

Research on the Need for Development and Validation of the Chinese Teacher Morale Scale

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Abstract: This research aims to discuss the importance of teacher morale in teaching work, the limitations of the existing teacher morale scale, and the necessity of developing a teacher morale table according to the background of the Chinese education system. First, this research analyses the importance of teacher morale in teaching work from many dimensions. Then, the limitations of the existing teacher morale scale are analysed and discussed. Then, in combination with the existing research, the composition factors of teacher morale are discussed in detail. Finally, the research discusses the benefits of developing the Chinese teacher morale scale for different groups. The purpose of this research is to provide a reference for school administrators and educational researchers to better understand and deal with teacher morale problems, so as to improve the quality of teaching and the overall level of school development.

Keywords: Morale; Teacher Morale; School Administrators.

1. Introduction

The English word "morale" can be traced back to the French word "morale", which originally meant "army morale". In subsequent development, the meaning of "morale" gradually expanded to describe the mental state, mood and willpower of individuals or groups, and the meaning of the word was no longer limited to the army. Huang Ying, & Cao Feihong (2013) proposed that in business management, improving the morale of employees is crucial to the production efficiency of the company. Employees with low morale often struggle to remain productive and creative, while employees with high morale are more likely to participate in their work, proactively seek solutions to problems, and are more willing to contribute to the organisation. Similarly, in football, the head coach needs to boost the morale of his players in order to win. Athletes with high morale tend to be more competitive and have a more positive mental state to cope with the pressures and challenges of competition.

In education, teacher morale is also very important. Black (2001) suggested that teachers with high morale would bring many benefits to the school, such as improving the quality of teaching and promoting school development. Senechal et al (2016) proposed that teachers with low morale tend to show impatience, negative work attitudes and frustration with work pressure during teaching. Teaching with such a psychological state will lead to a decline in the quality of teaching, poor teaching effectiveness and other problems. Therefore, students will feel that the classroom is boring, the learning content is monotonous, and the knowledge point is difficult to master, which affects students' learning interest and enthusiasm. Long-term learning in such an educational environment will eventually lead to students' performance decline, fatigue and many other negative situations. And low teacher morale will result in burnout, resignation and other situations. The sum of all these situations will ultimately affect the overall classroom atmosphere, the quality of teaching and the reputation of the school.

To sum up, teacher morale plays such an important role in school development and student learning. Therefore, in order

to improve teacher morale, the first task is to evaluate teacher morale scientifically. Research on teacher morale assessment started very early. At the beginning, the research direction can only explore the situation of teacher morale through teachers' personal feedback and qualitative analysis, but there is no reliable quantitative tool to measure the specific factors affecting teacher morale. Rempel and Bentley (1980) proposed the Purdue Teacher Opinaire. It was an early instrument used to quantify teacher morale. Hart et al (2000) proposed the School Organisational Health Questionnaire to assess teacher morale and school organisational climate. However, the above measures and methods of assessing teacher morale have mainly studied primary and secondary school teachers in the context of Western education systems. However, research on the morale of Chinese teachers (including college teachers) in the context of the Chinese education system is still lacking. China and Western countries have different national conditions and systems, college teachers' tasks and primary and middle school teachers' tasks are not the same. For example, college teachers must carry out scientific research, integration of industry and education, and ideological and political education, which are not within the scope of primary and middle school teachers' work, and are not within the scope of Western teachers' morality studies in the past. At present, Chinese colleges and universities are promoting the "construction of world-class universities and first-class disciplines" and the "construction of high-level vocational schools and specialities with Chinese characteristics". Therefore, the development of teacher morale scale for Chinese teachers (including college teachers) highlights the great necessity.

In the context of multiplying concentrations of workplace anxiety and emotional exhaustion in the field of higher education, this paper aims to investigate the current situation of meaningful work, workplace anxiety, and work engagement of college and university teachers and to study the relationship between them, to improve the management methods of institutions of higher education, carry out staff interventions, and providing ideas for transforming workplace anxiety into work engagement.

2. Factors Influencing Teacher Morale

Reviewing the previous research results on factors affecting Teacher morale, Purdue Teacher Opinionnaire is an earlier research result on teacher morale. It has been verified by time and is one of the most commonly used tools to test teacher morale at present. Purdue Teacher Opinionnaire has a total of 100 items. Johnson(2021) groups these 100 items into 10 dimensions. Each of these dimensions can be regarded as an important factor affecting teacher morale. Sun Yuan(2005) divided factors affecting teacher morale into four categories. Anderson, M. H. (2000) proposed that student behavior and learning had a greater impact on teachers' morale than the management of school leaders.

