TEACHER MORALE AND ATTITUDE TO WORK IN SELECTED SENIOR SECONDARY SCHOOLS IN THE CAPE COAST MUNICIPALITY

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ABSTRACT: *The purpose of this study was to investigate teacher morale in the Ghanaian situation. The main issue was to examine factors that influence teacher morale and attitude to work in selected senior secondary schools in the Cape Coast municipality and also determine whether significant differences exist between morale of teachers in single sex schools and co-educational schools.The study population was made up of teachers in public senior secondary schools in the Cape Coast municipality. A combination of purposive and simple random sampling techniques was employed to select a total of 100 respondents in five selected senior secondary schools. The main research instrument used for collecting data was the questionnaire.The Statistical Product and Service Solution (SPSS) was used to derive the frequencies, means and the independent‘t’ test.The result of the study indicated that teacher salary and conditions of service is the factor that received very low mean score depicting that it is unsatisfactory. Satisfaction with teaching was the factor that best predicted teacher morale. As regards teacher morale and attitude of teachers to work, school facilities and student behavior made unique significant contribution. Concerning teacher morale and type of school, the t-test revealed that students’ behavior, school facilities and satisfaction with teaching are the factors that showed significant differences in single sex school as against co-educational schools.*

KEYWORDS: **Morale, Teacher, Senior Secondary Schools, Attitude to work, Salary and Conditions of Service, School Facilities**

INTRODUCTION

Organizations are managed and staffed by people without whom they cannot exist to function. Even in highly automated plants people are required to co-ordinate and control the plant's operations. This implies that human resources are the most fundamental resources of every organization without which the non- human resources would be idle. The success of every organization, therefore, depends on the quality and strength of the people employed in it. Every worker brings to the job a combination of abilities, interests, aptitudes, values and expectations, and their behaviors on the job are most frequently a reflection of how well the work environment accommodates the unique characteristics of each worker (Reece & Brandt, 1999). It is necessary to coordinate people to work together as a team with common objectives so as to achieve organizational goals and satisfy their different personality needs. (Castetter, 1981).

To achieve organizational goals, management has a responsibility for creating a climate in which people are motivated to work willingly and effectively. Organizational climate can be said to relate to the prevailing mode and quality of interaction within it, for example, to the

level of morale, and to the strength of feelings of belonging, care and goodwill among members (Mullins, 1999). This implies that organizational climate is an indication of the employees' feelings and beliefs of what the organization can or cannot do for them. According to Mullins the climate is characterized by the nature of the people-organisation and the superordinate-subordinate relationships. To him a healthy organization climate might be expected to exhibit such general characteristics as:

1. the integration of organizational goals and personal goals,
2. justice in treatment of personnel,
3. equitable management and employee relations policies and practices,
4. managerial behaviour and styles of leadership appropriate to the particular work situations,
5. recognition of people's needs and expectations at work,
6. equitable systems of reward based on positive recognition, and
7. opportunities for personal development among others.

Organisational climate therefore has influence on the level of morale and attitudes, which members of the organisation bring to bear on their work performance and personal relationships. In the educational sector, teachers form the most vital group whose efforts should not be underrated. The primary activity that goes on in a school is the teaching-learning process (Campbell et al, 1985). All other activities take place in order to achieve the primary goal of learning (Awudetsey, 1980). Teachers are those responsible for effecting the teaching-learning process, by preparing the specific content of teaching, maintaining discipline, mentoring students in the mode of learning and guiding the students in making choices etc. Teachers are thus the basis of schooling and the morale of teachers has an effect on every aspect of the educational process. A number of factors, both internal and external, however control the teacher's contribution to the educational process. For example, class size, style of leadership, students' behaviour, school facilities, pay, status, conditions of service, training policies and job market condition together can affect the effectiveness of teaching because they affect the well-being, working habits, productivity and the morale of the teacher. The individual teacher's level of morale goes a long way in determining the level of morale of the teaching staff as a team. This is because it takes every teacher's little effort to ensure that the educational process of providing learning experience for pupils is achieved and that pupils' responsibility of assimilating what is taught is fulfilled.

According to Asiedu-Akrofi (1978), the officers at the top can motivate and encourage actions which are desirable. In his view, it is this manner of leadership, which builds up morale and self-respect in the school or educational unit. This implies that the performance and attitudes of staff relates to the extent to which the head shows concern for the needs and feeling of the members. From the above it can be argued that individual goals of teachers and the school's goals must be fused through commitment and leadership activity for better results (Awudetsey, 1980).

Statement of the problem
A lot of concern has been expressed in recent times regarding poor performance of students at the Senior Secondary school level. Bedford (1996) indicates that this concern was raised in the chief Examiners' Report of the West African Examinations Council. It is also reflected in views expressed in national dailies, radio stations etc. A number of factors may account

for this situation. While some teachers attribute poor performance to certain things in the schools that fail to meet their expectation, most people however point fingers at the teacher. They claim that the poor performance of students is due to poor quality teaching. The situation raises questions as to what conditions fail to meet the expectation of the teachers and as a result lower their morale, which eventually affects performance. Also behaviours such as strikes, lateness to work, absenteeism, etc, may be an indication of low morale. For example, more often than not teachers embark on industrial action to back home their demands. A more recent one was on the retirement package, which they felt was not motivating enough. Another industrial action was the one taken in March 2004 by most secondary school teachers concerning their promotion and better condition of work. Vecchio (1991) supported this view by stating that studies of absenteeism have often found that low morale employees are more likely to miss work. In view of the direct impact of such development on teacher mental attitudes towards their tasks and responsibilities, numerous questions arise. For example, what factors influence the level of teacher morale? How does leadership behaviour affect the level of morale of teachers? How does condition of service affect teacher morale? To what extent does teacher job satisfaction positively or negatively affect teacher morale?

