

Teachers' Morale Among Public Elementary School Teachers in Talacogon West District, Division of Agusan del Sur

EVANGELINE P. UCAY

<https://orcid.org/0000-0002-8274-9570>

vangieucay@gmail.com

University of Bohol

School of Graduate Studies

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ABSTRACT

Teachers' morale refers to how a teacher feels positive and interested in achieving school goals, and the school meets the teacher's needs and expectations. This study intended to determine the teacher's morale among Elementary School Teachers in Talacogon West District, Division of Agusan del Sur of the school year 2016 – 2017. This study made use of the descriptive-normative method of investigation. The respondents of this study were the 28 public elementary school principals in the division of Agusan del Sur. Based on the finding, the study denotes that the teachers are conscious of the different assignments they handled. It greatly affects personal morale in dealing with a different assignment with most probably different behavior. It was recommended that the teachers and administrators attend capability-building training to learn and apply best practices in adopting and improving good relationships with a good climate in the school. Teachers and administrators should embrace the latest trends and strategies to help them grow more maturely in a world with behavioral challenges. Great attention must be given to the schools, including teachers who have a faculty with behavioral problems, uphold recreational activities within the school to build a good rapport with one another. Future research should explore the intervention plan as a viable option for different school climates as they embrace change

KEYWORDS

Rapport, satisfaction, teachers' salary, teachers' load, curricular issues, teacher status, community support, school facilities and services, community pressures, management style, descriptive, Philippines

INTRODUCTION

Teachers are being stretched to the limit. Expectations placed on them seem to be expanding exponentially. Increasingly, their role encompasses teaching specific content and mentoring students in the love of learning and functioning as frontline social workers.

Moral behavior means the behavior in conformity with the moral code of the social group. "Moral" comes from the Latin word *mores*, meaning manners, customs, and folkways. Moral behavior is controlled by moral concepts—the rules of behavior to which the member of cultures has become accustomed, and which determine expected behavior patterns of all group members (Argyle, 2017).

Morale has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude (Dixon, 2012). One source defines morale as the feeling a worker has about his job based on how the worker perceives himself in the organization and how the organization is viewed as meeting the worker's own needs and expectations (Akintayo, 2012). Another author conceptualizes morale as "the professional interest and enthusiasm that a person displays towards achieving individual and group goals in a given job situation" (Rauf et al., 2013). When a healthy school environment exists, and teacher morale is high, "teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs" (Hess & Johnson, 2010).

Teacher morale refers to the degree to which (1) a teacher feels positive and interested in achieving school goals and (2) the school meets the teacher's needs and expectations (Baylor & Ritchie, 2002). Factors that decrease morale include poor school climate, poor administrative support and leadership, stress, and low student enthusiasm and motivation. In addition, the high-stakes nature of test-based accountability policies has the unintended outcome of reducing teacher morale (Domond, 2015).

Teachers can take steps individually to preserve their professional satisfaction and morale; they must also be nurtured, supported, and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students and teachers will be the beneficiaries (Govindarajan, 2012).

Ordinary people are doing extraordinary things every day. They strive to exceed limits and expectations. They are the force that provides inspiration to every one of us that comprise humanity. Working with value comprises proper attributions of different

endeavors it must function. It builds a good relationship that may transform into a better understanding and acquisition of information with dignity as the value of work is a place to a particular organization (DePree, 2011).

Educational organizations such as schools, colleges, and universities require individuals committed to their profession and well-being. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations (Tindowen, 2019). Teachers strong in commitment find it easy to be interested in whatever they are doing and involve themselves wholeheartedly.

The beliefs and ideas that are important to you and which you use to guide your actions. Examples of these core values include honesty, service, self-respect, respect for others, peace, and success. The worlds of the profession, especially among teachers, are significantly observed to be complex and challenging. Hence, a well-defined, well-organized, and more vivid task and morally upright be shared with everyone for a better outlook and positive dimension of services to offer.

Teacher quality is the most important factor that affects student learning in school (Dacanay, Tida, Panganduyon, & Arcilla, 2019). Teacher quality depends on the caliber of individuals who join the teaching profession.

