippine Normal University-Manila taking up Masters of Arts in Education with specialization in Educational Management and is currently writing a thesis titled: “Scale Development and Validation to Measure Teacher Morale.”

In this regard, may I ask from your good office the consent to conduct data gathering procedures in all schools of Area IV in the Division of Batangas Province.

Rest assured that the Division will be furnished with a research copy upon its completion.

I hope this request be given a kind attention.

Thank you.

Very respectfully yours,

RONNABEL S. VIARO
Graduate Student, PNU

Noted:

INERO V. ANCHO, Ed.D.
Thesis Adviser, PNU

Approved:

Schools Division Superintendent

**APPENDIX H
LETTER OF CONSENT**

Date: _____

To the Respondents,

The undersigned is currently completing a thesis study titled: ***“Scale Development and Validation to Measure Teacher Morale”*** leading to the degree in Master of Arts in Education specialization in Educational Management.

This study aims to develop a teacher morale scale which entails three processes, the preliminary survey, the development and validation of the scale and lastly, the utilization of the developed scale.

In line with this, the undersigned is humbly asking your consent to participate in this endeavor. As a respondent, you are requested to accomplish the attached questionnaire as honestly as possible. Please assure that all information you have provided will be treated with utmost confidentiality. Only the aggregated data will reflect in the final paper.

Thank you!

Sincerely,

RONNABEL S. VIARO
Researcher

.....
CONSENT FORM

Please check the appropriate box which corresponds to your willingness to participate in this study.

☐

YES, I am willing to participate in the study.

☐

NO, I am not willing to participate in the study.

Printed Name and Signature

APPENDIX I

POPULATION MATRIX

District in Area 4	Total No. of Teachers	Sample
1. District A	285	95
2. District B	361	121
3. District C	272	91
4. District D	283	95
5. District E	354	118
6. District F	282	94
7. District G	296	99
8. District H	258	86
TOTAL	2391	800

APPENDIX J SAMPLE QUESTIONNAIRE

 Philippine Normal University
National Center for Teacher Education

November 18, 2019

To the Respondents,

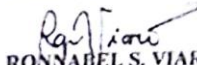
The undersigned is currently completing a thesis study titled: *"Scale Development and Validation to Measure Teacher Morale"* leading to the degree in Master of Arts in Education specialization in Educational Management

This study aims to develop a teacher morale scale which entails three processes, the preliminary survey, the development and validation of the scale and lastly, the utilization of the developed scale

In line with this, the undersigned is humbly asking your consent to participate in this endeavor. As a respondent, you are requested to accomplish the attached questionnaire as honestly as possible. Please assure that all information you have provided will be treated with utmost confidentiality. Only the aggregated data will reflect in the final paper.

Thank you!

Sincerely,


RONNABEL S. VIARO
Researcher

.....
CONSENT FORM

Please check the appropriate box which corresponds to your willingness to participate in this study

☒ YES, I am willing to participate in the study.

☐ NO, I am not willing to participate in the study.

ME  CO

Printed Name and Signature

TEACHER MORALE SCALE

Name: (Optional) _____

Part I RESPONDENT'S PROFILE

INSTRUCTIONS: Please put a check mark (/) in each item which corresponds to your answer.

- A. Gender: ☐ Male ☒ Female
- B. Age: ☐ 21-30 ☒ 41-50 ☐ 31-40 ☐ 51-60
- C. Marital Status: ☒ Married ☐ Single ☐ Widowed
- D. Position: ☐ T1 ☐ T2 ☒ T3
☐ MT 1 ☐ MT 2 ☐ MT 3 ☐ MT 4
☐ HT 1 ☐ HT 2 ☐ HT 3 ☐ HT 4
☐ P1 ☐ P2 ☐ P3 ☐ P4
- E. Number of years in teaching: ☐ 1-5 ☐ 6-10 ☐ 11-15 ☒ 16-20
☐ 21-25 ☐ 26 and above
- F. Highest Educational Attainment: ☐ with Bachelor's Degree
☐ with units in Master's Degree
☒ with Complete Academic Requirements in MA
☐ with Master's Degree
☐ with units in Doctorate Degree
☐ with CAR in Doctorate Degree
☐ with Doctorate Degree

Part II TEACHER MORALE SCALE

INSTRUCTIONS: Read carefully the following statements as they relate to your beliefs and experience and put a check mark (/) under the appropriate column that indicate your level of agreement.

