

Relationship of Workplace Environment with Secondary School Teachers' Morale

Muhammad Tahir Khan Farooqi¹ & Waqar Ali²

University of Okara, Punjab, Pakistan
Email: drtahirfarooqi@ue.edu.pk

Workplace environment of an organization has great importance to enhance teachers' morale. The current study was designed to explore the relationship of the workplace environment of secondary schools with their teachers' morale. The study was descriptive (correlational) in nature and conducted through a survey of selected schools. The target population of the study was Punjab province. But due to resources constraints, the study was delimited to only Okara district of Sahiwal division. Moreover, the researchers conveniently selected 48 secondary schools (24 males and 24 Females) of Okara district. In this way total sample of the study were 48 secondary school heads and 240 secondary school teachers (= 48 Heads & 240 SSTs). The data were collected through questionnaires namely Human Resource Management Practices Scale, (HRMPS) and Teachers Morale Scale (TMS). The collected data were tabulated and analyzed through SPSS version 20. The analysis revealed that the workplace environment of schools has a strong and positive relationship with teachers' morale. The researchers recommended that conducive and healthy environment at educational organizations should be provided to enhance and maintain teachers' high morale for better performance.

Keywords: *secondary school, morale, workplace environment*

Introduction

Workplace environment refers to the circumstances and conditions in which an employee performs. It is made up of a collection of aspects such as organizational culture and administrative styles etc. Comprehensively, it is the totality of circumstances under which an individual or a group of individuals' work. The workplace environment has further categories of the physical environment and psychological environment. The physical environment consists of infrastructural facilities like school building, staff offices, laboratories, and libraries conveniences for personnel and pupil's recreational facilities etc. The existence of the above good circumstances has a positive influence on teacher's morale towards their duty. While the psychological

environment comprised of social contexts and other instructional material relevant to teachers' characteristics and behaviours. The major concern in this aspect is the classroom environment. Numerous studies have been conducted in this regard across the globe (Fraser, 2012; Lage, Platt, & Treglia 2000; & Young, 1991). These studies have explored the association between environmental constructs and multiple outcomes like learning, engagement, motivation, social relationships, and group dynamics. It is empirically inferred that workplace environment helps the workers in their achievement, satisfaction, and turnover (Asegid, Belachew, & Yimam, 2014).

A healthy workplace environment refers to an institution in which employees appreciate the workplace that affects staffs' ability to perform well to achieve

organizational goals. The healthy workplace environment demands employment wellbeing which has a key role in harmonizing the benefits of the authorities and subordinates. It is a widely accepted phenomenon that staff competence and morale is based on job security and health care. Herzberg, Mausner and Snyderman (2011) stated that job security is an important aspect of the workplace environment. This had also been propagated by Kompier (2006) that the health and security of the workers have due importance in the organization. Prior to all this Cunningham, James and Dibben (2004), as well, explained that security refers to protect the workers from any kind of injury during the working time and health means to provide protection from any physiological and psychological problems. It is also inferred by the researchers that service security has paramount importance for long term loyal relationship between the concerning authorities and the staff (Chandrasekar, 2011). The job security of the employees is the only way for better performance of the organization otherwise they will leave the organization very soon. Many researchers argue that service security and good working environment play a basic role to enhance workers' morale and organizational performance (Piccolo & Colquitt, 2006). Now the question arises what morale is. It is a forward-looking and self-assured condition of mind significant to a mutual and essential function (Johnsrud & Rosser, 2002). It is an attitudinal changeable variable which reveals positive or negative feelings about a particular status of individuals. It is often used synonymously

with self-confidence or spirit. MacBeath, (2012) argued that morale consisted of the existence of interaction among usefulness, satisfaction and competence. Norizan (2012) recommended that the factors which influence the enhancement of the staff morale were the attitude of the administrator towards the staff and the individual needs of the staff. Keeping in view above mentioned things, the researchers explored the relationship between workplace environment and teachers' morale at the secondary school level.