Effective teaching is teaching that brings about effective learning for authentic results. In other words, all good teaching helps the pupils or students to learn effectively. The only kind of result on which teaching should be a judge is those which are both lasting and usable, those which enter the composition and personality of the learner so that they affect his action, his attitudes, his choices, his behavior, and his morale (Arcilla et al., 2020).

In view of these observations, this study is then undertaken to investigate the elementary school teachers of Talacogon, West District, Division of Agusan del Sur manifests Teachers Morale.

The teacher's morale among the elementary teachers of Talacogon West District has significant differences in comparison using the ten dimensions set as to rapport with principal, satisfaction with teaching, rapport among teachers, teachers' salary, teachers load, curricular issues, teacher's status, community support for education, school facilities and services and community pressures (expectations) are a concern for consideration and validity of the study.

FRAMEWORK

The study was anchored in Content theories (Steyn, 2002) which attempt to identify factors within A theoretical analysis of educator motivation and morale of individuals and their environments that energize and sustain behavior. Cognitive or process theories attempt to explain how personality and psychological states moderate environment factors to energize and sustain behavior and stop the behavior (Evans, 2011). Dual-process theories of reasoning: Contemporary issues and developmental

applications. Content theories include Maslow's theory on the hierarchy of needs and Herzberg's two-factor theory. Examples of process theories include the operant learning theory, Adam's equity theory, and Vroom's expectancy theory.

Maslow distinguishes several needs ranging from lower-order to higher-order needs (Maslow 1954). The principle behind the hierarchy is that needs at each level must be satisfied to some extent before needs on the next higher level can be satisfied. The lower four needs are called deficiency needs because they motivate people to meet them, and until they are met, people find it difficult to respond to higher-order or so-called growth needs. Maslow distinguishes several needs ranging from lower-order to higher-order needs (Maslow, 1971).

- (1) Physiological needs. The lowest order of human needs consists of the basic physiological necessities such as water, food, and shelter. These can be acquired if money and employment are there.
- (2) Security and safety needs. If the needs on the previous level are satisfied, a new needs level automatically emerges, representing a higher step in the hierarchy needs. This level represents stability (including financial security) and freedom from physical threats and dangers. People want to be assured that their survival is not in jeopardy. Their work should give them this kind of security. Many teachers have entered the education system because the service can provide a secure and stable job.
- (3) Belonging needs. This includes effective relationships and the need to belong to a group, family, et cetera. Feedback from group members which confirms one's sense of belonging is necessary.
- (4) Status and self-esteem needs. These needs refer to the need to feel valued and respected by the self and significant others. Educators who do not feel that their status and self-esteem needs are being met through the job can become discouraged. They want to be recognized for their accomplishments. Medals, promotions, etc., partly meet the need for such recognition. Satisfaction with these needs leads to self-confidence and a sense of gratification.
- (5) Self-actualization needs refer to the need to fulfill one's potential and develop one's capacity. According to Maslow's theory, a need is a potential motivator until it has been satisfied. The satisfaction of the need makes it ineffective as a motivator, and the next higher order need becomes the motivator.

OBJECTIVE OF THE STUDY

This study intended to determine the teacher's morale among Elementary School Teachers in Talacogon West District, Division of Agusan del Sur of the school year 2016 - 2017.

METHODOLOGY

Research design

This study made use of the descriptive-normative method of investigation. This design is deemed appropriate because it describes the profile of the participants and the seven dimensions.

Research Locale

The study was conducted in the schools of Talacogon, West District of Agusan del Sur, which has 1 Central School with 46 Teachers. It offers regular classes and SPED classes. Central School was headed by Principal II. Zillovia ES with 33 teachers was headed by a principal I followed by the Labnig, which has 15 teachers headed by a Principal I. Desamparados School with nine teachers and headed by a Principal I then five schools are headed by a Head Teacher. The other five are headed by a Teacher In-charge who is still teacher 1.

Talacogon West District is 50 km away from the Division Office of Agusan del Sur. It can be traveled through Bus or Jeepney with approximate transportation expenses of Php. 40.00 in one way.

Talacogon West District is being labeled as one of the competent Districts of the Division of Agusan del Sur. Its school has all the strength to compete in the Regional Level competition, which sometimes garnered a championship Award.