- 4 Strongly Agree
 3 Agree
 2 Disagree
 1 Strongly Disagree

Indicator's Component	4	3	2	1
IDENTIFICATION				
1. The teacher's display of effective teaching is being recognized	/			
2. The teacher is allowed to attend seminars and conferences	/			
3. The teacher is encouraged to pursue his/her study	/			

4. The teacher's competencies recognized to the full extent	✓			
5. The teacher is adequately compensated for his/her job	✓			
6. The teacher is motivated and inspired to use his/her potentials in teaching	✓			
7. The teachers finds his/her contact with pupils satisfying and rewarding	✓			
8. The teacher enjoys many materials and non-material things that they like through their profession	✓			
9. The teacher feels the prestige of the profession	✓			
10. The teacher has a great opportunity to play a vital role in the society through teaching	✓			
11. The teacher is recognized for their extra services rendered		✓		
12. The teacher is given an equal opportunity to be promoted		✓		
13. The teacher is given medical assistance to improve his/her health condition	✓			
14. The teacher enjoys his/her time with his/her family after the 8-hour of work in the school	✓			
15. The teacher never considers keeping and growing up professionally an issue	✓			
16. The teacher has the resources and assistance to provide highly effective teaching environment for his/her pupils	✓			
17. The teacher will have second thought leaving the teaching profession when opportunities knock		✓		
18. The teacher best fit the position and designation he/she has	✓			
19. The teacher clearly identifies his/her needs as an individual and as an educator	✓			
BELONGINGNESS	4	3	2	1
1. The teacher feels his/her vital role in the school	✓			
2. The teacher has enough time to collaborate with his/her colleagues	✓			
3. The teacher knows what his/her pupils exactly need to learn	✓			
4. The teacher has enough time to teach what he/she feels is important	✓			
5. The teacher is willing to discuss his/her instructional problem with his/her school head	✓			
6. The teacher receives allotment for his/her instructional needs	✓			
7. The teacher enjoys service credit	✓			
8. The teacher is given enough time for the preparation of DLL/DLP, instructional materials and other devices	✓			
9. The teacher spends more quality time with his/her family than with his/her work	✓			
10. The teacher feels the sense of belongingness as exhibited by his/her school head	✓			
11. The teacher feels the concern of the school head by making his/her work easier and enjoying	✓			
12. The teacher discusses with his/her school head when he/she disagrees with the suggestion made by the latter	✓			
13. Teachers' personal differences are considered to make a smooth and positive environment	✓			
14. The teacher cooperates with others to achieve common personal and professional goals	✓			
15. The teacher feels "belonged" and accepted	✓			

	4	3	2	1
16. The teacher works collaboratively with peers and colleagues	/			
17. The teacher's relationship with his/her colleagues is stressful	/			
18. The teacher feels unsatisfied with the behavior and attitude of the learners	/			
19. The teacher feels that the learners appreciate his/her teaching effort	/			
20. The teacher feels parents' cooperation for the improvement of their children	/			
RATIONALITY	4	3	2	1
1. The teacher is mandated to perform very satisfactorily	/			
2. The teacher is satisfied with the school's mission statement	/			
3. The teacher's main priority is to prepare his/her pupils for periodic test	/			
4. The teacher is allowed to teach the content he/she feel is important for the pupils	/			
5. Teacher's individual capacity is being used effectively by the school head	/			
6. Improvement of school facilities and services are given priority	/			
7. The school provides technical assistance and services to the teachers	/			
8. The teacher is provided with classroom conducive for teaching-learning process	/			
9. The school provides complete LMs and Textbooks to be used in class	/			
10. The teacher adheres to all the programs and project implemented by the DepEd	/			
11. Teachers are given time on task for assigned reports	/			
12. Teacher performs other duties aside from teaching inside the classrooms	/			
13. The teacher is being challenged when the success or failures of his/her pupils are compared with the pupils' in other schools	/			
14. The teacher invites the school head for observation	/			
15. The teacher participates in different activities or ancillary services	/			
16. The teacher is provided a reasonable working program by the school head	/			
17. The teacher is being challenged by policies, programs and projects to take initiative and be creative	/			
18. The teacher finds doing research at least once a year as a very challenging task	/			
19. Coordinatorship or ancillaries are equally distributed to all teachers in the school according to their capabilities	/			

Thank You!

TEACHER MORALE ENHANCEMENT PROGRAM

“Boosting Teacher Morale Leading to Personal and School’s Organizational Success”

Rationale

This enhancement program is designed as a series of workshops geared towards the development of teacher morale to improve school organizational performance and ensure the academe’s success in their institutional organization.

Program Goals and Objectives

The goal of this enhancement program is to edify the teacher and administrator participants on the teacher morale factors such as Identification, Belongingness, and Rationality leading to their personal and organizational success.

At the end of the program, teacher and administrator participants, are expected to:

1. value the importance of medical assistance for teachers and other school staff;
2. discern the participants’ roles in their families and in school;
3. find ways to improve teachers’ instructional needs allotment;
4. exhibit a sound mindset towards balanced familial and organizational goals;
5. identify the impacts of instructional materials sufficiency on teachers; and
6. set the preparation of learning assessment as a priority in the teaching job.