Objectives of the study
The general purpose of this study was to investigate teacher morale and attitude to work in selected senior secondary schools in the Cape Coast municipality.

The specific objectives were:
-To ascertain the factors which influence teacher morale in senior secondary schools.
-To determine how teachers' level of morale affect their attitude to work.
-To measure the degree of difference, if any, in the morale of teachers in single sex and co-educational institutions.

Research Questions
The following research questions have been formulated to guide the researcher in this study:
Which is the best predictor of perceived teacher morale? Is it:
Leadership behaviour;
Teacher rapport/ cohesiveness;
School facilities;
Salary and condition of service;
Teacher status/recognition;
Students' behaviour;
Satisfaction with teaching

Do factors of teacher morale affect their attitude to work?
Is there a significant difference between single and co-educational schools?

Significance of the study
The increasing need for secondary school education in Ghana calls for a comprehensive study of how to improve performance in schools. The pivot of this is teacher motivation and their retention in schools. If any headway can be made in the desire to give students good education, there is the paramount need to consider the morale of the teachers who are the primary players. This study, it is hoped, will guide educational planners and other

stakeholders like school administrators to easily identify the problems of teachers and the appropriate solutions for those problems. In this way we will collectively improve upon the performance of teachers and this, ultimately, will increase student achievement. The study is expected to bring to light those factors in the work environment that contribute to dissatisfaction among tutors of the school. This exposition will go a long way in guiding the authorities to look for avenues to better the situations not only for retaining tutors, but also for the general progress of the school. Again, school inspectors could also use the findings of this study as a basis for giving advice and making appropriate suggestions to both teachers and heads in the areas of raising teacher morale and improving conditions in the school.

Limitations of the study
There were certain conditions beyond the control of the researcher that might place restrictions on the conclusions derived from the study and their application to other situations.

These include the following:
-Respondent were expected to complete the questionnaire independently so there was the possibility of respondent being influenced by others. The implication here is that responses are more likely to be subjective and therefore generalization of the findings may suffer.
-Only teachers were involved in the study. This means that the views of other stakeholders such as students and school heads are missing in this present study, hence the findings are limited to only teachers' views.
-With a study population of 513 teachers in ten schools, a sample of 171 teachers would have been the ideal sample size. However a sample size of 100 was used. This means that the extent to which one can make emphatic generalizations of the research findings would be limited.In spite of these limitations, the results of this study may serve as a starting point for a more extensive future research on teacher morale and attitudes to work but perhaps in a different context.

LITERATURE REVIEW

Definitions of Morale
Morale represents a general human condition which by itself is not easily defined (Smith, 1966). Within the research and academic community "those who take conceptual analysis and definition seriously accept that morale is a very nebulous, ill-defined concept whose meaning is generally inadequately explored" (Evans, 1998 p 21). However, it has been thought of variously as a feeling, a state of mind, a mental attitude and an emotional attitude (Mendel, 1987). Mullins (1999) for his part defined morale in terms of the mental attitude which people have towards their tasks and responsibilities. Bentley and Rempel (1980) recognize that morale occupy many manifestations but considered it the enthusiasm and interest a person displays towards the achievement of individual and group goals in a given job situation. According to Washington and Watson (1976), morale is the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations. The implication here is that morale is a mental state that may be measured by the visible action it generates. In qualitative terms, morale is a reaction to work situations, which in effect reflect the quality of management.

Teacher Morale

Teacher morale can be viewed as teachers striving to achieve their individual goals and the educational goals of the school system, and their perceptions of satisfaction that stem from the total school environment (Henderson & Nieto, 1991). Morale in a school setting is, therefore, used to describe the extent to which an individual teacher or member of staff has actually identified his own personal hopes, desires and ambitions with the goals of the school (Anderson and Dyke, 1963). They point out that high morale is achieved when the administrators and teaching and non-teaching personnel desire to remain with the school over a period of years, put in their best effort in the job assigned to them and are willing to work towards the solution of problems within the school. Low morale however is characterized by obstructive or non-contributory behaviour and normally leads to indifference towards others; cynical attitudes toward students; little initiative when it comes to preparing lessons; preoccupation with leaving teaching for a better job and bouts of depression.

The Hawthorne studies of 1927 and the Human Relations Movement of the 1930s had earlier initiated and quickened interest in the relationship between jobs, attitudes, and job behaviour. From these studies it was realized that the basis of work satisfaction was often non-economic and connected more with the interest taken in the worker's performance than with the financial reward, the so-called cash-nexus. It was generally thought that a happy worker was a productive one (Nickels, McHugh, McHugh, 1999).

Job Attitude

An attitude has been defined as "the degree of positive or negative feeling associated with some psychological object" (George, 1966). According to Davis (1964), attitude is an inferred entity, something which is not measured directly but rather deduced from other observable data. He states that attitude implies some sort of tendency to act towards the object for which they are held. Evans (1965) also states that attitudes determine what a man will do or say in particular situations, and what he will enjoy or dislike. He is of the opinion that it is sometimes possible to infer the attitude of an individual from his behaviour. Reece and Brandt (1999) agree with this view stating that values serve as a foundation for attitudes, and attitudes serve as a foundation for behaviour. Throughout life attitudes are formed toward political movements, religions, national leaders and other aspects of our daily lives. People tend to be very much in favour of those things toward which they have a positive attitude and are very much against those things toward which they have a negative attitude. According to Jones, et al (2000) two of the most important attitudes in this context are job satisfaction and organizational commitment.