Talacogon West District comprised 14 elementary schools.

Three (3) Schools out of Fourteen (14) were 100% IP's (Manobo) Community and are not easy to access transportation ingoing and outgoing to school. It is also considered the most dangerous is in terms of peace and order.

Six (6) schools out of 14 schools were prone /affected by natural calamities every year, specifically floods. And three (3) out of these six (6) schools were can only be traveled by boat for the whole year-round.

Only five (5) schools out of 14 schools could easily access transportation ingoing and outgoing to school.

Research respondents

The main respondents of the study were the 96 teachers of Talacogon, West District Division of Agusan del Sur. Table 2 shows the distribution of participants.

Table 2. *Distribution of Permanent teachers' participants*

NAME OF SCHOOL	TEACHERS	TOTAL
1. KABAKAHAN ES	7	7
2. ZAMORA ES	8	8
3. LABNIG ES	8	8
4. KASILAYAN ES	4	4
5. LA FLORA ES	8	8
6. TCES-SPED	15	15
7. DESAMPARADOS ES	7	7
8. MARBON ES	7	7
9. TUMALOG ES	3	3
10. SABANG- GIBONG ES	3	3
11. ZILLOVIA ES	8	8
12. CULI-RAM ES	4	4
13. BUENA GRACIA ES	7	7
14. MAHARLIKA ES	7	7
TOTAL	96	96

Research Instrument

The researcher used a researcher-made survey questionnaire to be answered by the teachers. The items in the questionnaire are actual indicators of the problems in the implementation of mother tongue and its impact on the attainment of mother tongue objectives set by the government.

The questionnaire consisted of two parts. Part I was the respondent's profile which includes age, sex, civil status, highest educational attainment, years in teaching, Relevant/ Trainings/Workshops Attended; Part II Respondents were asked to check whether the work values they possess as to Very High, High, Low and Very Low.

Data Gathering Procedure

The researcher asked permission from the Graduate School of the University of Bohol, after which office a letter to administer the questionnaire to the schools of Talacogon Division of Agusan del Sur.

Upon the approval of the request, the researcher distributed the questionnaires through the school principal.

The accomplished questionnaires were retrieved during the scheduled time of retrieval. The retrieved questionnaires were sorted out, tallied, and scored. The data gathered were statistically analyzed by the statistician, after which interpretation of the results followed.

Statistical Tools

The data gathered were organized, tabulated, analyzed, and interpreted using the Frequency count and percentage computation, Mean and standard deviation, and ANOVA.

RESULTS AND DISCUSSION

Table 2. Level of Teachers' Morale as to Rapport with Principal

Items	N	WM	DV
A. Rapport with Principal			
1. Principals trust teachers who are leaders instead of followers	96	3.47	VH
2. Principals trust teachers who are highly dependable	96	3.29	VH
3. Principals trust teachers to be organized	96	3.06	H
4. Principals trust teachers who are highly prepared	96	1.90	A
5. Principals trust teachers who exhibit characteristics of professionalism at all times	96	2.40	A
6. Principals trust teachers who are never stale	96	3.16	H
7. Principals trust teachers who understand every nuance of the content, grade level and curricula that they teach	96	3.30	VH
8. Principals trust teachers who are flexible and able to deal effectively with unique situations that present themselves	96	2.23	A
9. Principals trust teachers whose students consistently show growth on assessments	96	3.23	H
10. Principals trust teachers who understand that their time is valuable	96	3.24	H
11. Principals trust teachers who make themselves available to help in any area of need.	96	3.32	VH
12. Principals trust their teachers who love their job and are excited about coming to work each day.	96	3.03	H
13. Principals trust teachers who can handle classroom management	96	3.15	H
14. Principals trust teachers who do not mind when they visit the classroom.	96	1.82	A
15. Principals trust teachers who proactively report a mistake.	96	3.07	H
16. Principals trust teachers who put their students first.	96	3.25	VH
17. Principals trust teachers who ask questions and solicit advice from their principal, as well as other teachers.	96	3.33	VH
18. Principal trust teachers who demonstrate a willingness to spend extra time working in their classroom.	96	3.33	VH
19. Principal trust teachers who listen to advice and suggestions and then make changes accordingly.	96	3.15	H
<i>Composite Mean</i>			2.99

