

VALUE LEADERSHIP, EFFECTIVENESS AND MORALE OF SECONDARY SCHOOL TEACHERS IN ANDHRA PRADESH

1. INTRODUCTION:

VALUE

The term 'value' is very difficult to define satisfactorily. In simple sense, "Values refer to those things that men desire, like, prefer, etc." Value provides standards of behaviour that group members share, by which they judge whether an action or even an object is beautiful, right and lawful or it is ugly, immoral and unethical.

Education is one of the basic institutions through which every society sustains itself as well as transmits its values to posterity. Whenever one thinks of education, the first crucial component is the teacher who can perform so many roles in inculcating values in children.

As everybody knows, nobody is born with values or morality. They are acquired, learnt and developed. Each individual develops values through his/her experiences in life, throughout the various socio-cultural interactions. All good education is, in essence, a process of developing the human personality in all its dimensions - intellectual, physical, social, moral and spiritual - for a variety of socio-cultural reasons. The effective dimension of educational objectives (concerned with the development of feelings, values, attitudes, etc.) has, in recent times, suffered serious neglect in our education. Education today has degenerated into a process of information transmission with the primary objective of producing examination results. When we talk of 'value education', we wish to draw attention to this neglected dimension of education, the development of social, moral, aesthetic and spiritual side of man's personality.

Any programme of education will become successful only when the teachers are more involved in the process. As the teaching community is the largest professional community, they can do a lot in the problem of value crisis. Teachers are that group which train the teachers and so the value education and value awareness should start from the top. So, in order to study the value orientation of teacher educators, a scale was used.

Values included in the Value Leadership

- 1. Theoretical Value***
- 2. Economic Value***
- 3. Aesthetic Value***
- 4. Social Value***
- 5. Political Value***
- 6. Religious Value***
- 7. Personal Value***

TEACHER EFFECTIVENESS:

Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts, and their effects on the educational outcomes of classroom teaching. Hence, teacher education refers to how well a teacher performs the task of teaching in a classroom. The subtle difference between teaching effectiveness and teacher effectiveness has been brought out by Medley (1982): He suggests: "Teacher effectiveness is to be defined and assessed only in terms of behaviours of pupils and not to teachers".

Effectiveness of teachers has some confusion because some teachers do not recognise the problem of effectiveness at all. For instance, teachers may see performance in the classroom as a highly personal affair, not a fit subject in the vagaries and impersonality of educational research. There is also disagreement

over the effects of a teacher is called upon to produce. Barr (1950) has suggested that often the teacher is thought of simultaneously (a) as a director of learning, (b) as a friend and counsellor of pupils (c) as a member of a group of professional persons and (d) as a citizen participating in various community activities. The term teacher effectiveness also points to the effects of a teacher in a given classroom situation.

One difficulty met in determining teacher effectiveness is, the complexity of the problem of 'teacher effects' which are often distinguishable from the effects of the teachers and other agents. Even if the effects of a simple teacher were to be isolated, they may vary in different contexts. It has been said that the central problem in understanding teacher effectiveness is establishing relationships between teacher behaviour and teacher effects.

MORALE:

Morale is used to describe the overall attitudes of an individual or group collectively towards all aspects of their work - the job, the company, supervisors, fellow workers, working conditions, etc. It is the summation of the attitudes of employees. Attitude is a predisposition to respond, positively or negatively, to different aspects of the job. According to Flippo, "Morale is a mental condition or attitude of individuals and groups which determines their willingness to co-operate".

Human beings appear to act as much on basis of emotions as in terms of intellect. The spirit in which a person attacks his work and responsibilities largely determines the results of his activity. Morale is quite closely related to productivity in many areas of human experience. Measures which result in a high degree of morale on the part of teachers and learners often contribute to corresponding improvement in the outcomes of teaching and learning activities.

Teacher morale is influenced by the nature of the relationship between teachers and administrators and the quality of leadership. The better the relationship and the better the quality of leadership, the higher teacher morale tends to be. Teachers in most of the high moral institutions, in their comments on relationship with the principals, emphasised such things as:

- (1) helpfulness in solving problems of instruction and pupil adjustment
- (2) contributions to the professional growth of teachers
- (3) respect for the teacher's competence and democratic administration; and
- (4) friendliness, understanding and interest in the teacher's work.