Job Satisfaction and Morale

Different scholars view job satisfaction from numerous perspectives. Robbins (1986) refers to job satisfaction as an individual's general attitudes towards the job. Job satisfaction is considered to be a function of the perceived relationship between what one wants from one's job and what one perceives it is offering. (Locke, 1984) defines it as 'the degree of "fit" between what an organization requires of its employees and what the employees are seeking from the firm'. People with high level of job satisfaction hold positive attitudes towards the job – like their jobs, feel that they are being fairly treated and believe that their jobs have many desirable features or characteristics such as interesting work, good pay and job security, autonomy or nice co-workers (Jones et al, 2000). Robbins (1986) identifies mentally

challenging work, equitable rewards, supportive working conditions and supportive colleagues as dependent variables that enhance satisfaction and influence high morale.

Mendel (1987) conducted an investigation of the factors that influence teacher morale and satisfaction with work conditions. Using the Perdue Teacher Opinionaire as the instrument of the study, he looked at teachers' level of morale and the type of work site conditions which most affect teacher morale. The results showed no significant differences in worksite satisfaction and morale for teachers varying in age, years of teaching experiences and amount of college training. Significantly, the single item on the questionnaire measuring morale correlated highly with the Perdue Teacher Opinionaire overall satisfaction score. The study concluded that teacher morale is a construct related to teacher satisfaction. It also indicated that teacher morale is a different psychological construct from teacher satisfaction. This confirms the view that there is a close relationship between teacher satisfaction and teacher morale but the two are different concepts.

According to Macmillan (1999), teachers who are satisfied with their jobs have a high degree of professional competence, they feel qualified in terms of their knowledge of subject matter and their teaching skills, and they feel secure about classroom management. He further notes that teachers have more job satisfaction and higher morale in schools where the atmosphere is open and collegial while teachers tend to have less job satisfaction and lower morale in schools where the atmosphere is tense and where teachers feel isolated.

Organizational commitment and morale

Organizational commitment is another important attitudinal variable which contributes to a healthy organizational climate, high morale and motivation. It fosters the commitment of members of staff to the organization and the extent of their commitment will have a major influence on the level of work performance. Mullins (1999) defines commitment in terms of the relative strength of the employee's identification with, and involvement in, a particular organization. Mowday et al (1985) also see commitment as the individual's feelings of identification with, and dedication to the organization. To them, commitment and involvement are closely related to employee attitudes that influence behaviours such as turnover, tardiness and absenteeism. Involvement, on the other hand, refers to a person's willingness as an organizational citizen to go beyond the standard demands of the job and is less likely to quit. According to Jones et al (2000) employees who are committed to their organization believe in what their organization is doing, are proud of what the organization stands for, and feel a high degree of loyalty towards the organization. They further state that committed employees are more likely to go above and beyond the call of duty to help their company and are less likely to quit.

Motivation

Motivation is very vital to all organizations '… because it determines   performance' (Moorhead & Griffin, 1986 p 126). To them, motivation is the set of forces that cause people to behave in certain way. Robbins (1986) on his part stipulates that motivation is the willingness to exert high levels of effort toward organizational goals on condition that those efforts can satisfy some individual or personal needs. Thus motivation boosts morale and an employee's productivity. From the manager's point of view, the objective is to behave in ways that are in the organization's interest. This means getting people to perform at high levels by making them work hard, come to work regularly and make positive contribution to

the organization's mission (Moorhead & Griffin, 1986). A highly motivated person will work hard towards achieving performance goals, especially if the person has adequate ability and understanding of the job.

Many theories of motivation exist that managers can use to improve their understanding of why people behave as they do and how best to motivate staff so that they work willingly and effectively to achieve the goals and objectives of the organization.

Theories of Motivation
A great deal of work has been done on content theories of motivation. So this review will discuss only one content theory – Herzberg's motivation- hygiene, and two process theories-equity and reinforcement, and how they influence attitude to work.

Herzberg's theory and attitude to work
Among the content theory of motivation is Herzberg's (1959) two factor theory. This was designed to discover the importance of attitudes towards work and experiences, reported by workers. Herzberg et al, (1959) interviewed two hundred and three accountants and engineers and discovered that the needs of people appeared to fall into two separate categories. The first the researchers called the hygiene factors. They deal with matters such as pay, level and quality of supervision, working conditions, company policy and administration and interpersonal relations. Herzberg and his colleagues found that dissatisfaction with any of these factors would cause a person to work less effectively. Satisfaction with them did not necessarily lead to improved performance of a sustained kind. A good hygienic environment can prevent job dissatisfaction but cannot create true job satisfaction or happiness. The effects of the hygiene factors are short-lived and Herzberg and colleagues attribute this to the fact that hygiene is external to the worker and therefore needs reinforcement.

The second category they called "Motivators" are concerned with the job content or the work itself, personal growth and advancement, nature of work, responsibility, and sense of achievement, and could be obtained from its performance and the recognition given for its accomplishment. The strength of these factors will affect feelings of satisfaction, but not dissatisfaction. They are the variables that actually motivate people. The theory indicates that a worker must have a job with a challenging content in order to be truly motivated.