Table 2 shows the level of Teachers’ Morale as rapport with the principal. It can be seen that the teachers rated the indicator “Principal’s trust teachers who are leaders instead of followers” as the highest (M=3.47) than the indicators “Principal’s trust teachers who put their students first” and “Principals trust teachers who ask questions and solicit advice from their principal, as well as other teachers” the second with (M=3.33) respectively with a Very High Verbal Interpretation. Indicators “Principal’s trust teachers who make themselves available to help in any area of need” as the fourth with (M=3.32) as Very High. The indicator “Principals trust their teachers who love their job and are excited about coming to work each day” with (M=3.03) as High, “Principals trust teachers who exhibit characteristics of professionalism at all times” with (M=2.40) as Average, “Principals trust teachers who are flexible and able to deal effectively with unique situations that present themselves” (M=2.23) Average, and “Principals trust teachers who are highly prepared” (M=1.90) respectively with Average.

Table 3 shows the level of Teachers’ Morale as Satisfaction with Teaching

B. Satisfaction with Teaching			
1. Enough remuneration	96	3.60	VH
2. Teachers recognition	96	3.76	VH
3. Working environment is peaceful and with harmony	96	3.82	VH
4. Teachers are provided with necessary professional assistance	96	3.33	VH
5. Has direct relationship with the employee	96	3.35	VH
6. Honest with each other’s committee	96	2.16	A
7. Teachers are directed with their respective responsibilities	96	3.42	VH
8. Issues are easily resolved within the level of the employees	96	3.33	VH
9. Has enough resources to do the teachers task	96	3.44	VH
10. The principal does an excellent job of keeping employees informed about matters affecting teaching job	96	1.69	L
11. Teaching job is a real application of the teachers skills and abilities	96	2.90	H
12. The principal demonstrates a commitment to quality	96	2.50	H
13. The employee respects the value of differences in race, gender, age, etc.	95	2.27	A
14. The teacher is involve in the decision making that affects respective work	96	3.44	VH
15. Receive information from management on what is going in the division	96	3.47	VH
16. Satisfied with the opportunity to get a better position	96	3.36	VH
17. The principal gives clear instructions & directions	96	2.79	H
18. The teachers at the end of the day felt personal accomplishment	96	3.51	VH
19. Pupils attitude and behavior is not a hindrance to complete daily task	96	3.36	VH
Composite Mean		3.13	H

Table 3 shows the level of Teachers' Morale as to Satisfaction with Teaching. The teachers rated the indicator "Working environment is peaceful and with harmony" as the highest ($M=3.82$) than the indicators "Teacher's recognition" as the second with ($M=3.76$) and "Enough remuneration" the third with ($M=3.60$) and the indicators "The teachers at the end of the day felt personal accomplishment" as the fourth with ($M=3.51$) respectively with a Very High Verbal Interpretation. Indicators "Satisfied with the opportunity to get a better position" as the fifteenth with ($M=2.79$) as High. The indicator "The principal demonstrates a commitment to quality" with ($M=2.50$) as High, "The principal gives clear instructions & directions" with ($M=2.27$) as Average, indicator "Honest with each other's committee" with ($M=2.16$) as Average, respectively.

Table 4 shows the level of Teachers' Morale as to Rapport Among Teacher

C. Rapport Among Teacher				
1. Build authentic relationship among teachers	96	2.30	A	
2. Share in activities with them. Encourage them to converse and share experiences with their peers	96	3.16	H	
3. Attuned to their emotions	96	3.55	VH	
4. Authentically express positive emotions like enthusiasm, happiness, and fun	96	3.44	VH	
5. Promote an atmosphere in which they can enjoy their peers	96	3.08	H	
6. Provide ample praise, encouragement, and affection	96	3.38	VH	
7. Demonstrate genuine respect through the things you say and do	96	3.40	VH	
8. Appropriate behaviors are not learned through criticism, threats, or punishment	96	2.49	A	
9. Apply the CLASS Instructional Support dimensions intentionally	96	3.51	VH	
10. Build openness, self-reflection and willingness	96	3.60	VH	
11. Encouraging teachers toward more effective interactions means we must inspire commitment, hard work, and an acceptance	96	3.30	VH	
12. Work together to develop a solution to the problem	96	3.08	H	
13. Motivates each other	96	2.59	H	
14. Supportive relationships built around encouragement	96	3.40	VH	
<i>Composite Mean</i>		3.16	H	

