

Research Article

SCALE DEVELOPMENT AND INVESTIGATION OF FILIPINO TEACHERS' MORALE

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Abstract

This descriptive developmental research examined the factors of teacher morale of elementary teachers in Batangas, Philippines. A validated instrument was developed by the researchers, with population samples of 243 initial participants, followed by 724 teachers who responded accurately to the Teacher Morale Scale. The study used statistical treatments, such as factorial analysis, internal consistency, descriptive estimates, and stanine scores. Specifically, findings show that there are three factors affecting teacher morale and they are identification, belongingness, and rationality. Using the factors as bases, 51 out of 60 initial items of the scale are deemed valid and reliable indicators of Teacher Morale as revealed in the validation results. When used, it further unveils that most of the participants have an average level of teacher morale. Organizational education leaders and managers such as directors, superintendents, supervisors, principals and other school heads may use the scale to describe the teacher morale profile of their teachers and enable them to consider the results of assessment in organizational development policy development and implementation in the academe.

Keywords: Belongingness, Identification, Instrument Development, Rationality, Scale, Teacher Morale

Introduction

The teaching profession is still a highly respected career in the world (Ozimek, 2014). Teachers remain models who are consciously imitated by many. According to Panda and Mohanty (as cited in Kaditong et al., 2017), they are the pivots of any education systems. They are seen as the strength of a nation. Moreover, in the practice of their profession, they develop performance style characteristics as they relate to the world, perceptually as well as cognitively. Therefore, the same as other individuals, teachers are likely to act in a way that maximizes the use of their aptitudes. Similarly, teachers' positive

attitude towards teaching and their high aspiration level determine their positive perception of their environment. In other words, their work aptitude and attitude are intertwined in achieving optimal performance and success in the academe. In fact, it is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003).

According to Flores (2017), today, teachers are asked to accomplish a lot of tasks compared before. Expectations from them seem to expand exponentially. Teachers are not only expected to teach specific content for high-stake testing and to mentor students in the love of learning; however, they must also function as frontline social workers.

As opined by Valencia (2011) morale affects the individual and organization objectives. It speaks of teachers' mental attitudes that make them perform their work enthusiastically and willingly or poorly and reluctantly. Likewise, Flores (2017) claims that it is undeniably evident that teacher's morale is recognized by school administrators as one of the key ingredients in the development of successful educational organization. Positive school climate creates an effective educational environment in which teachers and students feel good about teaching and learning and they cooperate to foster caring attitude. If the school environment is healthy and the teacher morale is high, not only do the teachers feel good about themselves and others but they also possess a sense of accomplishment from their jobs.

Teacher morale as a concept is very broad and there are multiple factors that precipitate it. Based on the preceding definitions, its concepts are more than whether teachers are happy in working because there are many other elements that are often associated with it.

Canaya (2008) affirms that to keep teachers' morale high, the school principal should listen to their voice when making decisions in schools. Teachers expect that they will be asked to participate in decision making to make them feel that they are important. In fact, through this, their morale increases. In fact, Hearn (2013) succinctly explains that morale is affected by many factors, such as student behavior, emotional needs, low pay, school environment, and demands on time, demanding curriculum issues, pressures of state testing, lack of parent support, and lack of support from school administration.

In the Philippines, a large amount of issues and challenges faced by teachers has taken a toll on their self-efficacy and morale, leading to low teacher effectiveness and low commitment (Orlina, 2013). Hence, much attention should be given to explore how these variables especially teacher morale can contribute to the effectiveness of teachers through the use of professional development programs.

Brion (2015) narrated that beginning with early morale research during World War I, the definition of the term gradually shifted. By 1973, the term morale was altogether removed from the Index of

Psychological Abstracts. Though teacher morale studies provided a variety of definitions for term, the research could still be misleading. While the study may be claiming to evaluate morale, it may be investigating separate concept depending on the definition presented by the researchers.

