

STUDY ON EXPLORING THE MORALE OF TEACHERS WORKING IN DIFFERENT SECTIONS (PRIMARY, SECONDARY AND COLLEGE) OF FAZAIA INTER COLLEGES

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ABSTRACT

The study entitled "Study exploring the morale of teachers working in different sections (Primary, Secondary and College) of Fazaia Inter Colleges" was conducted to explore the morale of teachers working in three sections of Fazaia Inter colleges. The study was descriptive in nature having quantitative approach. It was conducted through cross-sectional survey design. The main variable of study was teacher's morale. Morale had three dimensions. Data was collected by using questionnaire from the sample of study. From the total population of 2143 teachers, sample of 411 teachers was selected by using cluster sampling method. Questionnaire was correctly filled by 338 teachers which was 82 percent of selected sample. For the verification of hypotheses, the researcher used simple descriptive statistics and one-way ANOVA. The data was analyzed with the help of SPSS 21. Study results indicated significant difference exists among the overall morale of teachers working in these section. The mean values of morale scale indicated that the morale of Primary section teachers was higher than two other sections, Secondary and College. The researcher concluded that there is need of exploring factors that may affect teachers' morale and its dimensions. Recommendations were also made on the basis of study results.

Keywords: Morale dimensions, Morale Dimension Scale.

INTRODUCTION

Education is broadly accepted as important indicator of development. One of the basic purposes of education is to produce such human resource, which can overcome developmental obstacles of a country to achieve this there should be a satisfying work environment in every sector. Regardless of type of work or occupation, organizational success, productivity, and permanence depends on the morale of employees working in the organization. Morale is

an individual's feeling and personal perspective regarding the conditions and particular situation. Human resource element works as a base of organizational framework. There is a need of innovative and constructive ways for enhancing the employees' morale (Din & Afzal, 2019) Individual always prefer to get job at a place in which working environment and morale is healthier than their existing job environment.

Bentley and Rempel (2003) defined morale as a multidimensional phenomenon which is not just an outcome or action, but also covers feelings of individuals and it is not easy to measure the morale level of an employee. Bowel and cooper (2009) explained morale of the teachers as the degree to which the needs of a teacher are satisfied, and the state of satisfaction of the teachers towards fulfillment. Morale of teachers also have a very constructive effect on students' behavior, aptitude and learning. Improving the level of their morale is not only important for making teaching more satisfying, it also makes learning more enjoyable for their learners. Teachers are main elements of the educational process. Teachers provide required inspiration and direction for students' success. According to Whitaker (2013) this is a reality that one of the most chief concerns for the teachers is to struggle for high morale. Like business organizations, school organizations are also concerned with teachers' morale. Teachers are the important professional body of school and valuable human resource who interact with the student. The main focus of every school is to keep qualified and productive teachers in the school. There is need to identify the factors which effect the high and low teachers' morale for keeping the prolific teachers in the school (Darling & Hammond, 2003). Teachers with high morale more contribute towards the school progress and have positive impact on achievement of students (Bartlett, 2008).

Dimensions of Morale (Hardy, 2009)

Hardy (2009), has discussed three important and unique dimensions of morale, first is affective/value, second one is future/goal and third is interpersonal dimension. These are the standard for determining the morale of teachers. These dimensions almost cover all the aspects of persons, and morale in general.

1. Affective/emotional dimension
2. Future / Goal dimension
3. Interpersonal dimension

High level of morale relates to hard work while low morale level is a cause of workers' low performance. Different research studies have shown that the workplace environment creates impact on employees' morale, both positively and negatively.

Moreover, Clement (2000) and Stanley (2003) stated that employees' opinion about workplace and social relations at workstation have a tendency to shake their morale. Watson (2000) said that morale and work environment is interconnected. The experts defined morale as the sentiment of worker during his job. It is based on how the person considers himself in an organization. Supportive, healthy, and qualitative work environment of organization always leads towards the high morale of their workers. Bentley and Rampel (2003) similarly explained morale as the special concern and interest that an individual's exhibit towards the attainment of goals in a given work setting.