Based on the research findings of scholars, it can be summarised that the factors affecting the morale of primary and secondary school teachers include the following: First, the relationship between teachers and school management. As school administrators, school management attaches importance to teacher morale, which will directly affect the overall teaching quality of the school and the learning effect of students. School management must formulate policies in line with teachers' interests and provide the necessary support and resources for teachers to gain a sense of achievement and satisfaction in teaching, so as to improve teachers' work enthusiasm and morale. If the school management lacks management skills, formulates inappropriate policies, or pays little attention to and supports teachers' work, it will have a negative impact on teachers' morale, resulting in a decline in teachers' work efficiency and teaching quality, and thus affect students' learning outcomes. Second, teachers' job satisfaction. In the course of teaching, teachers can feel the positive feedback from students, which may be good grades, recognition and respect from students, or constructive comments and suggestions from students. This feedback can make teachers feel the value and accomplishment of their work, thus improving teachers' morale and enthusiasm for their work. On the other hand, if students do not have a positive interaction with teachers, it will severely damage teachers' morale. Thirdly, the relationship between teachers and their colleagues. Teachers are colleagues at work. A good colleague relationship can not only improve teachers' work efficiency and cooperation ability, but also promote more extensive and effective exchanges and cooperation. For example, in teaching, teachers can exchange teaching experiences, share teaching resources, learn from each other and grow together. A good collegial relationship is of great significance in improving teachers' morale and promoting the improvement of teaching quality. Fourth, income. Not only for teachers, income status is one of the most worrying aspects in all walks of life. The effect of teachers' income on their morale should not be ignored. Teachers' salaries not only determine their purchasing power and standard of living, but also represent the school's recognition of their work. Fifth, workload. Teachers' workload determines their working hours. Teachers have to perform many tasks, such as preparing lessons, teaching, tutoring students, administrative work and so on. Due to the heavy workload, there will often be long hours, overwork and other conditions, these factors may lead to a decline in teachers' morale, and then affect the teaching effect and students' academic performance. Sixth, the school curriculum design arrangement. In school teaching, curriculum design and arrangement are directly related to students' learning effect and teachers' teaching quality. In this

process, teachers, as implementers, must arrange classroom teaching according to the school curriculum design to ensure the progress and quality of teaching. At the same time, it is also necessary to provide timely feedback on students' learning situation so as to continuously improve the teaching method and effect. If the curriculum design is not scientific, unreasonable and lead to poor teaching effect, teaching experience, will affect the morale of teachers. Seventh, social status. Humans are social animals. If teachers' professional status is widely recognised and respected, they will feel satisfied and proud, which will further improve teachers' morale. Conversely, if the social status of teachers is not appreciated, they may feel neglected and undervalued, which may affect their self-esteem and morale. Eighth, the physical condition of the school. Imagine that a teacher has actively and conscientiously completed the lesson preparation, prepared a lot of teaching materials with videos and pictures, and developed a complete set of practical training programmes for students' after-class practice, but the school has not provided relevant teaching equipment to complete the teacher's teaching plan. This will greatly affect the morale of the teachers. The above factors affecting teachers' morale are the conclusions of the research object for primary and middle school teachers. As for the differences between the Chinese education system and the Western education system, the differences in work between college teachers and primary and middle school teachers are not reflected in the research.

3. The Role of the Development of Chinese Teacher Morale Scale

To develop Chinese Teacher Morale Scale that can quantitatively analyse teacher morale in the context of the Chinese education system (including college teachers), and to take targeted action to improve teacher morale and have a positive impact on the following groups:

School administrators: Teacher morale is an important factor in school management, and understanding the situation of teacher morale is the basis for school administrators to better develop targeted policies and programmes. Through the newly developed Chinese Teacher Morale Scale, school administrators at all levels can intuitively determine the level of teacher morale. In addition, they can find out the specific factors that lead to low teacher morale, so that more targeted measures can be taken to make the school's policy formulation more precise, and avoid the past school leadership's inability to assess the specific reasons for low teacher morale and blindly implementing some ineffective policies.

Teachers: With the Chinese Teacher Morale Scale, teachers can understand their morale objectively, find out their own problems in time, and make self-adjustment and improvement. In addition, according to the test results, relevant problems in school management can be reported to the relevant leaders of the school, and the school management can help solve the problems together, and finally achieve the purpose of constantly improving the morale of teachers.

Students: The high morale of teachers will lead to higher teaching efficiency and students will interact more actively with each other. These factors will directly or indirectly affect students' learning performance and thus benefit students.

Parents and other stakeholders: Through the feedback of the teacher morale scale, parents can better understand the morale of teachers, better support and cooperate with teachers,

avoid differences between parents and teachers on some issues, and thus form good joint educational forces. At the same time, parents can also reflect on their own behaviour to improve their own educational literacy, better cooperate with teachers' work, and create a harmonious and positive educational environment.

4. Conclusion

In today's Chinese society, quality education has become a common expectation and aspiration of the people, and is also one of the country's key policies to rejuvenate the country through science and education. In this context, the role of teachers is becoming increasingly important. Therefore, the establishment of a scientific and reasonable teacher morale evaluation system for Chinese teachers (including college teachers) can scientifically evaluate the morale of Chinese teachers (including college teachers) and promote the development of education. It is of great significance to meet people's demand for quality education.

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