At the technical level, morale refers to a sense of trust, confidence, enthusiasm and friendliness that is exhibited among teachers. Teachers feel good about each other and at the same time, feel sense of accomplishment from their jobs.

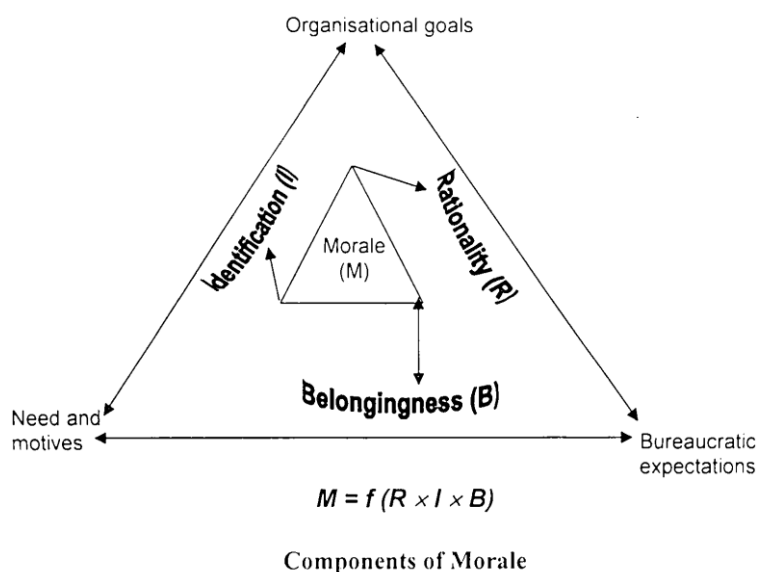
Jucius observes: "Definitions of morale are many, a review of them all would show that they define it in terms of what it is, what it does, where it resides and whom it affects and what it affects". Thus, morale is composed as follows:

- What it is? -- an attitude of mind, an esprit de corps, a state of well (or unwell) being and an emotional force.
- What it does? - affects output, quality, cost, discipline, enthusiasm, cooperation and other aspects of success.
- Where it resides? - in the minds, attitudes, and emotions of individuals and groups.
- Whom it affects? - immediately employers and executives and ultimately the customer and the community.
- What it affects? - Willingness to work and to co-operate in the best interest of the enterprise.

Some experts regard morale as essentially an individual concept indicating the attitude of an employee. Others consider it essentially a social concept reflecting general acceptance of group goals by group members. Morale may be high or low. High morale is an attitude of satisfaction, togetherness and identification with the organisation. It shows readiness to co-operate warmly in the task and willingness to work for the accomplishment of group goals. High morale is generally associated with high motivation, high performance and a sense of well-being.

Morale should be distinguished from motivation. The two concepts are interrelated but differ from each other. Morale is composite of attitudes and feelings whereas motivation is the process of inspiring people. Morale is a group phenomenon while motivation is basically an individual's willingness to work.

Morale indicates predisposition towards the job itself. Morale is a function of group relationships. On the other hand, motivation is a function of needs and incentives. Morale is concerned with the mobilisation of sentiments while motivation is concerned with energy mobilisation.



2. CONCEPT DEVELOPMENT

Any investigation will involve reading what other people have written about the selected area of study. gathering information to support or refute the arguments and writing about the findings. Literature of the studies give ideas about approach and methods useful for developing a theoretical framework. Verma and Beard (1981) suggest that the researchers need to identify and explain relationships between the facts. In other words, the researcher must produce a concept or build a theoretical structure that can explain facts and the relationship between them. The importance of theory is to help the investigator summarise previous information and guide his future course of action. Sometimes, the formulation of a theory may indicate missing ideas or links and the kinds of additional data required. thus. a theory is all tool of research in stimulating the advancement of knowledge still further.

i. Studies related to Value Leadership

Sharma (2015) investigated the value leadership and orientation of creative teachers to compare high and low creative student teachers on ten value dimensions of Personal Value Questionnaire (PVQ) in terms of sex and residence. Sample consists of 500 student teachers of Avadh University and the study found that out of ten value areas as measured by PVQ, only five, viz., religious, economic, power, aesthetic and knowledge were found to be highly discriminating between high and low creative group.