Researchers in the Philippines used to adapt instruments developed and validated beyond the country's setting. One of which was the Purdue Teacher Opinionnaire (PTO) of Rempel and Bentley (1970) used by Piros (1993) in her study entitled *School Climate, Teachers Morale and Organizational Commitment as Indicators of Performance in San Juan District*. Same instrument was used by Uri (1994) in her study conducted in the Division of Batangas entitled *Determinants of the Morale and Performance of Home Economics and Livelihood Education Teachers*. Moreover, revised PTO was utilized by Balasa (2004) in her study entitled *Teachers' Morale and Organizational Commitment as Indicators of Performance* and Nicodemus (2011) in his study entitled *Induction Program, Performance and Morale of Teachers in Selected Schools in the Department of Education (DepEd), Cavite City*. Orlina (2013) also used PTO as one of her adapted instruments in describing teachers' self-efficacy, morale, and effectiveness. Brion (2015) states that while PTO is one of the most widely used instruments due to the overall snapshot of building morale it identifies. It still provides limited ways for employees to begin corrective action for low building morale.

While many works have been done in the field of morale, few investigations have decreased the division among researchers on the theories extrapolating concepts. However, this does not limit the need to evaluate morale. Getzels and Guba (1957) suggest that administrators need to integrate the demands of the institution and the demands of the staff members in a way that is at once organizationally productive and individually fulfilling. According to Brion (2015), the task of administrator is much harder without a valid tool since perceptions of building morale may differ between teacher and principal.

The purpose of the study is to develop and validate an instrument which measures Teacher Morale. Specifically, the study is intended to:

1. construct items to measure teacher morale based on its identified three components.
2. establish the validity and reliability of the developed scale.
3. describe the morale of selected elementary school teachers using the developed scale.

Literature Review

According to Brion (2015), job satisfaction, a term which on its own has cost researchers countless hours of investigation, must be examined as part of any study of morale as well. Ho and Au (2006) determine job satisfaction as a kind of subjective well-being. According Vitales (as cited by Brion, 2015), since then, many researchers have used the terms job satisfaction and morale interchangeably. For example, in the study conducted by Rowland (2008), he defines teacher morale as the numerical representation of the teachers' job satisfaction. Similarly, Evans (2007) describes morale as the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction. Klassen et al. (2012) confirm this concept in their study in which they define morale as a state of satisfaction.

It is possible to make a distinction between morale and job satisfaction. However, Blocker and Richardson (1993) discuss the similarities between the terms and states that any division of studies into these two categories is bound to be arbitrary and to contain a considerable amount of overlapping. Hardy (2009) contends that there is a difference between job satisfaction and morale. He suggests that morale is a continuation of a person's attitude. This attitude contributes to job satisfaction and this satisfaction leads to morale. In other words, a person is motivated by certain factors to work toward the achievement of organizational goals. If one can meet goals and personal needs, he or she will feel satisfied in his or her job. As the congruence between personal needs and organizational goals is one of the three factors affecting the non-unidirectional morale, job satisfaction and teacher morale may impact each other.

Joo et al. (2012) define motivation as the process of showing one's concentration, direction and durability for accomplishing goals. In addition, Hoys et al. (1991) describe motivation as the complex forces, drives, needs, tension states, or other mechanisms that start and maintain work-related behaviors toward the achievement of personal goals.

According to Brion (2015), since these ideas are very similar to teacher morale, some researchers unintentionally use morale and motivation synonymously. In fact, Mertler (2002) and Oliver et al. (1998) define motivation as the willingness to exert high levels of effort toward organizational goals, conditioned by the ability of these efforts to satisfy individual need. Furthermore, Hoy and Miskel (1991) characterize morale as the tendency to extend extra effort in the achievement of group goals. These are examples of some researchers who use the terms interchangeably. This type of confusion has become common place with researchers examining teacher morale.