Reinforcement Theory and Attitude to Work
The first process theory of motivation reviewed is the reinforcement theory. This theory is a behavioural approach which argues that reinforcement conditions behaviour. Edward Thorndike formulated the theory in 1911 and sees behaviour as environmentally caused. It is based on the application of extrinsic rewards like pay, benefits, praise or recognition to behaviour when a person performs well. This theory ignores intrinsic motivation and posits that what control behaviour are reinforcers. When these immediately follow a response, they increase the probability that the behaviour will be repeated.However, Deci (1971) contends that extrinsic rewards can reduce the motivation of employees who have a high intrinsic motivation. Such employees perform because of a self-administered motivation or a drive to perform that result from a person's internalized values and beliefs that the task is rewarding in itself. According to his argument, if a person receives extrinsic rewards for performing intrinsically motivating task then his/her task motivation will reduce.

Equity Theory and Attitude to Work

Another process theory of motivation is the equity theory. This explains the motives behind certain employee perceptions about performance and rewards. Equity theory is applied to the work situation and is usually associated with the work of Adams (1965). According to the theory, people are motivated to maintain "fair relationships with others and to rectify unfair relationship by making them fair" (Baron, 1983). A fundamental premise is that individuals want their efforts and achievements to be judged fairly relative to others. Employees make comparisons of what they put into a job – effort, time, talent, extra commitment and so forth (their job inputs) and what they get from the job situation – pay, recognition, security, satisfaction, punishments, and so forth (their job outcomes) relative to those of relevant others.

Workers would feel underpayment inequity when they perceive they get less from the job than others doing a similar job. Dunnette & Hough (1990), in their research findings point out that employees who believe they are underpaid relative to others reduce the quality of their work and show a negative attitude to work. Where the inequity is as a result of overpayment not proportionate with inputs relative to other individuals, a person or an employee may feel dissatisfaction and will do something to bring the situation into a state of equity. The presence of inequity in whatever form, will motivate the employee to remove or reduce the tension.

Mullins (1999) states that the solution to the problem of inequity lies on the doorstep of managers. Thus managers can reduce or remove tension and perceived inequality among staff by influencing certain types of behaviour. They can attempt to change a person's inputs or encourage a different object of comparison. More importantly, mangers have a direct course of action – they can increase pay, improve working conditions and instigate a person to leave the field through transfer, resignation, or dismissal as an extreme measure.

"**Other Factors That Affect Morale**"

Factors that affect worker morale and have been found to have relevance for the classroom teacher include leadership, group cohesiveness, student behaviour, recognition, working conditions and reward systems.

Leadership

Cole (2002) defines leadership as a dynamic process at work in a group whereby one individual over a particular period of time and in a particular organizational context influences the other group members to commit themselves freely to the achievement of the group task. This implies that there is no one best way of leadership and that leaders' need to be able to exercise a range of behaviours to maintain their role effectively. It also implies that leadership is not necessarily confined to one person but may be shared between members of a group. The assumption underlying the study of leadership is that leaders affect organizational performance and attitude to work. Leaders through their actions and personal influence, bring about change. DuBrin (1995) points out that a psychoanalyst Michael Maccoby conducted in-depth interview with business executives over fifteen years back and concluded that organizations required a higher level of leadership than ever before to survive and prosper. Among the challenges Maccoby saw confronting organisation were changing worker attitudes, increasing competition, and changing governmental regulations.

In an organisation the leader is the essential element to a business's success or failure because he creates a vision and displays the steps of the vision clearly so that employees may know exactly how they will accomplish the vision. Another essential element in an institutions success or failure is the emotional morale of staff. This is important because it affects attitude to work and performance of institutions. If the morale of workers is low, then productivity will be low and vice versa. Mullins (1999) notes that leadership is related to motivation, interpersonal behaviour and the process of communication and that leadership is important in attempting to reduce employee dissatisfaction. He further states that good leadership also involves the effective process of delegation. Reece and Brandt (1999) add that effective leadership is shaped with common sense, respect for each worker, good listening skills and helping people to learn to work together rather than just for themselves. Other characteristics include giving clear instructions and keeping workers informed as to what is going on in the company. A good leader must be interested in the welfare of the workers, and be democratic. Mullins (1999) notes that the leadership relationship is not limited to leader behaviour resulting in subordinate behaviour; rather it is a dynamic process and that the leader-follower relationship is reciprocal and effective leadership is a two-way process which influences both individual and organisational performance. According to Mullins (1999) good leadership helps to develop teamwork and the integration of individual and group goals. It aids intrinsic motivation by emphasizing the importance of the work that people do.

Teacher relationship/ Cohesiveness

Cohesiveness is another factor that can contribute to the promotion of morale, according to the literature. To Cook & Hunsaker (2001) cohesiveness is the degree of attractiveness of a group to its members and the closeness of the interpersonal bonds among group members. This means that when members like one another and the group itself, the group is cohesive. Mullins (1999) also states that a cohesive group might result in greater interaction among members, mutual help and social satisfaction, lower turnover and absenteeism, and often higher production. Co-operation among members is likely to be greater in a united, cohesive group. For Mullins, membership of a cohesive group can be a rewarding experience for the individual, can contribute to the promotion of morale, and aid the release of creative energy. He further states that members of a high morale group are likely to think of themselves as a group and work together effectively. Hellriegel et al (2001) mention that managers, team leaders, or work team members cannot dictate cohesiveness. If there is no cordial relationship between administration and staff and also among staff members, one might be tempted to leave the job. Goodlad (1984) has shown that interaction and communication among teachers and between teachers and supervisors are important because these provide teachers with critical information needed to perform their job and contributes to high teacher morale. Therefore, if there is no interaction among teachers and between teachers and supervisors, job dissatisfaction and negative attitude towards work are expected to be the result.