Program Structure

The enhancement program is composed of a series of workshops allowing the participants to be educated on the factors of teacher morale and their real-life application. The learnings from the lectures can be applied in their own school locale. The workshops will let the teacher and administrator participants to share learnings, insights, challenges, and success stories. This seven (7)-day enhancement program will follow a typical schedule as shown below:

8:30-9:00	Preliminaries
9:00-10:00	Lecture/Workshop
10:00-10:30	Health Break
10:30-12:00	Lecture/Workshop

12:00-1:30	Lunch
1:30-3:00	Lecture/Workshop
3:00-3:30	Health Break
3:30-4:30	Presentation of Output/ Feedback Sessions
4:30-5:00	Closing Session

Focus and Delivery Mode

The program is designed based on the results identified in the conducted study. The teacher morale factors such as Identification, Belongingness, and Rationality are used as guides for the scope of program. The workshops are designed per theme in order to attain the objectives of the program.

1. Valuing the Importance of Medical Assistance for Teachers
2. Discerning Teachers' Familial and Organizational Roles
3. Finding Ways to Improve Teachers' Instructional Needs Allotment
4. Balancing Teachers' Familial and Organizational Goals
5. Identifying Instructional Materials Sufficiency and Its Impact on Teachers' Morale and Performance
6. Setting the Preparation of Learning Assessment as Teachers' Priority

Interactive and collaborative discussions through various strategies shall be utilized with the aid of technology to deliver the workshops effectively and efficiently.

Evidences of Learning

Participants are required to submit/present workshop output at the end of each module. Feedback sessions will be conducted at the end of the day. Feedback will be provided by the workshop facilitator/speaker, school administrators and peers.

Training Materials

Participants will be provided with handouts, workshop instructions and activity sheets. Participants will be given one day's notice if they need to bring documents and resources. Modules will be implemented by facilitators and will make necessary amendments if required.

Participant Pre-Requisites

Participants are expected to have been orientated, or at least provided with a description of their appointed role/s as a middle level administrator.

Program Matrix

Themes	Time Frame	Plan of Activities				EXPECTED OUTPUT
		Preliminaries	Session 1	Session 2	Session 3	
	Day 0	Registration Opening Ceremony	About the Program	Ice Breaker Reflection on Current Practices Group Sharing	Vision and Goal Vision Board	Vision Board
Valuing the Importance of Medical Assistance for Teachers	Day 1	Prayer Recap/ Insights	Health as Everyone's Top Priority	Ice Breaker Teachers' Current Health Status	Importance of Medical Health Assistance for Teachers Feedbacking Session through Group Presentation	Group Presentations of Semantic Web Showing the Importance of Medical Assistance for Teachers

Themes	Time Frame	Plan of Activities				EXPECTED OUTPUT
		Preliminaries	Session 1	Session 2	Session 3	
Discerning Teachers' Familial and Organizational Roles	Day 2	Prayer Recap/ Insights	Teachers' Familial Roles	Ice Breaker Teachers' Organizational Roles Group Sharing	Harmony in Teachers' Familial and Organizational Roles Feedbacking Session through Individual Presentation	Individual Presentation of Reflection on Teachers' Familial and Organizational Roles through Organizing Thought Tools
Finding Ways to Improve Teachers' Instructional Needs Allotment (INA)	Day 3	Prayer Recap/ Insights	Teachers and Their Instructional Needs	Ice Breaker The Impact of Instructional Needs Allotment on Teachers' Performance	Ways to Improve Teacher Instructional Needs Allotment INA Improvement Plan Making	Pair Presentation of Teachers' Instructional Needs Allotment Improvement Plan

Themes	Time Frame	Plan of Activities				EXPECTED OUTPUT
		Preliminaries	Session 1	Session 2	Session 3	
				Teacher-Administrator Peer Sharing	Feedbacking Session	
Balancing Teachers' Familial and Organizational Goals	Day 4	Prayer Recap/ Insights	Teachers' Familial Goals	Ice Breaker Teachers' Organizational Goals Group Sharing	Equilibrium between the Goals of Teachers in the Family and in the Organization Feedbacking Session through Group Presentation	Group Presentation of Metaphorical Illustration of Familial and Organizational Goals
Identifying Instructional Materials Sufficiency (IMS) and Its Impact on Teachers' Morale	Day 5	Prayer Recap/ Insights	Instructional Materials Sufficiency	Ice Breaker Teachers' Morale and Performance	Connection between IMS and TMP IMS Plan Making	Pair Presentation of Teachers' Instructional Materials Sufficiency Plan

