

Exploring the Level of Morale of Teachers in Public Basic Education Unit

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Abstract

The purpose of this study is to investigate the level of morale among teachers working in public basic education units, with a particular emphasis on the factors that influence the level of job satisfaction and overall well-being that instructors experience. Understanding the morale of teachers is critical for establishing a pleasant and conducive learning environment. The teaching profession plays a crucial role in shaping the future of societies, and this understanding is essential for the teaching profession. Employing a mixed-methods research design, a structured questionnaire will be used to collect quantitative data in order to measure teachers' perceptions of their morale, job satisfaction, and factors such as rapport with administrators and colleagues, salary, workload, curriculum issues, teacher status, community support, school facilities, and community pressures. In order to measure teachers' perceptions of their morale, job satisfaction, and factors such as rapport with administrators and colleagues. The findings of this study will contribute to the existing body of information on teacher morale and provide helpful recommendations for establishing a supportive and uplifting work environment for educators working in public basic education units. These findings were expected to contribute to the body of knowledge on teacher morale. In the end, the purpose of the study is to advocate for policies and practices that put the well-being of teachers as a priority. This is done in recognition of the substantial impact teachers have on the educational system as a whole as well as the future of society.

Keyword: level of morale, public secondary school, learning environment, teaching environment

Introduction

The importance of maintaining a positive attitude among educators cannot be stressed in the field of education. Teachers are the backbone of any educational system, as they are responsible for molding the minds of current and future generations and directing the development of society. The level of morale among educators has a significant bearing on how satisfied they are in their jobs, how committed they are to teaching, and how effective they are overall in the classroom (Can, 2015). In the setting of public basic education units, where instructors frequently confront a variety of obstacles, it is essential to have an awareness of the elements that influence their morale and do research on these factors in order to cultivate an environment that is positive and favorable to learning.

The purpose of this study is to investigate the level of morale that exists among educators working in public basic education facilities. This research aims to provide insight on the complexities of the teaching profession and the well-being of educators working within this system by investigating the elements that contribute to teacher morale. The findings of this study have the ability to enlighten education policy-makers, school administrators, and other stakeholders in education about the current status of teacher morale and the steps that are required to improve their overall job satisfaction and performance.

The profession of teaching is related with a wide variety of tasks, some of which are the preparation of lessons, management of classrooms, evaluation of students, and oversight of extracurricular activities. In addition, educators working in public elementary and secondary schools frequently face unusual obstacles, including but not limited to huge class numbers, a scarcity of resources, administrative restrictions, and societal expectations (Yelboğa, 2009). A substantial impact can be had on the morale of educators as well as their feelings of job satisfaction and professional fulfillment, among other things, by a combination of these and other factors.

It is essential, for a variety of reasons, to have an understanding of the degree of morale that exists among teachers in public basic education units. To begin, strong morale among teachers is associated with higher levels of student engagement and passion in the classroom, which in turn leads to improved academic performance for the students. Teachers who have a healthy sense of morale are more likely to demonstrate dedication, inventiveness, and passion in their classrooms, so fostering an environment that is both caring and stimulating for the development of their students (Washington & Watson, 1976). On the other hand, low morale can lead to decreased motivation, fatigue, and a reduction in educators' overall effectiveness.

Second, the morale of educators is a critical factor in both the rate of teacher turnover and the percentage of teacher retention. It is possible to retain qualified and experienced educators by providing them with enough opportunities for professional development, in addition to a work atmosphere that is encouraging and uplifting. This will assist reduce turnover rates and promote stability within schools (Evans, 2000).

Finally, conducting an investigation into the morale of the teaching staff can provide insightful information regarding the aspects that either contribute to or detract from the well-being and job satisfaction of educators. By recognizing these elements, educational institutions and policymakers will be able to put in place more targeted interventions and support systems to promote the morale of educators and improve the quality of education as a whole.

In the end, the purpose of this study is to argue for policies and practices that empower and uplift educators, recognizing their important role in molding the future of the nation via their dedication to the teaching profession. Specifically, this study aims to advocate for policies and practices that recognize the importance of educators in the classroom.

