

## **THE INFLUENCE OF RANK POSITION, WORK DURATION, AND SCHOOL ACCREDITATION STATUS ON THE TEACHER'S MORALE IN IMPLEMENTING TASKS**

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Morale is one of the factors that determine the effectiveness of teacher's work. The effectiveness of teacher's work is a major of supporting factors for achieving the education quality in schools. The main indicator of the education quality in schools is the achievement of students. Student achievement can only be achieved through the effectiveness of teacher's work. The purpose of this study is to determine the influence of rank position and the work duration of teachers, as well as the status of school accreditation on the teachers' morale in carrying out the task. This study was conducted in Malang city by 90 samples of teachers that were selected through random sampling technique. This study used questionnaires and documentation as the data collection technique, while descriptive statistics and variant analysis were used as the data analysis. Based on the result of the data analysis, this study concluded that there is no significant influence of rank position and work duration, and the status of school accreditation on the teacher' morale in performing the tasks. Therefore, this studied more on the other factors that influence the teacher's morale in carrying out the tasks, both internally and externally.

**Keywords:** morale, rank position, work duration, school accreditation, teacher

### **INTRODUCTION**

One of the key components that determines the success of education in schools is the teachers. The purpose of education will be achieved if it is supported by the effectiveness of teachers' work. One of the main aspects that determines the effectiveness of the teachers' work is the morale of their work. Understandably that the word morale here can be interpreted as spirit of work. The morale of the teacher means the spirit of the teachers' work in performing their duties.

There are some experts who put forward the notion of morale. Beachmendifik defined morale as job satisfaction, leadership, organization, and environment. Hornby asserted that morale is a mental condition that is full of will, sincerity, discipline, and perseverance in facing the challenge to achieve the goal (Sutheja, 1988). Based on the opinion of these experts, it can be underlined that morale is a mental condition full of sincerity, fighting, and determination to perform tasks / jobs in order to achieve goals optimally. Morale of the teachers means mental condition of teachers in the form of emotional reactions that full of sincerity, discipline, fighting power, and perseverance in carrying out their jobs as teachers to achieve educational goals optimally.

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Morale is higher than job satisfaction. There are three factors contained in the definition of morale, namely identification, belongingness, and rationality. Identification refers to purpose communality. A teacher with high morale feels that his/her individual needs relate to the goals of organization. The belongingness means that there is a compatibility between his/her needs with the needs of principal. Whereas, rationality means that there is a match between the needs of leaders with the goal of organization (Gorton & Schneider, 1991: 246).

There are several factors that affect the high and low morale of the teachers. Many theories explain the factors that drive the morale of the teachers with their different perspectives. From the existing theories, it can be classified into two when it is examined from the supporting source, namely work factors and personal factors.

Factors related to work are the main source causing the high level of teachers' morale. These factors are job security, status / recognition, salary / progress, social relations, working conditions, achievements, leadership and peer states (Marks *et al.* 1985: 237-238). Most of the theories and results of existing research, although slightly different, tend to express the same thing, which revolves around these factors. The research results of Hersey and Jugersen also showed similar results, with the addition of two factors, namely working hours and ease of work.

In addition to the factors mentioned before, personal factors can also influence a person's morale. Barrier suggests that there are three factors that influence a person's morale, namely (a) individual factors, (b) external factors, and (c) work situation factors. Related to morale, Herzberg suggests one of healthy factors of work, that is personal life. These personal factors are health, age, expectations and needs (Hoy dan Miskel, 2001).

Morale is not a behavior, but it is very influential on one's behavior. A person will try optimally in carrying out his work, if he has a high morale. And conversely, a person will not do the job well when his morale is low.

Similarly for the position of teacher. A teacher will try optimally in carrying out the duties if he/she has high morale. On the contrary, when the morale of work is low, so teacher will not perform the duties properly. The effectiveness of teacher's work can only be achieved if the teacher has good morale (Marks *et al.*, 1985:237).

There are many factors that influence the morale of teachers in carrying out the tasks. These factors come from within and from outside. Regarding to Herzberg's motivation theory, achievement factor, recognition, work itself, responsibility, advancement, and growth are factors that can encourage morale of the teacher in performing the tasks. Similarly, working conditions, salary, relationships with members, status, security, supervision, institutional policy are also factors that determine the morale of the teachers in performing tasks (Lunenburg & Ornstein, 2000).