Table 4 shows the level of Teachers' Morale as to Rapport Among Teachers. It can be seen that the teachers rated the indicator "Build openness, self-reflection and willingness" as the highest ($M=3.60$) than the indicator "Attuned to their emotions" as the second with ($M=3.55$) and "Apply the CLASS Instructional Support dimensions intentionally" the third with ($M=3.51$) and the indicators "Authentically express positive emotions like enthusiasm, happiness, and fun" as the fourth with ($M=3.44$) respectively

with a Very High Verbal Interpretation. The indicator “Motivates each other” with (M=2.59) as High, “Appropriate behaviors are not learned through criticism, threats, or punishment” with (M=2.49) as Average, and indicator “Build authentic relationship among teachers” with (M=2.30) as Average, respectively.

Table 5 shows the level of Teachers’ Morale as to Teacher Salary

D. Teacher Salary			
1. teachers felt undervalued as professionals	96	2.97	H
2. teachers were dissatisfied with the amount and type of recognition and respect they received as teachers in the school	96	3.08	H
3. Teachers were more productive when they were provided opportunities to participate in the decision making process.	96	2.98	H
4. remuneration is enough to buy instructional materials	96	2.77	H
5. Prompt monthly salary	96	2.84	H
6. Deductions as reflected clearly	96	2.76	H
7. Teachers are provided clear payslip	96	2.66	H
<i>Composite Mean</i>		2.87	H

Table 5 reveals the level of Teachers’ Morale as to Teacher Salary. It can be seen that the teachers rated the indicator “teachers were dissatisfied with the amount and type of recognition and respect they received as teachers in the school” as the highest (M=3.08) than the indicator “Teachers were more productive when they were provided opportunities to participate in the decision making process” as the second with (M=2.98) and “teachers felt undervalued as professionals” the third with (M=2.97) and the indicators “Prompt monthly salary” as the fourth with (M=2.84) indicator “remuneration is enough to buy instructional materials” as fifth with (M=2.77) as High, indicator “Deductions as reflected clearly” with (M=2.76) as Average, and indicator “Teachers are provided clear payslip” with (M=2.66) with High as verbal Interpretation.

Table 6 shows the level of Teachers’ Morale as to Teachers’ Load

E. Teacher Load			
1. Teachers load according to teachers area of specification	96	2.65	H
2. Ancillary functions are well explained	96	2.31	A
3. Schedule of classes are properly distributed	96	2.00	A
4. There is an ample supply of teachers and facilities	96	2.08	A
5. Heavy teacher load and inequitable teaching assignments	96	2.03	A
6. Teachers are given to other extra duties	96	1.94	A
7. Teachers handle subjects which are no longer aligned to his area	96	1.97	A
8. Overload of subjects to be taught plus ancillary functions	96	1.65	L
<i>Composite Mean</i>		2.08	A

Table 6 exposes the level of Teachers' Morale as to Teachers' Load. It can be seen that the teachers rated the indicator "Teachers load according to teachers area of specification" as the highest with (M=2.65) and verbally Interpreted as High, than the indicator "Ancillary functions are well explained," as the second with (M=2.31) indicator "There is an ample supply of teachers and facilities" the third with (M=2.08) and the indicators "Heavy teacher load and inequitable teaching assignments" as the fourth with (M=2.03),

indicator "Schedule of classes are properly distributed" with (M=2.00), indicator "Teachers handle subjects which are no longer aligned to his area" with (M=1.97), and indicator "Teachers handle subjects which are no longer aligned to his area" with (M=1.94) and verbally interpreted as Average and indicator "Overload of subjects to be taught plus ancillary functions" with (M=1.65) Low as to verbal Interpretation.