Education always plays a significant role in the growth and development of every country and system. In our country, public sector and private sectors are working beside for giving quality schooling to the community. Private institutions are also playing very significant role in this domain. Among the private sector, Pakistan Air Force has always been thriving to the importance of providing high standard education for the children. Fazaia Schools and Colleges are accepted as one of the leading chain of the educational institution in country.

In Pakistan, total 25 schools and colleges are working under separate Directorate of Schools and Colleges of Pakistan Air Force (PAF); playing their role in imparting quality education. Moreover, these colleges and schools are contributing towards societal progress. Out of twenty-five schools, there are eighteen Fazaia Intermediate Colleges. Simultaneously, PAF institutions are also very much concerned about the provision of quality environment to the employees. All over Pakistan, every PAF college entitled as Fazaia Inter College have three independent set ups in it.

These set-ups are known as Primary section (class 1-5), Secondary section (class 6-10) and College section (11-12). These sections are independent in terms of their teaching and non-teaching staff, infrastructure, and resources such as buildings, staffrooms, library, laboratory resource rooms etc. All three sections are supervised by different section heads and one Principal in common. Staff of each section is accountable only to their respective section-head and there is no interference from other

section- heads. All section heads are accountable to the principal for the smooth functioning of their respective section. Fazaia Inter Colleges believe that there is always a need to improve the standard of their institutions and it cannot be attained without such workplace environment where physical and psychological conditions are effective in terms of cooperative administration style, facilities provided to employees, social interaction within the schools. A very important aspect that influence working environment directly is the morale of teachers. Teachers having high morale usually perform well in their jobs with dedication and hard work. Unluckily, morale of teachers remained unnoticed and generally organizations do not give importance to this variable.

Problem statement

Making the school organizations healthy is a way forward to quality education. Fazaia Inter Colleges are also playing significant role in imparting quality education. Before 2016, all sections (primary, secondary and college) of Fazaia Inter Colleges were working as independent schools and now they are working as one body, so there was a great need to determine their teachers' morale in current scenario. Keeping all this in view, the researcher selected this important construct and the present study was carried out to explore the morale of teachers working in three sections of Fazaia Inter Colleges.

Objective of the study

The objective of this research was:

- To determine the morale of teachers working in different sections (Primary, Secondary and College) of Fazaia Inter Colleges.

Significance of Study

This study will give an opportunity to the heads of Fazaia Inter Colleges to know about the morale of teachers working in their supervision, and also provide a clear picture about the level or dimensions of morale. Overall research findings, suggestions and recommendations will provide an opportunity to Fazaia institutions to develop high morale-based work environment for enhancing their teachers' morale. As high morale of teachers can affect the quality of education and students' educational life directly.

The results of the research may be helpful for the stake holders such as parents who are worried about the future of their children because schools and their teacher have the responsibility to build child's personality as whole and only a teacher whose morale is high can perform this task effectively in a comfortable and facilitative working environment. Finally, this research study will be important step towards the improvement of working environment of Fazaia institutions and high morale based professional lives of their teachers.

Research Questions

An overall arching question was to explore morale of teacher working in three sections (Primary, Secondary and College) of Fazaia Inter Colleges. Sub questions are as follow:

1. What are the emotions and feelings of teachers in Fazaia Inter Colleges?

2. What is the teachers' vision about their future/goals aspect?

3. What are the interpersonal aspects of teachers' life?

Null Hypothesis

There is no significant difference in the morale of teachers working in different (primary, secondary and college) sections of Fazaia Inter Colleges.