Themes	Time Frame	Plan of Activities				EXPECTED OUTPUT
		Preliminaries	Session 1	Session 2	Session 3	
and Performance (TMP)				Teacher-Administrator Peer Sharing	Feedbacking Session	
Setting the Preparation of Learning Assessment as Teachers' Priority	Day 6	Prayer Recap/ Insights	Teachers' Instructional Preparations	Ice Breaker Learning Assessments in Instructional Preparations Group Sharing	Putting Learning Assessment as Teachers' Preparation Priority Feedbacking Session through Group Presentation	Group Presentation of Bucket List of Teachers' Instructional Preparation

CURRICULUM VITAE

RONNABEL S. VIARO

Brgy. Alalum San Pascual Batangas
(0919-809-7009)

PERSONAL DATA

Date of Birth: August 20, 1982
Place of Birth: Namunga, Rosario, Batangas
Sex: Female
Age: 38
Civil Status: married
Name of Spouse: Marlon A. Viaro
Religion: Roman Catholic
Citizenship: Filipino
E-mail address: ronnabel.viaro@deped.gov.ph

EDUCATIONAL BACKGROUND

Elementary: Rosario West Central School
Rosario, Batangas
1989-1995
Secondary: Saint Joseph Institute
Rosario, Batangas
1995-1999
Tertiary: Batangas State University
Batangas City
1999-2003
Course: Bachelor in Elementary Education
Graduate: Philippine Normal University
Taft Avenue, Manila
On-going
Course: Master of Arts in Education
Major: Educational Management

BOARD EXAM PASSED : Licensure Examination for Teachers (LET)

Date: August 31, 2003
Rating: 83.80%

EMPLOYMENT RECORD

Saint Joseph Institute
Rosario Batangas
Teacher I
2003-2008

DepED San Pascual
Pook ni Kapitan, San Pascual, Batangas
Teacher 1
2012-2013

DepEd San Jose
Tugtug Elementary School
Teacher II
2018 up to present

Assignmet: Grade 5 Adviser
ICT Coordinator
English Coordinator
Campus Journalism Adviser
SPG Adviser

TRAININGS AND SEMINARS ATTENDED

Capacity Building on the Development and Utilization of IDEA
Exemplars (July 13-15, 2020)

Massive Open Online Course (MOOC) Becoming a Better Teacher
Everyday (BBTE) (April 28-June 30, 2020)

Webinar Training About Autodesk and Adobe Photoshop for Beginners (May 13-15, 2020)

National Training on Assessment to Improve Student Learning (May 11-15, 2020)

Webinar Training About the Use an Curation of Open Educational Resources (Basic
Program) April 22, 2020

Open Educational Recource Advance Program webinar on Offline Learning Mahangement
System, AR and VR in Education, 2D Comics Creator, Gamified PowerPoint Templates
(April 27 and 27 2020)

GSP Basic and Age Level Courses
GSP Headquarters Hilltop, Batangas City (September 27-29, 2019)
GSP Outdoor Training Course
GSP Headquarters Hilltop, Batangas City (October 11-13, 2019)

GAD Commandments: District Training on Professional Working Ethics for Teaching and Non-Teaching personnel

Camp Pulong Gubat Wavepool Resort, Cuenca Batangas (May 16-18-2019)

Project 2RI: Review, Research, Implement District Training on Qualitative Research Writing

Taysan National High School (April 15-17, 2019)

2018 Division Conference of Basic Education Research

Batangas Country Club, Bolbok, Batangas City (September 20-21, 2018)

ELEVATE CALABARZON 2018 (Enhancing and Levelling the Value of Teaching)

Philippine Science High School-CALABARZON Region Campus (June 9-10, 2018)

GURO21 Course 1 (Facilitating the Development of the 21st Century Skills for Southeast Asian Teachers (April 2-June 4 2018)

District Roll-Out on result-Based Performance Management System

Padre Imo Luna Memorial Elementary School, San Jose, Batangas (July 17-21, 2018)

District Gender and Development Training Program

Padre Imo Luna Memorial Elementary School, San Jose, Batangas (November 3-4, 2017)

District Action Research Academy

Padre Imo Luna Memorial Elementary School, San Jose, Batangas (October 23-27, 2017)

Regional Mass Training for Grade 6 Teachers in the Implementation of K to 12 Basic Education Program (April 23-29, 2017)

Training of Trainers for Elementary and Secondary ICT Coordinators

Batangas City, (December 4-6, 2016)

District Seminar Workshop on Action Research

Padre Imo Luna Memorial Elementary School, San Jose, Batangas (October 12-14, 2016)

Division Training on Officiating and Coaching

Calaca, Central School, Calaca, Batangas (September 15-17, 2016)

Regional Mass Training of Teachers on K-12 for Grade Five Curriculum

Shercon Hotel, Maas na Kahoy, Batangas (April 26-30, 2016)