Statement of the Problem

What is the level of morale of secondary teachers in public schools in relative to :

- a. Rapport with the Administrators
- b. Satisfaction with teaching
- c. Teachers' Salary
- d. Rapport with teachers
- e. Teacher teaching loads
- f. Curriculum issues
- g. Teachers' Status
- h. Community Support to Education
- i. School Facilities and Services
- j. Community pressures

Methodology

Research Design:

This study was employed a mixed-methods research design to comprehensively explore the level of morale among teachers in public basic education units. The quantitative data provided a holistic understanding of the factors influencing teacher morale and offer valuable insights into the teaching profession's complexities.

Sampling:

A stratified random sampling technique was used to select participants for this study. The population of interest will be teachers working in public basic education units (e.g., primary and secondary schools). Stratification will be based on school level (primary and secondary) to ensure representation from both segments of the basic education system. From each stratum, a proportional number of schools and teachers will be randomly selected to participate in the study.

Data Collection:

A. Quantitative Phase:

i. Questionnaire: A structured questionnaire was developed to gather quantitative data on various factors affecting teacher morale. The questionnaire included Likert-scale items to measure teachers' perceptions of their morale, job satisfaction, rapport with administrators and colleagues, salary, workload, curriculum issues, teacher status, community support, school facilities, and community pressures.

ii. Demographic Information: Basic demographic information about the teachers, such as age, gender, years of teaching experience, and educational qualifications, will be collected to provide context to the quantitative data.

Data Analysis:

A. Quantitative Phase:

Quantitative data collected through the questionnaire was analyzed using appropriate statistical methods. Descriptive statistics will be used to summarize the teachers' perceptions of their morale and

the factors affecting it. Inferential statistics, such as correlations and regression analysis, will be used to examine relationships between different variables and identify significant factors influencing teacher morale.

Ethical Considerations:

Ethical approval sought from the relevant institutional review board before conducting the study. Informed consent will be obtained from all participating teachers, ensuring their voluntary participation and confidentiality of their responses. Pseudonyms will be used to maintain anonymity in reporting the qualitative findings.

Limitations:

It is essential to acknowledge potential limitations of the study, such as the self-reporting bias in the questionnaire and the limited generalizability due to the specific sample from selected public basic education units. However, the combination of quantitative and qualitative data help mitigate these limitations and provide a comprehensive understanding of teacher morale in this context.

Data Validity and Reliability:

To ensure data validity, the research instruments was pilot-tested before the actual data collection. Reliability was addressed by using standardized and validated instruments in the quantitative phase and employing rigorous data analysis methods in the qualitative phase.

Discussion of Results and Findings

Level of Morale of Teachers

Table 1
Weighted Mean and Descriptive Interpretation
of the Level of Morale of Teachers
Relative to Rapport with the
Administrators

| A. RAPPORT WITH THE ADMINISTRATORS | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|---|----------------------|-----------------------------------|
| 1. The administration makes real efforts to maintain close contact with the teachers. | 3.84 | Above Average |
| 2. The administration shows concern on the problems of the teachers. | 3.84 | Above Average |
| 3. The administration makes teacher's work easier and pleasant. | 3.71 | Above Average |
| 4. The administrator endeavours to promote a sense of belonging among teachers in school. | 3.83 | Above Average |
| 5. The administration shows no impartiality in her relation with the teachers in school. | 3.60 | Above Average |
| 6. The teachers are not hesitant to discuss the problem with the administrator. | 3.63 | Above Average |
| 7. The administrator makes the teachers feel welcome to her office. | 3.93 | Above Average |

| | | |
|---|--------------|--------------------------------|
| 8. The administrator recognizes the feelings, attitudes & values of each teacher. | 3.76 3.95 | Above Average Above Average |
| 9. The administrator makes teacher feel comfortable and at ease during conferences. | | |
| OVERALL | 3.79 | Above Average |

The weighted mean and descriptive interpretation of the respondents' levels of morale in relation to "rapport with the administrators" are presented in Table 15 of the data. According to the data presented in the table, every aspect received a rating of "above average," with weighted means ranging anywhere from 3.60 to 3.95. The item that stated "the administrator makes teacher feel comfortable and at ease during conferences" received the greatest mean score of 3.95, while the item that stated "the administration shows no impartiality in her relation with the teachers in school" received the lowest weighted mean score of 3.60. This indicates that the administrators work to maintain a positive environment with the teaching staff. They gave them the impression that they were valued as individuals by the organization and that everyone else in the group was a part of it.