According to Canaya (2008), over the years, researchers have tried to make connections between teacher morale and different factors, yet no elements have been conclusively identified and

agreed upon. The only similarity among researches is the conclusion that morale is a multi-dimensional concept. Brion (2015) confirms and notes that one of the few points of agreement among recent investigators of morale in other fields is that morale is multi-dimensional. Furthermore, Lyons (2017) states that morale is not one factor which can be measured; instead, it is a combination of various components, and any one of which may be focal for a particular teacher. In addition, Hoy and Miskel (1991) suggest that to obtain high morale in school, administrators must be concerned with substantial levels of agreement among bureaucratic expectations, personal needs, and organizational goals emphasizing that if one of the three areas is low, high morale cannot be achieved. Canaya (2008) opines that it is difficult for the employee to achieve high morale if he or she cannot connect between the expectations of his or her role and the overall goals of the institution or organization. Furthermore, Brion (2015) states that the belief that multiple factors contribute to teacher morale, seems to be confirmed by studies attempting to identify the relationship between one factor and morale.

Hearn (2013) opined that the impact of administration on teachers is an aspect of teacher morale examined by researchers. Leadership styles such as bureaucratic, laissez-faire, democratic, informal, and transactional can influence teacher morale both positively and negatively. Marzano (2005) believes that instructional leadership is the most successful type of leadership style mostly used by the principals. Leadership styles create a positive school climate which in turn can increase morale and job satisfaction. Salvador (2010) believes that the major factors affecting teacher morale are the attitudes, policies, procedures, understanding of individual teacher, and philosophical approach to problems of the administrator. Hearn (2013) agrees that the school principal's leadership style is the most critical factor in affecting morale and job satisfaction. Moreover, Black (2001) argues that although there are many factors which contribute to morale, the principal of the school is the one which has more significance than any other. He then emphasizes that the principals who effectively identify their school's instructional program, promote a positive climate for student learning and invite teachers to collaborate on important decisions have the greatest impact on teacher morale. Gorton et al. (2007) believe that the most important factor that influences morale and school success is the principal's ability to lead.

In a study, Rowland (2008) attempted to examine the relationship of the leadership practices of middle school principals and the morale of the teachers in these schools. Seven middle schools in a Metropolitan Atlanta school system participated in the study. The results indicated that principal leadership and teacher morale were significantly correlated and that the leadership practice of Enable Others to Act (EOA) had the strongest positive correlation to teacher morale. These results implied that a principal's daily behavior plays a vital role in the environment of the school.

Based on the studies previously mentioned, definitions of morale and satisfaction are essentially arbitrary and depend upon the purpose of the definer (Klassen et al., 2007; Evans, 2007; Rowland, 2008; Hardy, 2009; Brion, 2015). This arbitrary assignment of definitions is a precursor to the existing research divide. After a thorough review of the conflicting definitions, the teacher morale is viewed as the social psychological state of either an individual or a group toward a function or task. Based on the measurement of morale on Getzels and Guba's (1957) theory, morale is derived from a balance relationship among organizational goals, role expectations, and individual needs and motives.

Based on the literature review, though there are lots of researches on the concept related to teacher morale, there are still limited studies in the Philippines aiming for developing and validating a tool that can assess or measure teacher morale since most of them used adapted instrument from other countries like Piro (1993); Uri (1994); Balasa (2004); Nicodemus (2011) and Orlina (2013). More specifically, the research gap was affirmed by the assistant superintendent of Batangas province since there is limited study aiming for instrument development to measure teacher morale in the division. Studies previously mentioned are related to the present study since it aims to develop and validate scale to measure teacher morale, yet the gap in the literature exists regarding the triangular relationship between identification, belongingness and rationality as components of teacher morale.

Conceptual Framework

To solve mystery of the dimensions of morale, evidence can be obtained from the examination of early research. The best example that can reveal evidences is the study of Getzels and Guba (as cited by Brion, 2015) in which they examine the connection between the organization and its members. They suggest that there are two important components of the organization. First, is the institution with certain roles and expectations fulfilling the goals of the system? Second are those individuals working in the system with specific personalities and need-dispositions, whose interactions comprise? This is called as social behavior.