Table 7 shows the level of Teachers' Morale as to Curricular Issues

F. Curricular Issues				
1. Innovations result to teacher burn out	96	3.15	H	
2. Lack of regular monitoring and evaluation	96	3.02	H	
3. Curricular innovations lack sense of ownership from stakeholders	96	2.28	A	
4. Poor academic performance of learners related to issues on the varied implementation of the curriculum among schools and teachers	96	2.07	A	
5. Teachers are bombarded with so many innovations that are not being communicated before hand	96	3.19	H	
Composite Mean		2.74	H	

Table 7 shows the level of Teachers' Morale as to Curricular Issues. The teachers rated the indicator "Teachers are bombarded with so many innovations that are not being communicated beforehand" as the highest with (M=3.19) and verbally Interpreted as High than the indicator "Innovations result to teacher burn out" as the second with (M=3.15), indicator "Lack of regular monitoring and evaluation" the third with (M=3.02) interpreted as High. The indicators "Curricular innovations lack a sense of ownership from stakeholders" as the fourth with (M=2.28) and is verbally interpreted as Average and indicator "Poor academic performance of learners related to issues on the varied implementation of the curriculum among schools and teachers" with (M=2.07) with a verbal interpretation of Average. This is supported by Vasquez, Arcilla & Apare (2018) stated that the curriculum's implementation significantly affects the students' performance.

Table 8 shows the level of Teachers’ Morale as to Teacher Status in the Community

G. Teacher Status (in the Community)			
1. The community have an intimate knowledge of what teachers do	96	3.22	H
2. Teaching are readily at hand to anyone considering this as a career	96	3.26	VH
3. teachers are admired, commended, valued, trusted, respected	96	3.39	VH
4. Teaching did not feature as a high status profession or occupation in any of the focus groups	96	3.34	VH
5. Teaching is an exposed profession	96	3.31	VH
6. Teachers themselves are seen as being negative about teaching, due to workloads	96	3.23	H
7. Teachers are seen as a valuable and honorable profession	96	3.47	VH
8. Safety issues and lack of a system that rewards good teachers for remaining in teaching	96	1.69	L
<i>Composite Mean</i>		3.11	H

Table 8 shows the level of Teachers’ Morale as to Teacher Status in the Community. It can be seen that the teachers rated the indicator “Teachers are seen as a valuable and honorable profession” as the highest with (M=3.47) and verbally Interpreted as Very High than the indicator “teachers are admired, commended, valued, trusted, respected” as the second with (M=3.39) and verbally interpreted as Very High, indicator “Teaching did not feature as a high-status profession or occupation in any of the focus groups” the third with (M=3.34) interpreted as Very High. The indicators “Teaching is an exposed profession” as the fourth with (M=3.31). It is verbally interpreted as Very High, indicator “Teaching is readily at hand to anyone considering this as a career” with (M=3.26) and with a verbal interpretation of Very High. Indicators “Teachers themselves are seen as being negative about teaching, due to workloads” as the sixth with (M=3.23) and is verbally interpreted as High, indicator “The community has an intimate knowledge of what teachers do” with (M=3.22) and with a verbal interpretation of High and indicator “Safety issues and lack of a system that rewards good teachers for remaining in teaching” with (M=1.69) and is verbally interpreted as Low.

Table 9 shows the level of Teachers’ Morale as to Community Support for Education

H. Community Support for Education			
1. Given the role that family engagement plays in not only academic success, but life success	96	3.20	H
2. Provides necessary facilities for learning process	96	2.48	A
3. Extend financial support to any activities	96	2.90	H

H. Community Support for Education

4. Conducts Feeding activity for identified malnourished children	96	3.01	H
5. Sponsored any trainings for the teachers	96	3.06	H
<i>Composite Mean</i>		2.93	H

Table 9 displays the level of Teachers' Morale as to Community Support for Education. It can be understood that the teachers rated the indicator "Given the role that family engagement plays in not an only academic success, but life success" as the highest with (M=3.20) and verbally Interpreted as High, than the indicator "Sponsored any trainings for the teachers" as the second with (M=3.06) and verbally interpreted as High, indicator "Conducts Feeding activity for identified malnourished children" the third with (M=2.90) interpreted as High. The indicators "Extend financial support to any activities" is the fourth with (M=3.01) and is verbally interpreted as High, indicator "Provides necessary facilities for learning process" with (M=2.48) and with a verbal interpretation of Average.