LITERATURE REVIEW

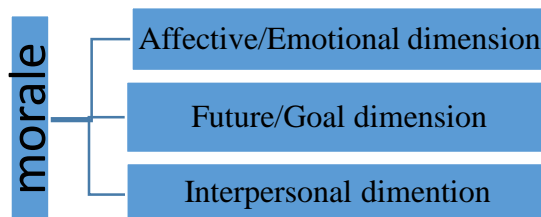
In organizational theory framework, morale is of key importance, and it leads to job satisfaction. Three elements are considered as important to describe the emotional states in connection to morale. The feelings of the employees about the co-workers, job and their future. The emotional state of individuals has future goals, to be achieved and also describe the relations with co-workers (Hardy et al., 2015). According to Webster's Dictionary (2010) morale is the emotional state and that controls and motivates employees to accomplish tasks. Morale refers to emotional state that expresses that willingness to complete tasks (Perumal, 2011). Furthermore, morale is considered as multi-dimensional and preference of every person in organization. Those people who have high morale, they are more satisfied than others (Jehn & Bendersky, 2003). Hardy (2009) defines morale as three dimensional such as

emotional value, interpersonal value and future value.

Dimensions of Morale

Morale may be defined as state of mind, which shows the feeling of individuals to satisfy the need of work.

In different sectors, it is important factor and recognized differently in different sectors; it determines the performance of organization (Howitt, 2002). Hardy (2009) defines morale as three dimensions such as emotional value, interpersonal value, and future value.



Affective / Emotional dimension of Morale

Emotional/Affective dimension of morale denotes a mental state. The other term used for dimension of morale is the ‘value’ of morale. People want recognition i.e., to be appreciated for their jobs (Hardy et al., 2015). According to Bowles and Cooper (2009) both the positive and negative working environment affects the morale.

Future / Goal dimension of Morale

According to Hardy et al., (2015) the perception of an individual and their performance is the important dimension. The activities of employees in organization determine the future goals of organization. It keeps them aware of the performance of employees as well as organization. As Hardy (2009) pointed out that appraisal process helps to monitor the continuous monitoring of future performance of employees. This dimension has two elements i.e., goal of organization and its future performance

Interpersonal dimension of Morale

The interpersonal dimension of morale is the third dimension. It is linked with the relationship with others (Hardy et al., 2015). As Hardy (2009) states that morale of person is affected if the interaction is not smooth. Basically, it deals with the emotions of the person and its perception about himself and others. In some of the cases, it is considered as least important as it is believed that high morale cannot be only achieved with close relations. The interpersonal relations are of great significance.

Teachers’ Morale

According to Rauf, Akhtar & Iqbal (2013) morale of teachers always changes, and it is difficult to define. Morale can be measured and the effective way to build understanding about the concept of morale is domain of life and its application (Minor, 2014). Level of morale is determined with combination of different factors. It is understood by the role of teachers and domain of life. Hardy (2010) defined morale as the affective filters such as feelings and emotions towards their work from colleagues, but it is not considered as high correlations as it does not base on aspects of job as those employees who are of low morale also achieve satisfaction at job. Young (2000) views that the teachers are interrelated with the school environment. To improve the school’ health, the morale of teachers should be increased. There are several factors that affect morale of teachers. It includes income of teachers, policy of government and autonomy of teachers etc.

High and Low Teacher Morale

Work is the most important activities a human can think and talk about. It is considered as more auspicious and also a great source of satisfaction, but it can be unhappiness and sadness for others (Herzberg, Mausner, & Snyderman, 1993). Maslow (1970) says that theory of need hierarchy offers the basic principles for morale of teachers. Maslow presented five basic needs of human that make the hierarchy such as biological, wellbeing, social, appreciation, and self-actualization needs of a person’s (Ornstein & Lunenburg 1996).

Following needs are organized from lower to higher and connected to basic needs of humans, it also decides the factors, which determines the morale of individuals.

1. Physiological needs are water, food, sleep, oxygen etc.
2. Safety and security needs include safety physical, anxiety control and financial security.
3. Social needs include the groups belong to friendship and acceptance.
4. Esteem needs include appreciation, recognition, and self-respect.
5. According to Whitaker et al. (2000) self-actualization means autonomy, potential and creativity.