Furthermore, according to Getzels and Guba (1957), morale is a function of interaction of identification, belongingness and rationality. This connection is acknowledged by Hoy et al. (1991) and Brion (2015) who emphasize that the three do not work independently; instead, their congruence impacts morale and each component plays a vital role in attaining high morale. Hence, the absence of one can lead to low morale because these are intertwined.

Based on these arguments, the researchers came up with three components upon which teacher morale level depends. The triangular relationship model of the dimensions of morale as

presented by Getzels and Guba (as cited by Brion, 2015) is chosen as the basis of the different indicators of teacher morale. The succeeding paradigm shows the three interrelated components of teacher morale.

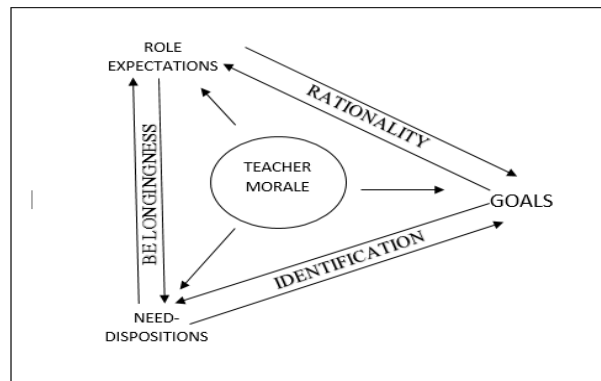


Figure 1 The Three Interrelated Components of Teacher Morale

The first component of morale is identification, or the congruence between the personal needs of the employee and goals of the organization. The second one is belongingness or the congruence between the personal needs of the employee and the expectation role within the organization. The last facet is the rationality or the congruence between the role expectations and organizational goals.

With these ideas as foundation, it is possible to justify conflicting results of various studies. For instance, in a research, it is determined that areas such as teaching supplies and compensation are found to impact morale, the same as class sizes and administrative support (Hearn, 2013). Examining the congruence between role expectations and lack of teaching supplies can cause tension between how a teacher is expected to perform (role expectation) and what a teacher feels that he or she needs in order to accomplish this goal (personal needs).

According to Brion (2015), although there have been some researchers who have cited the research of Getzels and Guba (1957) as the basis for their own morale studies, they just offer a narrow view of selected stressors rather than focusing on the overarching incongruence among components. Hence, many were unsuccessful in measuring the connection among identification, belongingness and rationality.

Methodology

The primary goal of this study is to develop an instrument aiming to measure teacher morale. It is divided into two major phases such as instrument development phase and its validation phase.

Instrument Development Phase

In this study, a scale was developed and validated to measure teacher morale based on Getzels and Guba's theory (as cited by Brion, 2015) focusing on the three interrelated components of morale including belongingness, identification and rationality. The researchers designed survey items were designed through the use of focus groups and expert opinions to ensure their relevance to both teacher morale and the respondents. Prior to item construction, a preliminary survey was conducted to teachers using an open-ended questionnaire.

A four - point level Likert scale (4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree) was used to represent the responses for every item in this proposed research survey form since it is the most broadly used and consistent scaling technique in social science researches (Parker et al., 2002; Royeen, 1985). In fact, according to Allen and Seaman (2007), this type of scale is the most common rating format in survey type research.

In the preparation of the instrument, a table of specification (TOS) was prepared in the item writing process to show the factors and the number of items in each factor. Focus group discussions (FGD) were used to aid in the design of survey items.

Instrument Validation Phase

A letter of informed consent was sent to seven prospect validators soliciting their participation in validating the initial items of the study. The study's target is to establish the validity and reliability of the proposed scale. Initially, the fifty-eight items were subjected to Exploratory Factor Analysis (EFA) through Principal Component Analysis (PCA) method. A sample size of at least three hundred with five is to one (5:1) or ten is to one (10:1) participants to variable ratio is recommended for factor analysis (Comrey & Lee, 1992; Yong & Pearce, 2013). However, based on the initial requirement of three hundred respondents, the number of respondents was reduced to two hundred forty-three cases due to void responses. To accomplish the first try-out, another requirement of EFA was used. These are the measures of sampling adequacy through Kaiser-Meyer-Olkin (KMO) with cut-off level .50 and Barlett's Test of Sphericity (BTS) with significant level at $p < .05$.