Rationale of the Study

The working environment is the key feature of an organization. It not only enhances the performance of an organization but also affects the morale of employees (Bushra, Ahmad, & Naveed, 2011). According to MacNeil, Prater, and Busch (2009), the students achieve higher scores of those schools who possess a healthy environment. Similarly, Sharma (2016) stated that there exists a strong and positive association between teachers' morale and school climate. Prior to this, Nidich and Nidich (1986) stated in their study that school climate impacts a lot of teachers' morale. Keeping in view the importance of the study, researchers tried to explore the relationship of workplace environment with teachers' morale in the local setting. The study will guide administrators to improve the working environment of secondary schools keeping in view the results of the present study.

Statement of the Problem

The problem of the study was to explore the relationship between the secondary school environment with teachers' morale.

Objectives of the Study

The objectives of the study were:

1. To explore the relationship between workplace environment with teachers’ morale.
2. To compare the relationship of workplace environment with teachers’ morale on the basis of gender and locale.

Hypotheses of the Study

The followings were the hypotheses of the study:

- H₀1. There is a significant relationship between workplace environment with teachers’ morale.
- H₀2. There is a significant relationship between workplace environment with urban teachers’ morale.
- H₀3. There is a significant relationship between workplace environment with rural teachers’ morale.
- H₀4. There is a significant relationship between workplace environment with male teachers’ morale.
- H₀5. There is a significant relationship between workplace environment with female teachers’ morale.

Delimitations of the Study

The study was delimited to the secondary schools of the Punjab province Pakistan.

Design of the Study

The study at hand was descriptive (correlational) in nature and survey technique was used.

Population

The population of the study consisted of Punjab province which is divided into nine administrative divisions. Secondary school heads and secondary school teachers (SSTs) were the target population.

Sampling

It was not feasible for the researchers to approach the whole population which is comprised of nine administrative divisions of the Punjab province. Therefore, convenient sampling technique was used to conduct the study. The researchers conveniently selected 48 secondary schools of Okara district (Sahiwal division) as a sample of the study. Among these 48 schools, 24 were male schools and 24 female schools. From each school, 5 SSTs were conveniently selected. The response rate of the selected sample remained 100%. Table no. 1 depicts the picture of the selected sample.

Table: 1

Response Rate of Selected Sample

Name of District	Number of Schools	Number of SSTs & Head Teachers	Response Rate
Okara (Sahiwal Division)	Male: (24)	Head Teacher: 24	100%
		SSTs: 120	
	Female: (24)	Head Teacher: 24	100%
		SSTs: 120	
Total: (48)	Head Teacher: 48	100%	
		SSTs: 240	

Instrumentation

The study was quantitative in nature. Thus two questionnaires namely, Human Resource Management Practices Scale, (HRMPS) and Teachers Morale Scale

(TMS). HRMPS was used to measure workplace environment. The scale was developed by Ahmed (2011). The scale was comprised of 34 items and 6 subscales. The researchers only used one subscale

(workplace environment). The scale was developed in 5 points Likert scale, viz strongly agree to strongly disagree. It was piloted before the actual implementation. The Cronbach Alpha value was .87. The teachers' moral scale (TMS) was developed by the researchers. The scale was comprised of 93 items and nine subscales. The Cronbach alpha value was .79.

Data Collection

The researchers personally collected data. The instructions about filling the questionnaires were given beforehand. During the process of data collection, researchers faced many problems especially

Table 2

Relationship between Workplace Environment and Teachers' Morale

Gender	N	Mean	SD	r-value	p-value
Working Environment	48	3.0190	.44914	.662**	.000
Teachers' Morale	240	1.99	.537		

** $P < 0.05$

Table 2 explains that there is a strong significant and positive relationship ($r = .662$) existed between workplace environment and teachers' morale at $p = .000 < .01$. Thus it is concluded that a strong significant and positive relationship exists between the workplace environment and teachers'

Table 3

Relationship of Workplace Environment with Urban Teachers' Morale

Respondents	N	Mean	S.D	r-value	p-Value
Working Environment	48	2.63	0.755	.85**	0.004
Urban Teachers' Morale	120	2.43	0.447		

** $P < 0.01$

Table 3 depicts that there is a strong significant and positive relationship exists between the mean score of the workplace environment and urban teachers' morale. As it is seen, ($p < 0.004$) is less than the level of

SST teachers were reluctant to share information. However, consistent efforts were continued to make a possible collection of data.