From the study of Prabhawati (2017), it was found that male teachers secured better scores in aesthetic, political and social values and among them, the urban teachers scored more than the rural teachers. The urban female teachers preferred economic and social values while rural female teachers showed high preference to aesthetic and religious values. Teachers belonging to

the age 45 and above preferred aesthetic, social and religious values while the younger teachers scored more in the moral judgement inventory.

Holmes (2021) examined the values, competence and goals of educators related to preventing drug abuse. Its purpose was to develop a new theory to define the crisis moral community among the educators: a theory which linked the primary variables - leadership values, competencies and goals, in such a way as to reveal their relationship. The study was conducted on 20 rural educators who had participated in a drug education programme to examine their perceived competencies to conduct drug education and their values related to four imagined conflict situations. The relationship between the two assessments linked the teacher values to their perceived level of competency and the goals of the drug education programme. The study concluded to propose a value set, level of educator competency and programme goals to effective drug education.

ii. Studies related to Effectiveness

Ernst (2017) in his comparative study of teaching effectiveness of student teachers and first year teachers defined teaching effectiveness by four criteria - teaching process, curriculum, learner and the profession. Significant differences in teaching effectiveness were found for three of the four criteria - the teaching process, learners and curriculum. No significant difference was found between student teachers' and first year teachers' satisfaction based on the student teaching and first year teaching experiences.

Smith (2014) compared low achieving students' and high achieving students' perceptions of teachers' effective behaviour in the classroom on a sample of 900 junior and senior students in South Carolina. The findings showed significant differences between the perceptions of high achieving and low achieving students by the teachers' effective behaviour in classroom. The study also revealed significant main and interaction effects of sex, race, size of

school and location of school on the students' perceptions of the four characteristics of teachers' effective behaviour - (a) conditions of learning, (b) modes of teaching, (c) level of discouragement, and (d) perceived problems.

Indira (2017) made an investigation into teacher effectiveness in relation to leadership orientation and stress, to observe the extent of variation among teachers in their teacher effectiveness and also to study the influence of demographic and professional variables on the effectiveness, work orientation and stress. The study revealed that the general level of teacher effectiveness was greater among college teachers and there was no significant difference between teachers in their effectiveness with regard to demographic and professional variables.

iii. Studies related to Morale

Lowe (2020) made a quantitative study of the perception of teacher morale in the St. Louis Public Schools using descriptive research with the help of a teacher opinionnaire. The results indicated that the morale level was at the medium range and teachers are satisfied with their teaching but not favoured the salary conditions. The study pointed the need to include emphasis on the local development of schools as healthy professionally sustaining environment.

Mehta (2017) attempted to explore the relationship between teachers' morale and their perception of supervisory behaviour. Tools used were a Teacher Morale Scale and a Leadership Behaviour Description Questionnaire. Analysis showed significant difference in the perceptions of supervisory behaviour with high and low morale group. The low morale teachers held more favourable perception of their supervisor's behaviour than high morale teachers.

To study the relationship between leadership behaviour and teacher morale, three studies have been reviewed. Savadamuthu (1988) found that

leadership behaviour of secondary school teachers were not related to their morale and female and more experienced teachers revealed higher leadership behaviour. The sample was 200 teachers in Anna district and the data collected through Leadership Behaviour Description Questionnaire and Teacher Morale Inventory of Dekhatwala.

3. OBJECTIVES

- 1) To study the level of value leadership and its dimensions of secondary school teachers in secondary schools of Andhra Pradesh.
- 2) To study the level of value leadership and its dimensions of secondary school teachers in secondary schools of Andhra Pradesh in terms of age, sex, marital status, religion, community, teaching experience, research experience, locality, nature of institution, subject teaching and the professional growth programmes.
- 3) To study the level of effectiveness and its dimensions of secondary school teachers in secondary schools of Andhra Pradesh
- 4) To study the level of morale and its dimensions of secondary school teachers in secondary schools of Andhra Pradesh.
- 5) To find the significant difference, if any, in value leadership and its various dimensions of secondary school teachers in secondary schools of Andhra Pradesh in terms of age, sex, marital status, teaching experience, qualification, subject teaching and locality.
- 6) To find the significant difference, if any, in effectiveness and its dimensions of secondary school teachers in secondary schools of Andhra Pradesh in terms of age, sex, marital status, teaching experience, qualification, subject teaching and locality.
- 7) To find the significant difference, if any, in morale and its dimensions of secondary school teachers in secondary schools of Andhra Pradesh

in terms of age, sex, marital status, teaching experience, qualification, subject teaching, and locality.