Based on the initial requirement of three hundred respondents, the number of respondents has increased to seven hundred twenty-four. The set of fifty-eight items in the proposed instrument has a twenty-five is to two (25:2) participants-variables ratio. KMO and BTS were also used.

Results and Discussion

In the development phase of the teacher morale instrument, the items in the scale are presented. In the instrument validation, the results of the item review and revision, and the first and second try-outs are discussed thoroughly. This also includes the description of the teacher morale of the study's participants. In the discussion of the post-instrument development and validation output construction, the proposed enhancement program is described in detail. Its relation to educational leadership and management is established and its overview is given, too. Furthermore, the study's implications to its participants and their locale, and to the field of study are also highlighted.

Phase 1: Development of Teacher Morale Instrument

A total of sixty items are constructed based on the three factor model of Teacher Morale Scale. Each subscale contains twenty items. The following shows the sample items in the first draft:

Table 1 Sample Items in the First Draft

Subscale	Items
Identification	1. The teacher's effective teaching is being recognized.
	2. The teacher is allowed to attend seminars and conferences.
	3. The teacher is encouraged to further his/her education.
	4. The teacher's competencies are recognized to the full extent.
	5. The teacher is adequately compensated for his/her job.
Belongingness	1. The teacher feels being needed in the school.
	2. The teacher has enough time to collaborate with his/her colleagues.
	3. The teacher likes knowing exactly what his/her pupils need to learn.
	4. The teacher has enough time to teach what he/she feels is important.
	5. The teacher is not hesitant to discuss their instructional problem with their school head.
Rationality	1. The demands placed on the teacher are in line with the mission of the school.
	2. The teacher is satisfied with the school's mission statement.
	3. The teacher's main priority is to prepare his/her pupils for periodic test.
	4. The teacher is allowed to teach the content that he/she feels is important for the pupils.
	5. Teacher's individual capacity is being used effectively by the school head.

Phase 2: Validation of Teacher Morale Instrument

On this part of the study, evidence on content validation is provided. The initial sixty items are reviewed and validated by experts in educational management, scale and test development, curriculum and instructional supervision, and language. The following are the results of the validation done.

The items in all subscale were mostly accepted and revised by the experts. Experts found some items as redundant and unnecessary to be included in the scale respectively. The item revisions improved its construction in a meaningful and definitive manner and in a concise way to measure teacher morale.

In Factor 1 which includes identification, the item “The teacher’s effective teaching is being recognized” was improved as “The teacher’s display of effective teaching is being recognized”.

Factor 2 of the proposed study is belongingness, which shows the congruence between need-disposition and role expectation. It represents the anticipation on the part of the employee that he or she can achieve satisfaction within the institutional framework since it appears to him that meeting institutional expectations will also permit him to serve personal needs (Brion, 2015).

Factor 3 of the proposed items focused on rationality which deals with the congruence between role expectations and organizational goals. It represents the extent to which expectations placed upon a role are logically appropriate to the achievement of the proposed institutional goals (Brion, 2015).

The suggestions and recommendations of the expert were incorporated in the final version of the proposed teacher morale scale. The edited version of teacher morale scale was resent to the same three language experts to evaluate the physical format, language appropriateness, clarity of instruction, grammar and spelling prior to reproduction, try out and data gathering. Table 2 below shows the evaluation result of the experts.

Table 2 Expert Evaluation of the Teacher Morale Scale

Experts	Appearance and Format	Clarity	Content	Grammar and Spelling	Average
Scale/Test Development	4	4	4	4	4
Language	4	4	4	3	3.75
Educational Management	4	4	4	4	4
Average	4	4	4	3.67	3.92

After considering comments and suggestions of experts in the final form of the Teacher Morale Scale, the initial sixty items of the scale become fifty-eight which include nineteen items for identification factor, twenty in belongingness factor and nineteen in rationality factor. Based on the given criteria, all experts agree that the instrument is above the acceptable level ($x = 3.92$). The appearance and format, content and clarity of instructions of the scale are rated excellent ($x = 4$). Although there are minimal

corrections in terms of grammar rules and language usage, the experts rate the grammar and spelling criteria at above acceptable level ($x = 3.67$). The fifty-eight (58) items of the scale measure teacher morale in terms of identification, belongingness and rationality.