Data Analysis

After the collection of data, the data were analyzed by using SPSS version. 20. The statistical tests Mean, Standard Deviation, and Pearson r were applied in the analysis. The detailed description of the analysis is the following.

H₀₁ There is a significant relationship between workplace environment and teachers' morale.

morale. It is evident that when the workplace environment is better, the morale of teachers also increases to perform well.

H₀₂. There is a significant relationship between workplace environment with urban teachers' morale.

significance. So, the directional hypothesis that there is a significant relationship between workplace environment with urban teachers' morale at secondary schools is not rejected. Thus it reveals that when

workplace environment of urban teachers is made better, the morale of teachers is improved.

Table 4

Relationship of Workplace Environment with Rural Teachers' Morale

Respondents	N	Mean	S.D	r-value	p-Value
Working Environment	24	2.49	0.762	-0.054	0.469
Rural Teachers' Morale	120	2.61	0.546		

Table 4 shows that there is a significant relationship between the mean score of the workplace environment and rural teachers' morale. As it is shown in the above table *p*-value (.469) is greater than (0.05). So, the directional null hypothesis that there is a

Table 5

Relationship of Workplace Environment with Male Teachers' Morale

Respondents	N	Mean	S.D	r-value	p-Value
Working Environment	24	2.79	0.757	-0.205**	0.001
Male Teachers' Morale	120	2.34	0.347		

***p*<.01

Table 5 shows *p*-value (0.001) which points out the working environment with male teachers' morale is negatively correlated. So, the directional hypothesis that there is a significant relationship between workplace

Table 6

Relationship of Workplace Environment with Female Teachers' Morale

Respondents	N	Mean	S.D	r-value	p-Value
Working Environment	24	2.36	0.700	0.150*	0.020
Female Teachers' Morale	120	2.66	0.565		

** *p* <.01

Table 6 demonstrates that there is a significant relationship between the mean score of the workplace environment and female teachers' morale. As is shown in the above table *p*-value is less than (0.05). So, the directional hypothesis that there is a significant relationship between workplace

H₀₃. There is a significant relationship between workplace environment with rural teachers' morale.

significant relationship between the working environment with rural teachers' morale at secondary schools is accepted.

H₀₄. There is a significant relationship between workplace environment with male teachers' morale.

environment with male teachers' morale at secondary schools is accepted.

H₀₅. There is a significant relationship between workplace environment with female teachers' morale.

environment with female teachers' morale at secondary schools is accepted.

Findings

1. Table 2 explains that there is a strong significant and positive relationship (*r*=.662) existed between the workplace environment and teachers' morale at *p*<.01.

2. Table 3 depicts that there is a strong significant and positive relationship exists between the mean score of the workplace environment and urban teachers' morale at $p < 0.004$.
3. It is reflected in table 4 that there is a negative and insignificant relationship ($r = -0.054$) of workplace environment with rural teachers' morale of secondary schools. The analysis showed that $p = (.469 > 0.05)$.
4. Table 5 indicated that workplace environment negatively correlated ($r = -0.205^{**}$) with male teachers morale. The analysis revealed $p = (0.001 < 0.05)$.
5. Table 6 described that there is a significant relationship ($r = 0.150^*$) of the workplace environment with female teachers' morale. As is shown in above table $p = (0.020 < 0.05)$.

Conclusion

1. It was deduced from the findings that the working environment has a strong significant and positive relationship with teachers' morale.
2. It was inferred from the analysis that when the working environment and urban teachers are made better, the morale of teachers is improved.
3. It was found from the analysis that there is an insignificant relationship between the working environment and rural teachers' morale.
4. It was revealed from the study that there is a negative and significant relationship between workplace environment and male teachers' morale.
5. It was reflected in the analysis that there is a significant relationship between

workplace environment with female teachers' morale.