Teacher's high morale is accompanied with decent characteristics, administration of school and community. Napier (1966) stated in her research about morale of teachers, and it is associated with:

1. Administration appreciates teachers.
2. Administration gives confidence for competence of teachers.
3. Support of administration while solving issues related to discipline.
4. Participation of teachers in policies.
5. Adequate availability of resources

METHODOLOGY

Quantitative research approach and descriptive survey method is used in this study. The quantitative approach was used to determine the morale of teachers working in different sections of Fazaia Inter Colleges. Selection of framework of study was selected after in-depth study of the books, relevant research articles, thesis and other Internet resources. Cross-sectional Survey method was used for data collection. Pilot testing was also done to check the reliability and validity of instruments. Collected data was analyzed by using SPSS. For attaining the objectives of this study and analyzing all hypotheses, mean, standard deviation, and One-Way ANOVA were used.

Research Design

To accomplish this task, descriptive survey design was used. Cross-sectional survey was used for data collection from the selected sample. Importance was given to this design due to the economic benefits of

survey design and rapid turnaround, which are the part of collection of data. Pilot testing was also done to check the reliability of the instrument.

Population

All teachers working in three sections of eighteen Fazaia Inter Colleges of Pakistan were the target population of the study for exploring the morale of teachers. Teachers' strength in different sections was 1039 in primary sections, 801 in secondary sections and 304 in college sections. Total 2144 teachers are working in different Fazaia Inter Colleges all over the country. Information was taken from respective departments, Directorate of Schools and Colleges and Air Head Quarter Peshawar (Pakistan Air Force PAF).

Sample size

Cluster sampling is one of the types of probability sampling; this technique was used for sample selection and data collection purpose. The population of study was 2144 teachers and according to L.R Gay 321 is the minimum desirable sample. By keeping this in view, through cluster sampling all teachers of primary section, secondary section, and college section of two Fazaia Inter Colleges situated in twin cities were selected to satisfy the need of the sample.

1. Fazaia Inter College, E-9 Islamabad
2. Fazaia Inter College, PAF Nur Khan, Chaklala, Rawalpindi

Strength of teachers in different sections of Fazaia Inter College, E-9 Islamabad was 100 teachers in primary section, 78 teachers in secondary section and 22 teachers in college section

Strength of teachers in different sections of Fazaia Inter College, PAF Nur Khan was 103 in primary section, 84 in secondary section and 24 in college section. Total strength of teacher working in these two colleges was 411, which was considered sufficient as research sample.

Instrument of study

For measuring teachers' morale, questionnaire developed by Hardy (2009) was used. This questionnaire had three dimensions of morale, affective dimension / emotional, interpersonal and future / goal dimension. There were total fifteen (15) statements in it. Five questions related to each

dimension of morale. To measure the reliability of this instrument, pilot testing was done from a school, which was a part of population but not selected as a

cluster in sampling. Cronbach’s Alpha reliability was also measured.

Descriptions of Morale Scale

S.No	Dimensions of Morale	Total Items in Each Dimension
1	Affective Dimension	5
2	Future/Goal Dimension	5
3	Interpersonal Dimension	5
	Morale	15

Reliability of Tool

Reliability of a tool is the consistency and uniformity of results or score over repeated attempts (Creswell, 2012).

Cronbach’s Alpha Reliability of Morale Scale

S.No.	Dimensions of Morale	No of Items	Alpha Coefficient
1	Affective Dimension	5	.72
2	Future/Goal Dimension	5	.86
3	Interpersonal Dimension	5	.76
	Total Reliability of Scale	15	.772

Data analysis

Data was analyzed with the help of SPSS 21. Mean, standard deviation, and One-way ANOVA were used for attaining the objective and investigating the hypothesis of this study. Research questions were analyzed through statistical tools such as Mean, Standard Deviation and the hypotheses were tested by applying One-Way ANOVA.

Respondents’ Demographics details

This section provides detailed information related to the respondents. The respondents were teachers working in different sections (Primary, Secondary and College) of Fazaia Inter Colleges. This section covers the demographics details such as gender, age, professional and academic qualification, teaching experience and their salary.

Respondent demographics related to number of teachers in Different School Sections

School Sections	Frequency	Percentage
Primary	167	49.4
Secondary	133	39.3
College	38	11.2
Total	338	100.0

Morale of Teachers working in three Sections (Primary, Secondary and College) of Fazaia Inter Colleges

This part contains information regarding the morale of teachers working in three sections (Primary,

Secondary and College) of Fazaia Inter Colleges. This section also provides comparative analysis of all dimensions of morale scale and total morale of teachers working in above mentioned three sections in the light of hypothesis.