First Try-Out: Using 243 Samples

Initially, the fifty-eight items were subjected to Exploratory Factor Analysis (EFA) through Principal Component Analysis (PCA) method. Two items of the scale Q36 (The teacher is not hesitant to discuss their instructional problem with their school head) and Q37 (The teacher does not spend much of her/his personal income for instructional purposes) were negatively coded and had to be reversed code prior to factorial validity. Reverse coding was done by changing four points into one, three into two points, two turned into three, and lastly, one point was converted into four. The sample size was also considered before conducting Factor Analysis.

Table 3 KMO and Bartlett's Test Result at 243 Samples

Kaiser Meyer-Olkin Measure of Sampling Adequacy		0.904
Bartlett's Test of Sphericity	Approx. Chi-Square	8651.457
	Df	1596
	Sig.	.000

The analysis has produced an initial solution of twelve factors. The table for Total Variance yields twelve subscales with initial Eigenvalues with or greater than one. Yong and Pearce (2013) noted that the factors are significant unless they undergo extraction and rotation method. Costello and Osborne (2005) suggested that the scree test is the best choice in retaining the number of factors. Then, the scree plot is also examined to determine how many significant factors to be retained. Figure 2 (scree plot) shows that three factors of teacher morale scale are significant.

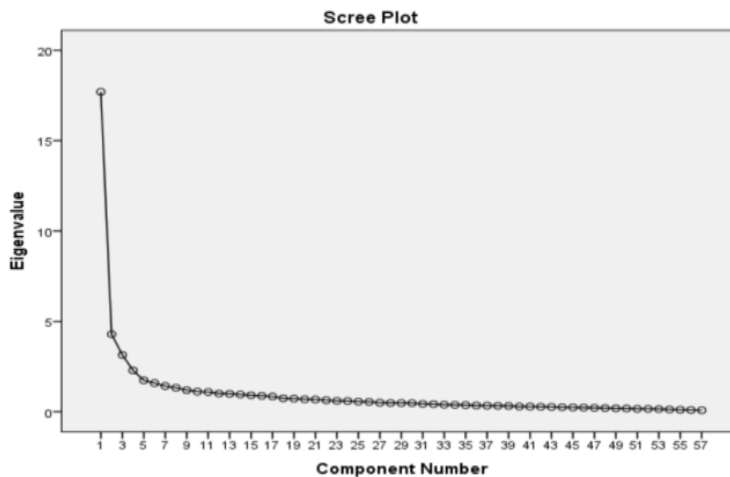


Figure 2 Scree Plot Using 243 Samples

Second Try-Out: Using 724 Samples

Based on the initial requirement of three hundred respondents, the number of respondents has increased to seven hundred twenty-four. The set of fifty-eight items in the proposed instrument has a twenty-five to two (25:2) participants-variables ratio. Another requirement of EFA is the measure of sampling adequacy through KMO with cut-off level .50 and Barlett's Test of Sphericity with significant level at $p < .05$. Table 4 shows a high adequacy of the samples with KMO measures of .958 and a significant value sphericity .000. The values show that the data are appropriate and suitable to proceed with EFA (Hair et al., 2009; Yong & Pearce, 2013).

The analysis has produced an initial solution of nine factors. The table for Total Variance Explained yields nine subscales with initial Eigenvalues with or greater than one. Yong and Pearce (2013) note that the factors are significant unless they undergo extraction and rotation method. Costello and Osborne (2005) suggest that the scree test is then best choice in retaining the number of factors. Then, Scree Plot is also examined to determine how many significant factors to be retained. Figure 3 (Scree Plot) shows that three factors of teacher morale scale are significant.