Student behaviour

Teachers' perceptions of students and student learning can also affect their morale. According to Stenlund (1995) in a cross-cultural study of teacher enthusiasm and discouragement that included teachers from U.S.A and six other nations, teachers clearly identified students as the primary and central factor that has an impact on both their professional enthusiasm and discouragement.Teachers would like to have well behaved

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students in the classrooms so as to have fewer problems with discipline. For effective teaching and learning to take place the atmosphere in the classroom should be peaceful. Good discipline allows students to do their best in the school and also leads to the effective achievement of the goals of the school and the community (Barton et al, 1998). If the students are not disciplined teachers are likely to be dissatisfied and this will affect their level of morale and probably their output. Therefore, when environmental factors such as extremely large class size, students learning problems and indiscipline are absent, teachers' career dissatisfaction may reduce (Conley et al, 1989).

Status/recognition
Status refers to the relative position or rank in a social system determined by social values. According to McClelland and Varma (1996), status has to do with a need to be accurately identified by the wider public – from the government recognizing teachers, or from one's superiors or the parents. They add that appreciation is an extension of recognizing and may mean gratitude and acknowledgement. McClelland and Varma also affirm that recognition is needed by teachers in the public domain, just as it is by anyone else working for others. It may be positive or negative. Recognition need not be carried out to a financial conclusion, although that ought logically to follow. In most cases words of appreciation or the giving of further responsibility to an employee has a stimulating and encouraging effect (Ansah, 2004).

Supportive Working Conditions/School Facilities
This is another factor that affects morale according to empirical evidence. It generally refers to the environment and facilities available for work. In teaching one would consider the size of the classroom and the number of students in a class, room temperature, ventilation, tools and equipment and available materials to make teaching and learning effective. The place and conditions in which employees work can aid or weaken employees' performance to a high degree. Unpleasant conditions in the extreme affect morale and retention of employees. According to Robbins (1986) employees are concerned with their work environment for both personal comfort and facilitating a good job and that most employees prefer working in clean environment, and with relatively modern facilities, adequate tools and equipment.

Reward System and Conditions of service
Reward systems may be monetary and non-monetary such as pay, bonuses, fringe benefits, promotions and similar incentives. Reece and Brandt (1999) state that remuneration must be fair and relate to output, must be adequate and attractive, and should as far as possible satisfy both employee and employer. Where people doing the same type of work requiring equal amount of skill, effort, responsibility and working conditions are paid different pay rates without justification, workers tend to leave the organization (Mullins, 1999). Bame (1991) adds that salary and other conditions of service have the potential effect of either driving teachers away from teaching into alternative employment or of retaining them in the teaching service.

Morale and Achievement
Studies also show that improvement in teacher morale has benefits for students as well. Miller (1981 p 483) notes that 'teacher morale can have a positive effect on pupil attitudes and learning'. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning. Ellenberg (1972) found that where morale was high, schools

showed an increase in student achievement. Conversely, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students" (Mendel citing Holt, 1980).

Measuring Teacher Morale
The Perdue Teacher Opinionaire
Stedt and Fraser (1984) cited in Bedford (1996) observes that while there have been consistent problems in defining morale, there, have also been several attempts to develop instruments to measure it. One of such attempts came out with the Perdue Teacher Opinionaire (PTO) developed by Bentley and Rempel in 1961 and consists of 100 items that ask teachers to make qualitative judgments about their teaching environment. The 100 items are divided into 10 factors that measure the multidimensional nature of morale: Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures.

One criticism that has been leveled against the PTO is that it does little to suggest ways of improving morale even though it provides principals and other administrators with information about staff morale.

Improving Teacher Morale
Petrick and Manning cited in Mullins (1999) suggest that before managers can start to improve morale they should review four main areas in which to develop the best possible attitudes in their staff.

1. A sense of importance in their job. For them staff should have a feeling of meaning in the job, challenging and reasonably demanding assignments, and a sense of job accomplishment based on competent performance.
2. Teamwork among the staff. They again stated that there should be a sense of group pride and self-esteem, a high level of human interactions and good relations with co-workers, team effort and the support of other staff including supervisors and top management.
3. Management care about staff welfare. According to them staff should receive just rewards for their contribution and fair treatment for their efforts. Also management should show concern for staff welfare, and attempt to create a feeling of mutual trust and respect with staff.
4. **Economic rewards fair and individualized.** Here Petrick and Manning stressed that attention should be given to payment of sufficient wages and the fair distribution of wages and that if fringe benefits are added management should attempt to meet individual needs and preferences. Again there should be opportunities for job advancement including promotion and cross-job postings.

In the school sector Maehr et al (1993) states that administrators can help sustain teacher morale when teachers are treated in a way that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise. Blasé and Kirby (1992) also states that principals can strengthen teacher morale by actively standing behind teachers, that is assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy.

METHODOLOGY

The study was purely exploratory and conducted using a survey design method. In essence, this study was done to establish and help a better understanding of the problem since very few studies have been conducted in the country regarding the phenomenon of teacher morale. The population for the study comprised all teachers in public senior secondary schools in the Cape Coast Municipality. At the time of the study the total number of teachers was 513. Only classroom teachers, both professional and non-professional, university graduates and non-university graduates who had been at post for one year or more formed the population for the study. Purposive sampling was initially used to select five senior secondary schools to be included in the study and random sampling method was used to obtain teachers from the sampled schools. The instrument used to collect data for the study was developed from Smith's (1987) Staff Morale Questionnaire and Bentley & Rempel's (1980) Purdue Teacher Opinionaire. The selected questionnaire was used to measure the morale of senior secondary school teachers in the Cape Coast municipality and the attitude questionnaire was used to measure the attitude of teachers to work.