According to the total weighted mean of 3.79, the degree of morale exhibited by the respondents in relation to "rapport with the administrators" is "above average." This suggests that there is a positive working relationship between the administration and the teachers, as well as interaction between the two groups. When there is a positive relationship between teachers and administrators, it opens the way for a positive climate in the school as a whole, which in turn motivates teachers to perform to the best of their abilities in the teaching profession.

Table 2
Weighted Mean and Descriptive interpretation
of the Level of Morale of Teachers Relative
to Satisfaction with Teaching

| B. SATISFACTION WITH TEACHING | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|--|----------------------|-----------------------------------|
| 1. Teaching enables me(them) to enjoy the material and cultural things that (they) like. | 3.89 | Above Average |
| 2. Teaching gives me (them) the opportunity to make my (their) contribution to society. | 4.29 | High |
| 3. Teaching gives me (them) a great deal of personal satisfaction. | 4.14 | Above Average |
| 4. The teaching profession gives me (them) the prestige that i desire. | 4.13 | Above Average |
| 5. I (they) find my (their) contacts with the students very satisfying and rewarding. | 4.14 | Above Average |
| 6. Teaching assures us (them) with enough security and (they) want in an occupation. | 4.04 | Above Average |
| 7. If I (they) could plan my (their) career again, I still choose teaching. | 3.48 | Above Average |
| 8. I (they) love & enjoy to teach/teaching. | 4.02 | Above Average |
| 9. In teaching, I am (they are) motivated & inspired to use my (their) maximum potentials. | 4.22 | High |
| OVERALL | 4.03 | Above Average |

The weighted mean and descriptive interpretation of the degree of morale of the respondents in relation to "satisfaction with teaching" is displayed in Table 16 below. The table shows that the items "teaching gives me/them the opportunity to make my/their contribution to society" and "in teaching, I am/they are motivated and inspired to use my/their maximum potentials" were scored as "high" with weighted averages of 4.29 and 4.22, respectively. This indicates that these things were considered to be positive aspects of the profession of teaching. This indicates that the respondents are probably not looking back with regret on their decision to become teachers. They look up to the career as one that is prestigious and consider it to be a form of honorable job. In a similar vein, teaching gives people the opportunity to make the most of their capabilities. The statements that "teaching enables me to enjoy the material and cultural things that I like; "teaching gives me a great deal of personal satisfaction"; "teaching profession gives me the prestige that I desire"; "I find my contacts with the students very satisfying and rewarding"; "teaching assures us them with enough security and want in an occupation"; "i/they will still choose teaching"; "I love and enjoy teaching" were rated as "above average" with weighted means

The overall weighted mean of 4.03 suggests that respondents have a "above average" level of morale in relation to their degree of pleasure with teaching.

Based on this data, it can be deduced that the educators working in the secondary schools in the Third District of Cagayan feel safe, content, and proud of their roles as men and women who contributed to the educational breakthrough.

Table 3
Weighted Mean and Descriptive interpretation
of the Level of Morale of Teachers Relative
to Rapport Among Teachers

| C. RAPPORT AMONG TEACHERS | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|--|----------------------|-----------------------------------|
| 1. There is a great deal of arguing & taking sides among our teachers. | 3.37 | Average |
| 2. Teachers do not take advantage of one. | 3.44 | Above Average |
| 3. Teachers cooperate with each other to achieve common personal & prof'l goals. | 3.78 | Above Average |
| 4. Tenured teachers accept the new teachers as colleagues. | 4.10 | Above Average |
| 5. Every teacher feels she "belongs" & is accepted. | 4.05 | Above Average |
| 6. Teachers work well together. | 3.99 | Above Average |
| 7. Teachers have some tendencies to form cliques | 3.55 | Above Average |
| 8. The cooperation of teachers makes my (their) work enjoyable. | 4.01 | Above Average |
| 9. Teachers have prof'l ethics. | 3.83 | Above Average |
| OVERALL | 3.79 | Above Average |

The descriptive interpretation and weighted mean of the instructors' morale in relation to their "rapport with peers" can be found in Table 3. As can be seen in the table, the statement that "tenured teachers accept the new teachers as colleagues" received the highest weighted mean of 4.10, which equates to "above average." This was followed by the statement that "every teacher feels she "belongs" and is accepted," which received a weighted mean of 4.05, which also equates to "above average," and the statement that "the cooperation of teachers makes my work enjoyable," which received a weighted mean of 4.