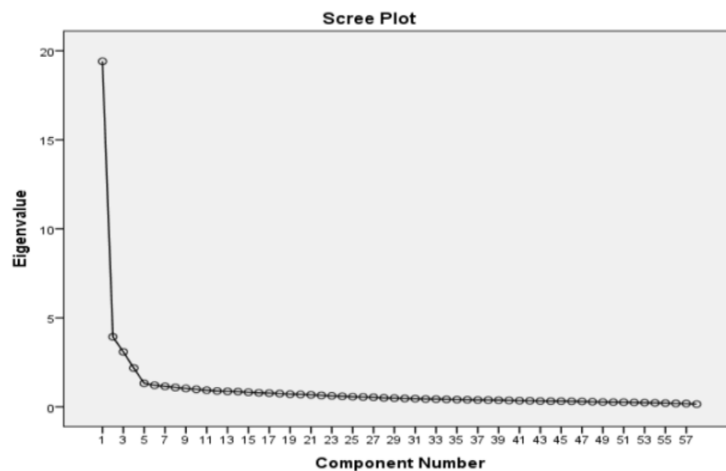


Figure 3 Scree Plot Using 724 Samples

Based on Figure 2, the factors are significant and should be resulted. These correspond to the fifty-nine point thirty-four percent (59.34%) cumulative of the total variances exceeding the twenty percent (20%) requirement. To have a more meaningful interpretation and clear factor structure, another EFA was rerun employing orthogonal rotation with varimax approach. The factors to be collected put into an item loading set at forty estimates exceeding the minimum requirement of Cudeck and O'Dell (1994). These are also set at 0.30 coefficient as minimal level of significant to a factor (Hair et al., 2009). The varimax rotation results to deletion of seven variables. The five items are below 0.40 and the two are considered as cross loaded items and with negative coefficients. The analysis yields three factors with fifty-one items as shown in Table 5. Factor 1 has sixteen items; Factor 2 with sixteen items; Factor 3 is loaded with nineteen items.

The sixteen items of Factor 1 deal with identification including the congruence between need dispositions and organizational goal. They also represent the degree to which the employee can integrate the goals and actions of the institution into his or her own structure of needs and values. Factor 2 contains sixteen items about belongingness which shows the congruence between need-disposition and role expectation. Moreover, they represent the anticipation on the part of the employee that he or she can achieve satisfaction within the institutional framework since it appears to him or her that meeting institutional expectations also permit him or her to serve personal needs. The nineteen items of Factor 3 focus on the rationality which indicates the congruence between role expectations and organizational goals. It represents the extent to which expectations placed upon a role are logically appropriate to the achievement of the proposed institutional goals.

Though the Cronbach's Alpha coefficient is .963, the interpretability of each factor can be deliberated by reviewing the item collection. Individual item in each factor is examined whether it contributes to the logical clustering of the statements or it helps in generalizability of the factor regardless of a high item loading coefficient.

Its interrelatedness to other item is closely studied to have a more meaningful and interpretable subscale. A thorough review results to the omission of three items from Factor 1 (identification) which include Q3 (The teacher is supported to pursue his/her study), Q15 (The teacher looks forward in keeping growing up professionally for the betterment of his/her teaching craft) and Q17 (The teacher will have second thought leaving the teaching profession when opportunities knock). Moreover, another four items (Q36, 37, 38, 39) are removed from Factor 2 (belongingness) as these do not conform to the logical blending of central thought that the factor refers to.

Table 4 Reliability Estimates of Teacher Morale Scale

Scale and Factors	No of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Factor 1: Identification	16	0.921	0.924
Factor 2: Belongingness	16	0.933	0.937
Factor 3: Rationality	19	0.934	0.937
Total	51	0.963	0.964

The study also determines the descriptive statistics of the scale and the three subscales of teacher morale supporting the homogeneity of the responses of the participants. Table 5 shows mean score, standard deviation and the Kurtosis and skewness of the data obtained.