Discussion

The results of the study at hand revealed that there existed a significant and positive relationship between workplace environment with teachers' morale. It is doubtless the fact that conducive workplace environment enhances the working efficiency of the employees as well as the organization. This has been empirically verified by many studies throughout the globe. As the results of the study of Baptiste (2008) concluded that there is a positive and significant relationship between workplace environment with teachers' morale. Moreover, MacNeil, Prater, and Busch, (2009) stated that the students achieve higher scores of those schools who possess a healthy and positive environment. Similarly, Sharma (2016) stated that there exists a strong and positive association between teachers' morale and school climate. Prior to this, Nidich, and Nidich, (1986) stated in their study that school climate has impacted a lot of teachers' morale.

In the current study researchers also investigated locale and the gender-based relationship of workplace environment with teachers' morale. The locale based investigations revealed that better workplace environment of rural teachers improves their morale. On the other hand, the working environment of urban teachers has no significant relationship with their morale. Similarly, researchers also concluded that workplace environment of male schools have negatively correlated with their morale while workplace environment of female schools has significantly correlated with

their morale. The result of the present study is also supported by the results of Mazin (2010) who concluded that the workplace environment has a positive impact on female teachers' morale. On contrary to this some researchers have concluded that due to the behaviour of the administration and unhealthy public admiration towards teachers may become the cause of teacher's low morale.

Recommendations

The researchers recommended that there should be a conducive and healthy working environment at educational organizations so that teachers' morale may be high because high morale enhances their performance. The same environment is recommended for primary and elementary school teachers for their better morale to perform better.

References

Asegid, A., Belachew, T., & Yimam, E. (2014). Factors influencing job satisfaction and anticipated turnover among nurses in Sidama zone public health facilities, south Ethiopia. *Nursing research and practice*, 2014, 1-26.

Ahmed, S. (2011). *Perceptions of University Teachers and administration about the execution of human resource management practices at the university level*, unpublished PhD thesis, IER University of the Punjab Lahore

Baptiste, N. R. (2008). Tightening the link between employee wellbeing at work and performance: A new dimension for HRM, *Management Decision*, 46(2), 284-309

Bushra, F., Ahmad, U., & Naveed, A. (2011). Effect of transformational leadership on employees' job satisfaction and

organizational commitment in the banking sector of Lahore (Pakistan). *International Journal of Business and Social science*, 2(18), 261-268

Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organisations. *International Journal of Enterprise Computing and Business Systems*, 1(1), 1-16.

Cunningham, I., James, P., & Dibben, P. (2004). Bridging the gap between rhetoric and reality: line managers and the protection of job security for ill workers in the modern workplace. *British Journal of Management*, 15(3), 273-290.

Fraser, B. J. (2012). *Classroom environment* (Vol. 234). Routledge.

Herzberg, F., Mausner, B., & Snyderman, B. B. (2011). *The motivation to work* (Vol. 1). Transaction publishers.

Johnsrud, L. K., & Rosser, V. J. (2002). Faculty members' morale and their intention to leave: A multilevel explanation. *The Journal of Higher Education*, 73(4), 518-542.

Kompier, M. A. (2006). New systems of work organization and workers' health. *Scandinavian journal of work, environment & health*, 32(6), 421-430.

Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43.

MacBeath, J. (2012). Future of teaching profession. *Educational*

- International Research Institute and the University of Cambridge.*
- Mazin, R. (2010). The effects of high morale on employee performance. *Retrieved June 12, 2013.*
- MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education, 12*(1), 73-84.
- Nidich, R. J., & Nidich, S. I. (1986). A study of school organizational climate variables associated with teacher morale. *The Clearing House, 60*(4), 189-191.
- Norizan, I. (2012). *Organizational commitment and job satisfaction among staff of higher learning education institutions in Kelantan* (Doctoral dissertation, University Utara Malaysia).
- Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviours: The mediating role of core job characteristics. *Academy of management journal, 49*(2), 327-340.
- Sharma, A. Dr. (2016). Study Of Teacher Morale In Relation To Organizational Climate Of Urban And Rural Secondary Schools. *Abhinav National Monthly Refereed Journal of Research in Arts & Education, 5*(3), 1-8
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The modern language journal, 75*(4), 426-437.