The instrument used a Likert-type scale to collect and measure each variable of the research because it was said to be the most simple but efficient procedure for measurement (Borg & Gall, 1989). With the Likert scale, respondents are requested to indicate their degree of satisfaction or agreement to questions asked that is, whether they strongly agree (SA), agree (A), disagree (D), strongly disagree (SD) or are undecided (U), or whether they are very satisfied (VS), satisfied (S), not satisfied (NS), not at all satisfied (NAAS) or are undecided (U) with each statement as an indication of the degree of their beliefs or feelings about a given statement or object. The research used both primary and secondary data. Primary data were obtained from teachers and students through the use of the questionnaires. The structure of questions followed the parameters of the objectives. The secondary data consisted of official statistics on the selected schools obtained from the statistics unit of the Ghana Education Service in the Central Region. After, the data obtained were edited, coded and entered into the computer; the researcher used percentages, arithmetic means and standard deviations, regression and independent t-test generated from Statistical Product and Service Solutions formally Statistical Package for Social Sciences (SPSS) to analyse the data.

RESULTS AND DISCUSSIONS

Teacher relationships with other teachers and students
Nine items comprise the subtest of relationship among teachers. The scores in Table 13 indicate that the means ranged from 2.70 with regard to teacher relationship with supervisor to as high as 3.43 concerning relationship among teachers themselves.

Table 13: Descriptive Statistics for Teacher Relationships with other teachers and students

Statement	Number	Mean	Std deviation
Teachers in this school have cordial relationship with head	100	2.99	.9481
Teachers in this school have cordial relationship among themselves	100	3.43	.6073
Teachers socialize together in small, select groups	100	3.27	.6795
Teachers have fun socializing together during school time	100	3.35	.7300
Teachers relate well with students	100	3.25	.8211
Teachers have good relationship with supervisors	100	2.70	1.0000
Teachers in this school act as a unified staff	100	3.28	.8537
Teachers' closest friends are other staff members at this school.	100	3.24	.7801
I would rather work with my present colleagues than any other group of teachers.	100	3.27	.5835

Source: Field Survey, 2006

In comparing individual item mean scores across all the schools, one common characteristic of teachers emerges. They have higher relationship among themselves and with students than their heads and supervisors. The difference of the mean score among students, heads and supervisors could be explained that teachers interact more with students than with their heads and supervisors and this has influence on morale of teachers because in the opinion of Petrick and Maning cited in Mullins (1999), a high level of human interactions and good relations with co-workers improve morale.

Teacher salary and conditions of service
Teachers' salaries since the colonial days have been thought of to be generally low. This is shown by the responses given regarding eight items measuring the subtest of Teacher salary and conditions of service.

Table 14: Descriptive statistics for Teacher salary and conditions of service

Statement	Number	Mean	Std deviation
My present salary	100	1.57	.6073
My salary compared to salaries of other profession	100	1.78	.7328
The rate at which my salary is increased	100	1.79	.6243
Pay structure of GES	100	2.52	1.0962
Rate of my promotion	100	2.53	.9261
Frequency of in-service training	100	1.84	.5265
Daily preparation of lesson notes	100	2.69	1.0020
The class size in relation to teaching and learning materials	100	2.91	1.0645

Source: Field Survey, 2006

The figures in Table 14 show that generally no particular teacher distinguished him/herself to say that he/she is satisfied with the present salary of teachers. On the whole, the mean scores in Table 14 ranged from as low as 1.57 with regard to present salary of teachers to 2.91 concerning class size in relations to teaching and learning indicating that the schools have moderate learning materials in relation to the class size.Patrick and Manning cited in Mullins (1999) also suggest that before managers can start to improve morale, attention should be given to payment of sufficient wages and the fair distribution of wages. Apart from salary related items, frequency of in-service training also received low score of 1.84 depicting that in-service training is rarely organised for teachers.

Teacher Recognition/Teacher status

Recognition is among the factors which Herzberg (1959) identified to be morale boosting or morale lowering. High status 'is thought by many (but freely admitted by few) to be one of the finest of earthly goods' (de Botton 2004, p3). Six items form the subtest of teacher recognition. Table 15 shows that societal attitude towards teaching is the item that received low mean score of 1.87 while recognition given by their students had the highest score of 2.71. The scores indicate that teachers feel they are not recognized enough and therefore remedial actions are necessary.

Table 15: Descriptive statistics for Teacher Status/Recognition

Statement	Number	Mean	Std deviation
Professional status of the teacher compared to other workers	100	1.95	.7961
Recognition given by parent	100	1.99	.9265
Societal attitude towards teachers	100	1.87	.6301
Recognition given me by my students	100	2.71	.8910
Recognition of my efforts by policy makers of GES	100	2.34	.6231
The prestige and respect that is given to the teaching profession	100	2.69	1.1432

Source: Field Survey, 2006

School facilities
Table 16: Descriptive Statistics for School Facilities

Statement	Number	Mean	Std. Deviation
Teachers are provided with teaching facilities that are appropriate to the programme of the school	100	2.18	1.0672
The school concerns itself very much with providing accommodation for its teachers	100	3.18	.9988
Teachers happily patronize school meals	100	1.86	1.1372
The school fares quite well in the provision of utilities	100	3.31	1.2202
There is easy access to social/financial help for tutors who are in need.	100	1.68	.8863
Wards of teachers enjoy special packages to enter The school	100	1.76	.9653
While in the school, tutors' wards enjoy some concession in terms of scholarship	100	2.71	.9775
Accommodation expenses for teachers are fully borne by the school	100	2.61	.7371
Teachers who live out of campus are provided with regular transport to and from school.	100	2.57	.8072

Source: Field Survey, 2006

Among the independent variables that Robbins (1986) identified to enhance satisfaction include supportive working conditions. In view of this nine items were formulated to be the subtest of school facilities. The score ranges from as high as 3.31 with regards to the provision of utilities by school authorities to as low as 1.68 concerning access to financial help for teachers. As far as provision of utilities and accommodation for teachers are concerned, the moderately high score indicate that the schools are somehow keen in

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providing it and teachers perceive it as one way by which the institutions express their concern or otherwise for their personal welfare. Although access to financial help by teachers and special packages for wards of teachers to enter the schools is not directly related to school facilities, teachers perceive it as one way by which the institutions express concerned or else for their welfare. All the schools of study showed a low mean score implying that the institutions can do very little concerning financial help for their teachers. Table 16 presents the individual mean scores obtained.