This indicates that the instructors are aware of the significance of the dynamics of the group. It is considered that if members of an organization collaborate closely with one another, it will be easier to

achieve their aims. The teachers communicate a sense of oneness with one another, which is an indication of a positive connection.

Table 18
Weighted Mean and Descriptive Interpretation
of the Level of Morale of Teachers
Relative to Teachers' Salary

| D.TEACHERS'SALARY | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|---|----------------------|-----------------------------------|
| 1. Salaries are reasonable. | 3.24 | Average |
| 2. Salary scale recognizes the teacher's competency to the full extent. | 3.49 | Above Average |
| 3. Salary is sufficient to maintain my (their) standard way of living. | 2.96 | Average |
| 4. Teachers understand the policies governing salary increases. | 3.32 | Average |
| 5. Salary policies are administered fair and beneficial. | 3.15 | Average |
| 6. The school follows a tight policy regarding fringe benefits. | 3.25 | Average |
| 7. The teachers feel that suggestions pertaining to salaries are transmitted to the board of trustee. | 2.93 | Average |
| 8. Teachers manifest satisfaction with salary policies of the school. | 3.02 | Average |
| 9. Teachers are paid for overtime & extra services. | 1.71 | Low |
| OVERALL | 3.00 | Average |

The results shown in table 4 demonstrate, in relation to the concept of "teachers' salary," the weighted mean as well as a descriptive interpretation of the degree of morale exhibited by educators. As can be seen from the table, the statement that the "salary scale recognizes the teachers' competency to the full extent" received the highest weighted mean of 3.49, which indicates that it is "above average." The statement that "salaries are reasonable" received 3.24, which indicates that it is "average," and the statement that "teachers understand the policies governing salary increases" received 3.32, which indicates that it is "average."

This indicates that educators are aware of how wage rules are carried out in their institutions. Because there is an open examination of the points gained by every teacher based on educational attainment, length of service, and success, it is believed that salary increments are administered equitably and justly.

Nevertheless, the statement that "teachers are paid for overtime and extra services" had the lowest weighted mean score of 1.71, which indicates that it was given a rating of "low." This means that services supplied in excess of the time required in their teaching profession are not awarded pay, which is something that the vast majority of instructors demand after all.

According to the total weighted mean of 3.00, the degree of morale that teachers have in relation to "teacher's salary" is classified as "average."

This suggests that even while teachers at the secondary schools in the third district of Cagayan are earning enough salary, relatively speaking, they still require more money in order to meet their needs. Due to the fact that the section on compensation had a significant disparity in comparison to the other elements, this suggests that the teachers' salary is given significant importance by them; hence, the rate is considered to be "average."

Table 5
Weighted Mean and Descriptive Interpretation
of the Level of Morale of Teachers
Relative to Teachers' Load

| E.TEACHERS'LOAD | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|---|---------------|----------------------------|
| 1. Teachers are satisfied with their teaching load. | 3.28 | Average |
| 2. The no. of hours a teacher must work is reasonable. | 3.50 | Above Average |
| 3. Teachers spend much off their time on detailed reports. | 3.42 | Above Average |
| 4. Teachers are expected to do an unreasonable amount of record keeping and clerical. | 3.26 | Average |
| 5. Teaching enriches teachers' knowledge of non-professional activities. | 3.57 | Above Average |
| 6. The administrator provides a very reasonable working program for teachers. | 3.65 | Above Average |
| 7. Teachers' present load is reasonable. | 3.48 | Above Average |
| 8. There exists an equal distribution of teaching loads among teachers. | 3.28 | Average |
| 9. The subject has a great influence on the value and attitudes that teachers' personality develop. | 3.93 | Above Average |
| OVERALL | 3.49 | Above Average |

The descriptive interpretation and weighted mean of the level of morale among instructors in relation to "teachers' load" are presented in Table 5.

According to the data presented in the table, the majority of the questions were answered with a "above average" rating. This includes statements such as "the subject has a great influence on the values and attitudes that teachers personally develop," "the administrator provides a very reasonable working programme for teachers," "teaching enriches teachers' knowledge of non-professional activities," "the number of hours a teacher must work is reasonable," "teachers' present load is reasonable," and "teachers spend much of their time on personal matters."

On the other hand, the statements that "teachers are expected to do an unreasonable amount of record keeping and clerical" work, "teachers are satisfied with the teaching load," and "there exists an equal distribution of teaching loads among teachers" were given ratings of "average" with weighted averages ranging from 3.26 to 3.28.