Table 10 shows the level of Teachers' Morale as to School Faculties and Services

I. School Faculties and Services

1. Creating a school joyful staff	96	3.07	H
2. Classroom management make over	96	3.15	H
3. Creates Clubs and organizations to cater learners skills and talents	96	2.52	H
4. Conducts activity hour for pupils unwinding activity	96	2.72	H
5. Provides adequate foods in the canteen	96	2.32	A
<i>Composite Mean</i>		2.76	H

Table 10 displays the level of Teachers' Morale as to School Faculties and Services. Four of the five indicators and verbally interpreted as High such that the indicator "Classroom management makeover" as the highest with (M=3.15), than the indicator "Creating a school joyful staff" as the second with (M=3.07), indicator "Conducts activity hour for pupils unwinding activity" the third with (M=2.72) and the indicator "Creates Clubs and organizations to cater learners skills and talents" as the fourth with (M=2.52), and indicator "Provides adequate foods in the canteen" with (M=2.32) and with a verbal interpretation of Average.

Table 11 shows the level of Teachers' Morale as to Community Pressure

J. Community Pressure (Expectation)			
1. Teachers comes to school promptly	96	2.28	A
2. Teachers must were complete uniform	96	2.03	A
3. Teachers are accommodating	96	2.42	A
4. Pupil excel in academic competitions	96	2.83	H
5. Provides physical infrastructure	96	2.24	A
Composite Mean		2.36	A
Overall Composite Mean		2.81	H

Table 11 displays the level of Teachers' Morale as to Community Pressure. It can be understood that the teachers rated the indicator "Pupil excel in academic competitions" as the highest with (M=2.83) and verbally Interpreted as High, then the indicator "Teachers are accommodating" as the second with (M=2.42) and verbally interpreted as Average, indicator "Teachers comes to school promptly" the third with (M=2.28) interpreted as Average. The indicator "Provides physical infrastructure" as the fourth with (M=2.24) and is verbally interpreted as Average, indicator "Teachers must be complete uniform" with (M=2.03) and with a verbal interpretation of Average.

Table 12 presents the Analysis of Variance on the Level of Teachers' Morale when Respondents are Grouped According to School Assignment

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit (0.05)</i>
Between Groups	1.74163	11	0.15833	2.81734	0.00355	1.90454
Within Groups	4.72066	84	0.05620			
				Result: Significant		
Total	6.46229	95		Ho: Rejected		

Table 12 shows that the computed P-value on the level of teacher's morale when they are grouped according to school assignment has resulted in 0.00355, which is lower than F crit r at (0.05) = 1.90454, which denotes that there is a significant degree of variance on the level of teacher's morale when they are grouped according to school assignment. This leads to the rejection of the null hypothesis of the significant level of teacher's morale when grouped according to school assignment.

This means that teachers are conscious of the different assignments which they handled. It significantly affects personal morale in dealing with another assignment with most probably different behavior.

CONCLUSIONS

Based on the findings, as to the level of teachers' morale as rapport with the principal, the principals trust teachers who are leaders instead of followers. In addition, the level of teachers' morale in terms of satisfaction with teaching revealed that the working environment is peaceful and with harmony, and the Teachers' Morale as to Rapport among teacher showed the openness, self-reflection and willingness" is high. Moreover, teachers are seen as a valuable and honorable profession. It can be understood that the teacher's engagement plays a vital role in academic success and life success. Teachers can take steps individually to preserve their professional satisfaction and morale; they must also be nurtured, supported, and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students and teachers will be the beneficiaries (Govindarajan, 2012).

RECOMMENDATIONS

In the light of findings and conclusions, the following recommendations are:

1. Teachers and administrators must attend capability-building training to learn and apply best practices in adopting and improving good relationships with a good climate in the school.
2. Teachers and administrators should embrace the latest and new trends and strategy to help them grow more maturely in a world with behavioral challenges.
3. Great attention must be given to the schools, including teachers who have a faculty with behavioral problems.
4. Uphold recreational activities within the school to build a good rapport with one another.
5. Future research should explore the intervention plan as a viable option for different school climates as they embrace change.

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