The leadership style of heads of schools
The ability of Heads of schools to create positive school climate and culture can affect teacher morale. Adams (1992) points out that, principals who control many of the contingencies in the work environment are the source of much reinforcement for teaching behaviour, and are the key to improving the morale and self-esteem of teachers.

Table 17: Descriptive Statistics for Leadership behaviour

Statement	Number	Mean	Std. Deviation
Duties delegated to teachers are clearly and explicitly defined.	100	2.61	.8750
Teachers are kept well informed about what is happening in the school	100	1.93	.8319
The head encourages teachers to participate in formulating major school policies.	100	1.71	.7951
The head takes considerable interest in the welfare of teachers.	100	1.72	.8537
The head communicates official information to staff	100	3.17	1.0353
The head is autocratic	100	2.63	.9391
The head compliments teachers.	100	2.85	.6723
Teacher-head meetings are dominated by the head.	100	2.50	.9045
The head closely checks teachers' activities.	100	2.22	.9596
The head set example by working hard him/herself	100	2.74	1.1426

Source: Field Survey, 2006

The scores as depicted by Table 17 range from as high as 3.17 with regard to official information communicated to teachers to as low as 1.71 concerning teachers participation in formulation of major school policies. The low score confirms Hoy and Miskel (1987) statement that when teachers are denied a strong voice in decisions in their schools, there can be widespread teacher dissatisfaction. The item that had the highest mean score of 3.17 indicates that the heads are swift in getting their teachers informed about official matters. This confirms their awareness that communication between heads and their teachers is very

important because it provides teachers with the critical information and instructions needed to perform their jobs (Conley et al 1988; Goodlad, 1984). Generally the heads are hard working leaders who moderately practice exemplary leadership and had a score of 2.74. As regards the indicators autocracy and dominance, the mean scores (2.63) and (2.50) respectively mean that heads in the selected schools are by some means autocratic and dominate discussions that they hold with teachers.

Students' behaviour
Under students' behaviour, four items were formulated to measure that factor. Clearly, the score obtained for students academic performance shows that good discipline and behaviour allow students to do their best and also lead to the effective achievement of the goals of the school and the community at large as stated in the literature.

Table 18: Descriptive Statistics for Students behaviour

Statement	Number	Mean	Std. Deviation
Student unrest in this school is minimal	100	3.06	0.8741
Students are trusted to work together without staff supervision	100	2.81	1.0120
Students are disciplined	100	3.25	0.9783
Academic performance of students is good	100	3.28	1.0644

Source: Field Survey, 2006

Table 18 presents the individual mean scores obtained. Students working together without staff supervision had the lowest mean score of 2.81 and academic performance was ranked the highest with a score of 3.28. Specifically there is the need for students to learn to do independent work without strict staff supervision. On the whole all the four items formulated to measure students' behaviour ranked moderate indicating that the schools are satisfied with the behaviour of students. Hoy and Miskel (1987) state that when a healthy school climate exists and teacher morale is high, teachers feel good about each other and feel a sense of accomplishment from their jobs.

Satisfaction with teaching
According to Macmillan (1999), teachers who are satisfied with their jobs have a high degree of professional competence, they feel qualified in terms of their knowledge of subject matter and their teaching skills, and they feel secure about classroom management.

Table 19: Descriptive Statistics for Satisfaction with teaching

Statement	Number	Mean	Std. Deviation
How satisfied are you with time devoted to your teaching work	100	3.59	.7926
How satisfied are you with extra-curricular activities you carry on in your school.	100	3.29	.9022
How satisfied are you with your actual classroom	100	3.76	.7670

management?			
How satisfied are you with your knowledge of the subject matter and ability to teach?	100	3.99	.5411
How satisfied are you in helping students to overcome disciplinary or learning problems?	100	3.36	.9377
How satisfied are you with the level of the classes you teach to your qualification and skills?	100	4.14	.6670
How satisfied are you with your present teaching position?	100	3.55	.7703
How satisfied are you with your present teaching position?	100	3.55	.7703
How satisfied are you with the teaching facilities appropriate to the program of the school?	100	3.58	.8187

Source: Field Survey, 2006

Under the subtest of satisfaction with teaching, eight items were formulated to measure it. All the indicators had mean scores above 3.00. The means ranged from 3.29 with regard to extra-curricular activities carried out by teachers to as high as 4.14 with teachers' qualification, skills, and the level of classes. Teachers' knowledge of subject matter and ability to teach also had a mean score of 3.99. Table 19 shows the summary of the measure.