Ho: There is no significant difference in the morale of teacher working in primary, secondary and college section in Fazaia Inter College

Three Dimensions of Morale of teachers working in different Sections (Primary, Secondary and College)

S.No	Sub Dimensions	Primary		Secondary		College	
		M	S.D	M	S.D	M	S.D
1	Affective dimension	17.65	2.53	18.35	3.92	16.28	2.16
2	Future/Goal dimension	18.94	2.22	19.24	2.51	18.71	2.68
3	Interpersonal dimension	18.61	2.50	18.13	3.03	18.31	2.60

Five-point Likert scale was used to measure the teachers' morale working in three sections of Fazaia Inter Colleges. Scale values were from Strongly Agree (5) to Strongly Disagree (1) respectively. Table shows the overall result related to the three dimensions of morale of teachers working in Primary, Secondary and College section of Fazaia Inter Colleges. This table describes the mean values of affective dimension, future /goal dimension and interpersonal dimension of morale of teachers. Table

indicates that the mean value of Affective dimension of morale of teachers was higher in secondary school then primary and college section. which is 18.35 and lower in college section with the mean value of 16.216. The mean value of future/goal dimension of teachers was also highest in secondary section, which is 19.24 and lowest in college section with the value of 18.71. The mean value of interpersonal dimension was highest in primary school teachers with 18.61 and lowest in college section with the value of 18.31.

Ho: There is no significant difference in the morale of teacher working in Primary, Secondary and College sections in Fazaia Inter Colleges

Difference in Dimensions of Teachers' Morale Working in Three Sections (Primary, Secondary and College)

S.No	Sub Dimensions	Primary		Secondary		College		df	F	p
		M	S.D	M	S.D	M	S.D			
1	Affective dimension	17.65	2.53	18.35	3.92	16.28	2.16	335	6.66	.001
2	Future/Goal dimension	18.94	2.22	19.24	2.51	18.71	2.68	335	.970	.380
3	Interpersonal dimension	18.61	2.50	18.13	3.03	18.31	2.60	335	1.16	.314

*p>.05

Post Hoc Tests

Multiple Comparison

Overall results of table indicate the result related to the three dimensions of morale of teachers working in three sections of Fazaia Inter Colleges. The mean values of affective dimension indicate that secondary section has highest number, which is 18.35 and college section have the lowest mean value 16.28. The result of one-way ANOVA indicates that F value

6.66 of affective dimension is significant at the value of $p = .001$. It shows that significant difference exists in affective dimension of morale of teachers working in three sections. The mean values of future/goal dimension indicate that the mean value of secondary section is highest which is 19.24 and college section have the lowest mean-value 18.71. The F value of .970 is non-significance with the value of $p = .38$. It shows that no significant difference exists in future

/goal dimension of morale of teachers working in three sections. The mean-values of interpersonal dimension indicate that the mean value of primary section is highest which is 18.61 and secondary section has the lowest mean value i.e., 18.13. The F value 1.16 is non-significant at the value of $p = .31$. It shows that no significant difference exists in

interpersonal of morale of teachers working in three sections of Fazaia Inter Colleges. Post hoc test has also been administered on research data after ANOVA in order to confirm significance level by applying LSD. The value of affective dimension shows significant difference among primary and secondary section and secondary vs. college.

