

**FACTORS AFFECTING TEACHER MORALE UNDER
TRASHIGANG DISTRICT IN BHUTAN**



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ABSTRACT

The purposes of this study were to search for the overall level of teacher morale under Trashigang district in Bhutan and to compare the teacher morale based on individual factors such as age, gender, level of education, year of experience, and initial career goal; and organizational factors such as school level, school size, and school setting. The research sample was 194 Bhutanese teachers from 31 sampled schools. This quantitative study was conducted using a survey-design method. The *Purdue Teacher Opinionaire* was adapted and used to measure factors contributing to teacher morale. The data collected were statistically analyzed using descriptive statistics such as frequency, mean, standard deviation, and percentage; and the inferential statistics such as student *t*-test and one way ANOVA (Analysis of Variance). To pinpoint significant differences between all possible pairs of values of a factor variable, Post Hoc multiple comparisons test was conducted using Fisher's LSD (Least Significant Deviation). The hypotheses were tested using the confidence level of 0.05.

The findings indicated that the overall level of teacher morale under Trashigang district in Bhutan was moderately high. While rapport among teachers had the highest level of teacher morale; transfer and deployment policies had the lowest level of all the 10 different morale factors. Teacher salary [incentives], community support of education, and community pressure were measured at the moderate level. When teacher morale was compared with individual and organizational factors, teachers' age, level of education, years of experience and initial career goals were found to be statistically significant differences.

It is recommended that the concerned authorities establish a system to raise the status or the recognition of the teachers among the people in the community. They should consider implementing the transfer and deployment policies fairly and coherently. They are recommended to consider ways to include some supplements to teacher salaries and to provide fair and adequate training opportunities to teachers. They should also provide teachers with adequate teaching learning materials like library facilities and resources with spacious classrooms. Principals need to improve their ability to enable teachers to act more proactively and vivaciously. They should educate the people in the community and make them understand the necessity of their support for their children's education.

KEY WORDS: TEACHER MORALE/ MORALE FACTORS/ INDIVIDUAL/ ORGANIZATIONAL/ TRASHIGANG BHUTAN

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