The overall weighted mean of 3.49 shows that the level of morale of teachers in the newly nationalized secondary schools in the third district of Cagayan relative to teachers' load is "above average." This

conclusion is based on the fact that the level of morale of teachers in the newly nationalized secondary schools is "above average"

This indicates that the instructors are given the utmost loads in the classroom, and in addition to teaching, they are responsible for other works or extension services such as lesson preparation, record keeping, research works, and accomplishment reports.

Table 6
Weighted Mean and Descriptive Interpretation
of the Level of Morale of Teachers
Relative to Curriculum Issues

| F.CURRICULUM ISSUES | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|--|----------------------|-----------------------------------|
| 1. Keeping up professionally is too much a burden for the teachers. | 2.89 | Average |
| 2. The curriculum makes reasonable provisions to students' industrial differences. | 3.31 | Average |
| 3. The administrators' leadership challenges & stimulates teachers' growth. | 3.65 | Above Average |
| 4. The school follows a well-balanced curriculum. | 3.68 | Above Average |
| 5. Teachers feel free to discuss controversial issues in their classes. | 3.52 | Above Average |
| 6. Teachers are well equipped for their profession. | 3.87 | Above Average |
| 7. The curriculum in our school needs revision. | 3.31 | Average |
| 8. The purposes & objectives of the school are achieved in our present curriculum. | 3.77 | Above Average |
| 9. Teachers possess freedom to learn & grow at their own rate. | 3.83 | Above Average |
| OVERALL | 3.54 | Above Average |

Table 6 provides a summary of the weighted mean, descriptive interpretation, and the level of morale of teachers in relation to "curriculum issues".

As can be seen in table 16, the majority of the items received ratings of "above average." These ratings include statements such as "teachers are well-equipped for their profession," "teachers possess freedom to learn and grow at their own rate," "the purposes and objectives of the school follows a well-balanced curriculum," "the administrators' leadership challenges and stimulates teachers' growth," and "teachers feel free to discuss controversial issues in their classes," with weighted means ranging from 3.52 to 3.

With weighted averages ranging from 2.89 to 3.31, the statements "the curriculum in our school needs revision," "the curriculum makes reasonable provisions for students industrial differences," and "keeping up professionally is too much of a burden for the teachers" were scored as "average."

The fact that the overall weighted mean is 3.54 indicates that the level of morale of instructors in relation to issues concerning the curriculum is "above average."

This indicates that the school follows a curriculum that is well-balanced, which they believe they are capable of achieving with the abilities, skills, and resources that they now have.

Table 7
Weighted Mean and Descriptive interpretation
of the Level of Morale of Teachers
Relative to Teachers' Status

| G. TEACHERS' STATUS | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|--|---------------|----------------------------|
| 1. Teaching position gives the teachers the social status that they desire. | 3.88 | Above Average |
| 2. The teachers manifest a great deal of initiative & certainty in the teaching assignments. | 4.05 | Above Average |
| 3. The teachers have the desirable influence on the values and attitudes of the students. | 3.92 | Above Average |
| 4. The administrators make effective use of the individual teacher's capacity and talent. | 3.92 | Above Average |
| 5. The "stress" and "strain" makes teaching undesirable for teachers. | 3.35 | Average |
| 6. Teachers are appreciative of the work of their fellow teachers. | 3.52 | Above Average |
| 7. Teachers' work is judged poorly by the administrator. | 2.67 | Average |
| 8. Teachers consider the teaching profession as a dignified work. | 4.17 | Above Average |
| 9. Teachers feel that they are competent. | 4.26 | High |
| OVERALL | 3.75 | Above Average |

The data presented in Table 7 illustrates the weighted mean as well as a descriptive interpretation of the degree of morale exhibited by instructors in relation to "teachers' status."

As can be seen in the table, the item under "teachers feel that they are competent" achieved the highest weighted mean score of 4.26, which corresponds to a "high" rating. This indicates that the instructors are very motivated to educate, and as a result, they provide the highest quality of service possible to their students.

In addition, the majority of the items were given a "above average" rating. These items include: "teachers consider the teaching profession to be a dignified work"; "the teachers manifest a great deal of initiative and certainty in the teaching assignments"; "teachers have the desirable influence on the values and attitudes of the students"; "the administrators make effective use of the individual teacher's

capacity and talent"; and "teaching, position gives the teachers the social status that they deservingly deserve."