Table 5 Teacher Morale Scale Statistical Description per Factor

Scale and Factors	Mean	Standard Deviation	Kurtosis	Skewness
Factor 1: Identification	3.38	0.398	-0.93	-0.034
Factor 2: Belongingness	3.35	0.403	-1.007	0.142
Factor 3: Rationality	3.31	0.395	-0.949	0.300
Whole Scale	3.45	0.341	-0.747	0.197

It can be gleaned from the table that the data are closely related and normally distributed having all the standard deviations (with SD = 0.341 for the whole scale; SD = 0.403 the highest among the subscale-belongingness).

In general, the EFA employed in this study provides a three-factor solution to measure teacher morale. The fifty-one items are said to be valid indicators of teacher morale as it exceeds the 0.30 coefficient of a significant item loading (0.450 up to 0.919) in a subscale. The high level of reliability estimates ranging from 0.806. to 0.905 Cronbach's alpha proved the strong consistency and homogeneity of the scale to measure the teacher morale construct in terms of (1) identity; (2) belongingness and (3) rationality.

Implications of the Study

Basically, the study at hand presents the construction of teacher morale scale anchored on the three dimensions of morale such as identification, belongingness and rationality. The fifty-one items of the scale are considered as determinants of teacher morale. It produces teacher morale instrument which is useful in determining educator's level of morale.

This study provides the school head and leaders a valid instrument that can help them assess teacher morale in the area and the results can give comments or feedback on the aspects of morale-related managerial tasks. Moreover, based from the diagnosis made out of the results, they can design teacher morale enhancement program or they may implement the proposed program to level up teacher morale.

After using the developed instrument, the findings can give teachers meaningful insights for their own improvement in the focal facet. Upon answering the instrument, they can undergo self-assessment since their personal and professional qualities and behaviors are determined to a large degree by the indicators used. The implementation of the proposed enhancement program can help to increase their morale; hence, their performance becomes better.

Furthermore, the results may increase parents' awareness of the importance of leadership roles in school setting to determine how it affects teacher morale which in turn affects the manner of instruction provided to their children. In addition, to improve teacher morale, different interventions, plans, programs and projects can be created based on the identified level of teacher morale through the newly-developed instrument and this can improve teachers' performance leading to the increase of learners' achievement.

Conclusions and Recommendations

Towards the end, the identification of teacher morale significance is indeed a breakthrough in the field of educational leadership and management. This existing yet ignored issue in the school organization has been given a spot under the light of scrutiny at last. This study is an eye opener for the leaders of the academe. It can make the educational managers realize that they have tremendous responsibility in the holistic progress of their teachers and one of the most significant improvement avenues in the teachers' up skilling particularly in their mental health is morale. Furthermore, the development of the instrument gives the leaders a scientific and empirical reservoir of data and method to systematically outline a program enhancing the morale of teachers. This move can drive them to hone teachers who are confident and competent enough in edifying the present-day students.

The discovery of the teacher morale significance entails the epiphany of the need to improve it. Its improvement molds and makes teachers who can perform better in the academe. Hence, this leads to a more progressive and productive school in which students benefit most. As a whole, when the instrument and enhancement program implementation is raised and done in all schools, the Philippine educational system shall succeed in all of its endeavors.

The evidence on the psychometric properties of the Teacher Morale Scale proves that the scale is a valid tool in assessing the teacher morale in the Philippine context particularly their identification, belongingness, and rationality. The newly developed scale may provide baseline data for educational leaders and managers lay out a program to enhance the morale of their teachers leading to better school achievements. This appropriate intervention based on honest evaluation saves time, effort and financial resources. In addition, Teacher Morale Scale is a promising instrument to diagnose and address the organizational conflicts and needs leading to a sound workplace environment in the academe.

The development of Teacher Morale Scale may extend help and support to policymakers particularly of the DepEd in reviewing and crafting the organizational policies of the department. Organizational education leaders and managers such as directors, superintendents, supervisors, principals and other school heads may use the scale to describe the teacher morale profile of their teachers and enable them to consider the results of assessment in organizational development policy development and implementation in the academe in the national, regional or in the division level.

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