Dimensions of Morale	Test (Condition)	M	p
Affective dimension	Primary vs. Secondary	-.694	.057
	Primary vs. College	-1.369	.015
	Secondary vs. College	2.063	.000

Difference in total of Teachers' morale working in three Sections (Primary, Secondary and College) of Fazaia Inter Colleges

Variable	School Sections	N	Mean	S. D	df	F	p
Morale	Primary	167	55.70	4.87	335	6.51	.002
	Secondary	133	55.48	7.66			
	College	38	51.78	5.24			
	Total	338	55.17	6.26			

* $p > .05$

Post Hoc Test

Variable	Test (Condition)	M	p
Morale	Primary vs. College	.211	.000
	Secondary vs. College	3.699	.001

Multiple Comparison

Table indicates that the mean value of teachers' morale working in primary section is 55.70, which is high, and the mean-value of morale of college teachers is 51.78 which is lowest in group. The result of one-way ANOVA indicates that F value 6.51 is significance at the value $p = .002$. It proves that significant difference exists among the overall morale of teachers working in three sections of Fazaia Inter Colleges. In Table 4.13.1, Post hoc test results indicates that between the group primary vs. College section and Secondary vs. College section has significant difference in comparison of Primary and secondary section.

This study was conducted to investigate the teachers' morale. Teachers' morale has direct effect on their performance as a teacher as well it influences learners' achievements, behavior and discipline. Morale of teacher can be viewed as teachers' determination to attain their personal and institutional goals. In general, ideal work environment of institution leads toward the high morale of their teachers. Measuring the school teachers' morale is one way to ensure the effectiveness and smooth functioning of school that's why it improves the school performance.

The statement of research was to study the teachers' morale of different sections of Fazaia Inter Colleges. The objective of study was to determine the morale of teachers working in these sections. Three research questions and one null hypothesis was formulated for

CONCLUSIONS AND RECOMMENDATIONS

achieving this objective which was related to teachers' morale.

In Pakistan, total 25 Fazaia Schools and Colleges working under separate Directorate of Schools and Colleges of Pakistan Air Force (PAF) and playing their role in imparting quality education. Out of twenty-five, there are eighteen Fazaia Inter Colleges. In all over Pakistan, every PAF college entitled as Fazaia inter College have three independent set-ups in it. These set ups are titled as Primary, Secondary and College section. Total 2144 teachers are currently working in different Fazaia Inter Colleges all over the country. Total 411 teachers were selected as sample from the target population using cluster sampling technique. Two most populous institutions were selected for this study.

It is also concluded that level of teachers' morale working in three sections of Fazaia Inter Colleges was different. On the overall scale of morale, secondary section mean score was higher than primary and college section. In the three sub-dimension of morale scale, affective dimension of teachers working in different sections of Fazaia Inter Colleges was different and no difference exists among future/goal dimension and interpersonal dimension of teachers' morale but still difference may exist in the morale of their teachers working in these section (Primary, Secondary and College) of Fazaia Inter Colleges.

Recommendations

Following recommendations are drawn on the basis of study conclusion:

1. Fazaia Inter Colleges are playing significant role in imparting quality education. There is still a great need to encourage teachers to improve their morale by strengthening their relationship with administrative and regulatory bodies.
2. In order to develop healthy competitive environment, Fazaia Inter Colleges may also focus on learning and professional growth of staff. Staff development and teachers training sessions not only enriches the teachers' knowledge and pedagogical skills regarding the subject matter; it also supports teachers to improve their morale. Regular staff professional growth programs may be organized and offered to every staff member irrespective of their school

sections for attaining highest degree of morale and a sense of job satisfaction.

3. Usually, schools are more concerned about their institution and students' progress and ignore the teachers' needs and requirements. There is need to pay more attention to those areas, which can specifically improve affective dimension of teachers' morale.
4. Different dimension of teachers' morale may be enhanced by giving appreciation to teacher in form of appreciation letters, awards, bonuses, and by sharing clear school vision to teachers. Authorities should improve welfare package and facility of satisfactory pension schemes already provided to workers. This will positively facilitate workers' morale and efficiency in workplace.

Recommendations for Future Researcher

In the light of results of present research there are some recommendations for future researchers which are given below:

1. By research approach, present study was quantitative in nature. In future researchers may conduct mixed research (quantitative and qualitative) for in-depth understanding of teachers' morale, its dimension and factors affecting morale.
2. Future research studies may be conducted to see the effects of different sub-scales of work environment on different dimensions of morale.
3. Present study was only limited to Fazaia Inter Colleges. Future researchers may conduct comparative study by taking other public and private institution.

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