With weighted averages ranging from 2.67 to 3.35, the items "the stress" and "strain" that result from teaching make teaching unappealing to instructors"; and "teachers' work is viewed adversely by administrators" were scored as "average."

The overall weighted mean of 3.75 demonstrates that the level of morale of instructors in relation to their role as 'teachers' is "above average."

The ranking gives the impression that the instructors have a healthy respect for their chosen field. They regard teaching as an honorable profession, and because of this, they are highly driven to uphold the dignity of their position as educators by performing to the best of their abilities and contributing to the greatest extent possible.

Table 8
Weighted Mean and Descriptive Interpretation
of the Level of Morale of Teachers Relative
to Community Support to Education

| H.COMMUNITY SUPPORT TO EDUCATION | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|--|----------------------|-----------------------------------|
| 1. Our community makes the teachers feel that they (we) are a real part of the community. | 3.98 | Above Average |
| 2. The teachers' non-professional activities outside the school are restricted in the community. | 2.81 | Average |
| 3. The people in this community have an interest in the school system. | 3.75 | Above Average |
| 4. The community respects the teachers and treats them as responsible. | 4.20 | High |
| 5. The community is willing to support good education. | 4.05 | Above Average |
| 6. Teachers find difficulty in getting acceptance from the people in this community. | 2.97 | Average |
| 7. This community is a conducive place to promote good education. | 4.05 | Above Average |
| 8. The people in this community value and appreciate good education. | 4.30 | High |
| 9. The community provides an environment conducive to the release of human potentials. | 4.01 | Above Average |
| OVERALL | 3.79 | Above Average |

The weighted mean and descriptive interpretation of the level of morale experienced by educators in relation to "community support to education" is presented in Table 8.

As can be seen in the table, the items "the people in this community value and appreciate good education" and "the community respects the teachers and treats them as responsible professionals" obtained the highest weighted means of 4.30 and 4.20, respectively, which are both considered to have a "high" rating. This indicates that the community has a positive attitude towards education, and as a result, they accord educators the respect and advice they are due.

On the other hand, the majority of the items received ratings that were considered to be "above average," with weighted means ranging from 3.75 to 4.05 respectively. "the community is willing to support good education"; "the community provides an environment conducive to release of human potentials"; "the community provides an environment conducive to release of human potentials"; "the community makes the teachers feel that they are the real part of the community"; and "the people in the community have an interest in the school system." are a few examples of these types of statements.

The items "the teachers' non-professional activities outside the school are restricted in the community" and "teachers find it difficult in getting acceptance from the community" were scored as "average," with weighted means ranging from 2.81 to 2.97. Both of these things were given the rating of "average."

The overall weighted mean of 3.79 demonstrates that the levels of morale of teachers are "above average" when compared to the support that the community has for education.

This impression demonstrates that the teachers in the newly nationalized secondary schools in the Third District of Cagayan have created extremely good links with other agencies. It also suggests that there is a reciprocal link between the community and the school, and as a result, the instructors have the impression that they are an integral part of the community.

Table 9
Weighted Mean and Descriptive Interpretation
of the Level of Morale of Teachers Relative
to School Facilities and Services

| I.SCHOOL FACILITIES AND SERVICES | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|--|----------------------|-----------------------------------|
| 1. Improvement of school facilities and services is given priorities. | 3.51 | Above Average |
| 2. The school provides clerical assistance and services to teachers in our school. | 3.44 | Above Average |
| 3. Teachers are provided with classrooms | 4.23 | High |
| 4. There are sufficient comfort rooms in our school. | 3.00 | Average |
| 5. Library facilities and services are adequately provided. | 3.04 | Average |
| 6. Putting up of a good guidance program has been the interest of everybody. | 3.34 | Average |
| 7. The procedures for the procurement of materials are well-defined and efficient. | 3.34 | Average |
| 8. Drinking fountains are adequately provided. | 2.05 | Below Average |
| 9. Audio visual aids and projection equipment are provided in school. | 2.31 | Below Average |
| OVERALL | 3.14 | Average |

The following table presents the weighted mean as well as a descriptive interpretation of the level of morale experienced by teachers in relation to "school facilities and services."

According to the data presented in the table, the statement that "teachers are provided with classrooms in school" received a rating of "high" with a weighted mean score of 4.23.