4. HYPOTHESES

- 1) The level of value leadership of secondary school teachers in secondary schools of Andhra Pradesh is average.
- 2) The level of effectiveness of secondary school teachers in secondary schools of Andhra Pradesh is average.
- 3) The level of morale of secondary school teachers in secondary schools of Andhra Pradesh is average.
- 4) The level of dimension of value leadership on - **theoretical value, economic value, aesthetic value, political value, religious value and personal value** - in terms of background variables is average.
- 5) The level of effectiveness and its dimensions of secondary school teachers in secondary schools of Andhra Pradesh is average.
- 6) The level of dimensions of effectiveness— **teacher's behaviour, subject matter, method, communication, discipline and evaluation** - of secondary school teachers in secondary schools of Andhra Pradesh in terms of background variables is average.

5. DATA COLLECTION

The method adopted for the present study was determined by considering the nature of the problem, the kind of data required for its solution and the objectives of the study. The data are available from various high schools in different districts of Andhra Pradesh. They can be gathered by employing survey method to achieve the purpose of the study. So, the investigator adopted Survey method for the study.

Tools Used:- The following tools are used to measure the variables.

- 1) Value Leadership Scale prepared and standardized by the Investigator
- 2) Teacher Effectiveness Scale adopted
- 3) Teacher Morale Scale

6. DATA ANALYSES

On the basis of the objectives of the study, the secondary school teachers in secondary schools of Andhra Pradesh were classified into 3 groups: Low, Average and High groups and the statistical techniques used are:

1. Percentage Analysis
2. 't' test
3. ANOVA
4. Chi-square analysis
5. Correlation analysis.

The important findings are reported and based on the findings, implications of the study are stated.

7. RESULTS

The results will be made on the basis of the above statistical analyses procedures.

8. SUMMARY & CONCLUSIONS

From the findings of the study, it can be concluded that secondary school teachers in the secondary schools in AP are having a moderate level of Value Leadership, Effectiveness and Morale. The Govt Schools teachers are more leadership towards different values. The effectiveness is also more among Govt School teachers. But the morale is high among Private / Aided school teachers.

This may be due to the fact that government schools are provided with more freedom than the private/aided schools which are run by private managements.

Significant difference in Value Leadership, , effectiveness and Morale occurs in terms of secondary school teachers age and experience. It is found that fresh hand teachers are having high value leadership and capable of varying their method of teaching according to the situation or they are found to be effective in certain dimensions of effectiveness but as far as the total effectiveness is concerned.

The study also reveals that there is significant relationship between Value leadership, Effectiveness and Morale. The effectiveness can be further increased if all teachers are more oriented to the values and by providing a better atmosphere. The Morale of teachers is poor or very less because, in various secondary schools, he/she may not have the sufficient freedom to incorporate his/her ideas into the course with higher interference from authorities.

Majority of teachers are also female and so the organisational activities and political influence is comparatively less and this may add to the total effectiveness of the institution. Even though male teacher educators are few in number, they are found to be more value leadership, more effective and having high morale and hence seriously engage in curricular activities than other works.

9. RECOMMENDATIONS

From the analysis of the present study, the following recommendations are made:

- a. Self-evaluation of secondary school teachers shows a moderate level of Value Leadership among them. Even though secondary school teachers themselves are value leaders, they must think how

they can help in the proper development of values in the future students.

- b. Practical strategies must be adopted for the long range objective of education - the inculcation of values - according to the Kothari Commission Report, 1964.
 - c. Secondary Schools must integrate the value inculcation strategies among themselves.
 - d. secondary school teachers can conduct extension programmes for value leadership in all levels of society.
 - e. Secondary School Teachers should co-operate and co-ordinate their work among different secondary schools as well as among different colleges for high level of effectiveness.
- etc.

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