Table 21: Summary of regression analysis of morale factors and attitude of teachers to work

Factor	Standardized Coefficients Beta	T	Sig.
(Constant)		8.862	.000
Total Teacher Relationship	-.075	-.823	.413
Total Salary and condition of service	-.019	-.207	.836
Total Recognition /Teacher status	-.284	-3.148	.002*
Total School Facilities	.068	.709	.480
Total leadership style	-.106	-1.147	.254
Total students behavior	.375	3.688	.000*
Total satisfaction with teaching	.112	1.173	.244

Dependent Variable: Total Attitude of Teachers

$R = .51 \ (R^2 = .26)$
Source: Field Survey, 2006

The beta value that is largest makes the strongest unique contribution to explaining teachers' attitude to work when the variance explained by all other variables in the study is controlled for. The beta value for total student behaviour is the largest with the number .375 followed by total teacher status with the number .284 indicating that the other factors make less of a contribution. When the variables are checked in the column marked "Sig" (significant), it becomes clear that total teacher status and total students behaviour are the factors making a significant unique contribution to the prediction of teachers' attitude to work with values .000 which means that P<005. It can therefore be concluded that the other factors having value greater than .05 are not making significant unique contribution to the prediction of teachers' attitude to work. This may be due to overlap with other independent variables in the factors.

The R^2 depicts how much of the variance in teachers' attitude to work is explained by the factors of morale. In this case the percentage of variance explained is (26%) meaning the factors of morale explain 26% of the variance in teachers' attitude towards work. This indicates that there are a lot of factors that has not been covered by the researcher. Table 21 present the summary.

The third research question is about whether there is significant difference between morale of teachers in single sex and co-educational institution. This research question was answered using the independent sample t-test. The significant level was set at .05 for the whole questionnaire. The independent sample t-test mean comparison of teacher morale in single sex and co-educational schools is presented in Table 22.

From Table 22 the mean score for school facilities, student behaviour and satisfaction with teaching in the single sex schools is far more than the co-educational schools. For example, in Table 22 the total mean score for school facilities in the single sex schools is 23.77 as against 19.85 in the co-educational schools; 13.60 in single sex school on students behaviour as against 11.34 in co-educational schools and in satisfaction with teaching the mean score of single sex schools is 30.51 as against 28.15 in the co-educational schools. The results indicate significant differences in single sex and co-educational schools regarding school facilities, students' behaviour and satisfaction with teaching at .05 level of significance. The mean scores of the rest of the factors are not statistically significant with the P-value above .05 level of significance.

Table 22: Comparison of morale of teachers in single and co-educational schools

Factor	School	N	Mean	Std Deviation	T	df	P
Teacher Relationship	Co-educational	53	28.66	3.26	.396	98	.693
	Single sex	47	28.91	3.15	-.397	97	.692
Salary and Conditions of Service	Co-educational	53	17.19	2.37	1.886	98	.062
	Single sex	47	18.13	2.61	1.875	93	.064
Teacher Status	Co-educational	53	13.57	2.19	.082	98	.935
	Single sex	47	13.53	1.95	.082	98	.935
School Facilities	Co-educational	53	19.85	3.28	6.074	98	.000*
	Single sex	47	23.77	3.14	6.090	97	.000
Leadership Behaviour	Co-educational	53	22.68	3.39	1.510	98	.134
	Single sex	47	23.64	2.89	1.525	98	.131
Student Behaviour	Co-educational	53	11.34	1.98	5.431	98	.000*
	Single sex	43	13.60	2.17	5.401	94	.000
Satisfaction with teaching	Co-educational	53	28.15	2.84	4.806	98	.000*
	Single sex	47	30.51	1.92	4.915	92	.000

* Significant at the .05 level   Source: Field Survey, 2006

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The main findings are that teachers have higher relationship among themselves and with students than the head and supervisors, teacher salary and items relating to it received a very low mean score of 1.54 indicating that it is a major reason for the poor morale of teachers. Also, frequency of in-service training received low score of 1.84 indicating that it is rarely organized. The class size in relation to teaching and learning material also received the highest mean score of 2.94 indicating that the schools have moderate learning materials in relation to the class size. Again, teacher recognition received low score with regard to societal attitude towards teaching and professional status of teachers compare to other professions. Moreover, the study revealed that the schools do well in the provision of utilities and accommodation with a score of 3.31 and 3.18 respectively. However provision of transportation to and from school shows a moderately low score of 2.57 indicating that transport provision is not very regular. Heads are swift in getting their teachers informed about official matters. However, they do not appreciably encourage teachers to participate in formulating major school policies and are somehow autocratic and dominate discussions at meetings. Finally, it was revealed from the study that, teacher status and student behaviour made significant unique contribution towards teachers' attitude to work.

Conclusions

Conclusion can therefore be drawn from the study that, as regards factors that influence teacher morale, no particular school distinguished itself to say that it is satisfied with the present salary of teachers. Teacher salary and conditions of service is the factor that received very low total mean score depicting that it is a major 'status' factor which have not kept pace with salaries of other professions. It is therefore unsatisfactory and gives a serious concern requiring remedial action to boost up morale of teachers. Interestingly, all the five schools indicated that satisfaction with teaching was the factor that best predicted teacher morale.

Recommendations for Improvement of practice

In the light of the findings and conclusions, the following recommendations are made to improve teacher morale and attitude of teachers to work.

1. There should a package of incentives and better conditions of service for the teacher. The package of incentives should embrace staff housing schemes and adequate facilities for acquiring personal transport.
2. Seminars, workshops and in-service training programmes should be organized regularly by schools and District Directorates of Education for teachers to keep them abreast with current trend of education.
3. Because teacher salary has the largest effect on lowering morale, the schools should consider internally generated funds to supplement to teacher salaries.
4. Teachers should work towards improving the status of the profession by being proud advocates for teaching as a career and mentoring new career teachers.

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