The categories "improvement of school facilities and services is given priorities" and "the school provides clerical assistance and services to teachers" were assessed as "above average" because their respective weighted averages ranged from 3.44 to 3.51. Both of the statements that "putting up a good guidance program has been the interest of everybody" and "the procedures for the procurement of materials are well-defined and efficient" were given the rating of "average" with the identical weighted mean score of 3.34. On the other hand, the statements that "there are sufficient comfort rooms in our school" and "library facilities and services are provided adequately" both received ratings of "average" with weighted averages of 3.00 and 3.04.

On the other hand, the items "drinking fountains are adequately provided" and "audio-visual aids and projection equipment are provided in school" were both given ratings of "below average" with weighted means ranging from 2.05 to 2.31.

The overall weighted mean score of 3.14 demonstrates that the level of morale of the instructors in relation to "school facilities and services" is assessed as "average"

This suggests that the teachers in the secondary schools in the third district of Cagayan are required to look further into improving the physical element of the schools because facilities are significant components in the development of quality services as well as excellent education. This conclusion also suggests that a number of facilities and instructional materials continue to be poor; as a result, provisions for these things need to be adhered to.

Table 10
Weighted Mean and Descriptive Interpretation
of the Level of Morale of Teachers Relative
to Community Pressures

| J. COMMUNITY PRESSURES | WEIGHTED MEAN | DESCRIPTIVE INTERPRETATION |
|--|---------------|----------------------------|
| 1. Our community does not require the teachers to participate in too many social activities, | 3.12 | Average |
| 2. Community demands from the teachers are reasonable. | 3.50 | Above Average |
| 3. The community treats the teachers with respect& confidence. | 3.96 | Above Average |
| 4. Students irritate the teachers. | 3.15 | Average |
| 5. Teachers manifest interest in community affairs. | 3.91 | Above Average |
| 6. Teachers are free to share ideas for the improvement of the community. | 3.85 | Above Average |
| 7. The people in this community have a sincere and whole-hearted interest towards education in spite of their work schedule. | 3.96 | Above Average |
| 8. Community pressures challenge teachers creativity and initiative. | 3.56 | Above Average |
| OVERALL | 3.63 | Above Average |

Table 10 provides a weighted mean as well as a descriptive interpretation of the degree of morale that teachers have in relation to the pressures that are placed on them by the community. As can be seen in the table, the majority of the items were given a "above average" rating. This includes statements such as, "the community treats the teachers with respect and confidence," "the people in the community have a sincere and whole-hearted interest towards education in spite of their work schedule," "teachers manifest interest in community affairs," "teachers are free to share ideas for the improvement of the community," "community pressures challenge teachers' creativity and initiative," and "community pressure.

The items "the community does not require the teachers to participate in too many social activities" and "students irritate the teachers" were both given ratings of "average" with weighted means of 3.12 and 3.15, respectively. "The community does not require the teachers to participate in too many social activities."

The overall weighted mean of 3.63 demonstrates that the level of morale of teachers is assessed as "above average" in relation to "community pressures."

This suggests that the society does not need instructors to participate in an excessive amount of social activities; rather, the community considers the participation of teachers to be just reasonable. However, instructors in secondary schools in the third district of Cagayan are more than prepared to participate in any social activities or events in the community in which their services are most required. This is because the teachers recognize the importance of giving back to the communities in which they work.

Table 11
Level of Morale of Teachers

| FACTORS | MEAN | INTERPRETATION |
|-----------------------------------|-------------|-----------------------|
| A. Rapport with the administrator | 3.79 | Above Average |
| B. Satisfaction with teaching | 4.03 | Above Average |
| C. Rapport Among Teachers | 3.79 | Above Average |
| D. Teachers' Salary | 3.00 | Average |
| E. Teachers' Load | 3.49 | Above Average |
| F. Curriculum Issues | 3.54 | Above Average |
| G. Teacher Status | 3.75 | Above Average |
| H. Community Support to Education | 3.79 | Above Average |
| I. School Facilities and Services | 3.14 | Average |
| J. Community Pressures | 3.63 | Above Average |
| OVERALL | 3.60 | Above Average |

Table 11 illustrates the Level of Morale of Teachers in Relation to the Following Factors: "rapport with the administrator", "satisfaction with teaching", "rapport among teachers", "teachers' salary", "teachers' load", "curriculum issues", "teacher status", "community support to education", "school facilities and services", and "community pressures".

According to what can be seen in the table that is located above, the vast majority of the goods received ratings that were considered to be "above average," with weighted averages ranging from 3.49 to 4.03. The weighted mean score for "Satisfaction with Teaching" was the highest, coming in at 4.03. This indicates that despite the myriad of roles they play and the challenging nature of the responsibilities they are tasked with, teachers are nevertheless able to derive pleasure and satisfaction from their work. This data provides more support for the hypothesis that educators take pride in their work because they have a passion for teaching, experience a sense of competence in their careers, take pleasure in the company of their pupils, and like being with them.

On the other hand, the elements "teachers' salary" and "school facilities and services" were both given the rating of "average" with weighted means of 3.00 and 3.14, respectively. This indicates that teachers, despite the fact that their salaries have already been increased, continue to desire better income in order to fulfil certain additional needs and to be able to keep up with the current standards of life.

In addition, instructors require additional facilities, supplies, and equipment in order to facilitate the delivery of an education of optimal quality.

The overall mean of 3.60 indicates that the level of morale of the teachers high schools in the third district of Cagayan is regarded as "above average." This is demonstrated by the fact that the morale of the teachers in the third district of Cagayan is "above average."

This suggests that the educators working in this district are highly motivated in the teaching and jobs that they now hold, and that they are committed to giving their very best performance for the benefit of the school and the community. It also suggests that the teachers are willing to collaborate, and that they show interest, love, and dedication in their work as a result of the positive conditions and practices at the school, as well as the harmonious relationships in the community.

Discussion

A. Rapport with the Administrator:

A positive and supportive relationship between teachers and administrators can significantly impact teacher morale. When administrators show appreciation for teachers' efforts, provide constructive feedback, and involve them in decision-making processes, it fosters a sense of value and belonging within the school community, ultimately boosting teacher morale.

B. Satisfaction with Teaching:

Teachers who find fulfillment and satisfaction in their profession are more likely to have higher morale. Factors such as seeing students succeed, witnessing personal growth, and feeling a sense of purpose in their role contribute to job satisfaction and, subsequently, to elevated morale levels.

C. Rapport Among Teachers:

A cohesive and collaborative work environment among teachers can positively influence morale. When teachers have strong interpersonal relationships, share best practices, and support each other, it creates a sense of camaraderie and shared goals, leading to improved morale.

D. Teachers' Salary:

Compensation plays a significant role in teacher morale. Adequate and competitive salaries can boost teachers' motivation and job satisfaction, while inadequate pay may lead to dissatisfaction and decreased morale.

E. Teachers' Load:

The workload of teachers can impact their morale. Excessive teaching hours, administrative duties, and non-teaching responsibilities can lead to burnout and reduced morale. Conversely, a manageable workload allows teachers to focus on their core responsibilities and devote more time to students.

F. Curriculum Issues:

Issues related to the curriculum, such as outdated materials or constraints on creativity and flexibility, can affect teacher morale. Teachers who have the autonomy to design engaging lessons and adapt the curriculum to student needs often experience higher morale.

G. Teacher Status:

The status and recognition given to teachers within the school and society can influence morale. Teachers who feel valued and respected for their contributions are more likely to have a positive outlook and higher morale.

H. Community Support to Education:

The level of support and engagement from the local community can impact teacher morale. When teachers feel supported by parents, community members, and stakeholders, they are more likely to have a positive perception of their work and, consequently, higher morale.

I. School Facilities and Services:

The availability and quality of school facilities and services can affect teacher morale. Teachers working in well-equipped and comfortable environments are more likely to feel motivated and satisfied with their workplace.

J. Community Pressures:

External pressures from the community, such as high expectations, scrutiny, or conflicting demands, can influence teacher morale. Supportive communities can alleviate such pressures, allowing teachers to focus on their primary role as educators.

Conclusion

In conclusion, the level of teachers' morale in a secondary high school is influenced by a complex interplay of factors. A combination of internal and external elements, such as rapport with administrators and colleagues, job satisfaction, compensation, workload, curriculum flexibility, and community support, can significantly impact how teachers perceive their work and their overall morale. Acknowledging and addressing these factors is crucial for creating a positive and supportive work environment that enhances teacher morale and, ultimately, contributes to improved educational outcomes. Schools and educational policymakers must prioritize the well-being of teachers and strive to provide the necessary support and resources to foster a thriving teaching community.

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