If it is viewed in the field, these factors are inherent in the teacher, some are related to the state of the institution. There are many attributes attached to the teacher, who allegedly influence the morale of the teachers in performing the tasks. The amount of salary, the level of the teacher's rank position, and the other factors that are attached to each teacher are different between one teacher and another teacher. Some are high, and some are low. In addition, there are also factors that come from school institutions. School conditions, organizational climate, school status, and other factors that come from the institution, which allegedly influence the morale of the teachers in carrying out their duties. Based on this foundation, this study is conducted.

### **OBJECTIVES OF STUDY**

This study is aimed at determining the influence of rank position and work duration of the teachers, and the status of school accreditation on the teachers' morale in carrying out the tasks. The teacher's position and length of work duration are the factors attached by each teacher. Each teacher has different rank position and work duration. Whether these two variables influence the morale of the teachers in carrying out the tasks, still remains a question. The status of school accreditation is a factor that comes from the school organization. Each school has different school accreditation status, some are very good with A, some are good with B, some are enough or even not accredited yet. The status of accreditation should reflect the quality of the school. The level of school conditions and quality, should also reflect or affect the morale level of the teacher's work in performing the tasks, but that it's still to be a question. Therefore, this study is carried out. By knowing the influence and the importance of these three influential variables, it can be used as the basis for developing existing theories, especially those related to the development of human resources in educational organizations. Through these findings also will be used as a reference in taking policy in order to improve the quality of education in Indonesia.

### **METHODOLOGY**

This study is aimed at identifying the influence of three independent variables, namely rank of position, work duration, and status of school accreditation to teachers' morale in performing tasks. In accordance with the purpose of the study, it employs causal comparative research design. The entire research process was carried out using comparative causal research phases, from planning, instrument development, data collection, to data analysis and interpretation.

This study was conducted in Malang city, involved elementary and junior high school teachers as the population. The sample of the study were 90 teachers, consisting of 45 elementary school teachers and 45 junior high school teachers, that were selected by random sampling technique.

To collect data in this study, it used two data collection techniques, namely documentation techniques and questionnaires. Documentation techniques used to collect data about the characteristics of teachers and the status of school accreditation, while the questionnaire technique used to collect data about the morale of the teachers in carrying out tasks.

The research instrument was developed based on the construct of research variable. The main instrument that is the morale of the teachers was developed based on the concept of morale theory of teacher's work, with 20 items of instrument. The type of questionnaire is the Likert scale, it is also known as the summated rating type. The degree of instrument validity was analyzed using item analysis, while instrument reliability was estimated using the Cronbach Alpha formula. Based on the results of instrument testing analysis found the value of reliability coefficient of 0.819. it is above of 0.7, thus, it can be concluded that the instrument is reliable. The results of the instrument analysis also showed that each instrument supports the theoretical construct with a coefficient above of 0.3. Thus it can be concluded the instrument used in this study is quite valid and reliable.

In accordance with the purpose, research design, and existing data, this study used two types of data analysis techniques, namely descriptive statistics and inferential statistics, they include in variant analysis. Descriptive statistics are used to describe the data. The techniques covers the mean and standard deviation. The examples of class action research proposals, the examples of language action research proposals, work duration, and school accreditation status. Before doing the trial, it is used kolmogorov-smirnov for data normality, and lavene test for homogeneity test of variants. Thus, all data analysis will be fulfilled.

## RESULTS AND DISCUSSION

Data analysis is done in stages, starting with descriptive analysis on each variable. The first variable that being analyzed was the rank of teacher's position. Based on the results of the analysis, the rank of teachers' position from the research sample is presented in Table 1.

TABLE 1: RANK OF TEACHERS' POSITION

<i>No</i>	<i>Rank of Position</i>	<i>Mean of Morale</i>	<i>Standard Deviation</i>
1	Rank of IIC	45.00	8.485
2	Rank of IIIA	47.55	8.182
3	Rank of IIIB	44.67	5.893
4	Rank of IIIC	51.29	8.902
5	Rank of IIID	50.20	6.760
6	Rank of IVA	50.11	10.708
7	Rank of IVB	59.67	13.051

Based on Table 1, it can be concluded that rank of teachers' position are varied. When it is viewed from the value of standard deviation, it does not show very much difference. Referring to the mean value, the higher the rank position, the higher the teacher's morale in performing the tasks, but whether the differences are significant, it is necessary to test the hypothesis through variants analysis. Meanwhile, work durations are presented in Table 2.

TABLE: TEACHER'S WORK DURATION

<i>No</i>	<i>Work Duration</i>	<i>Mean of Morale</i>	<i>Standard Deviation</i>
1	0 – 5 years	48.00	14.933
2	6 – 10 years	43.85	5.444
3	11 – 15 years	45.89	8.919
4	16 – 20 years	49.71	6.856
5	21 -25 years	45.62	14.111
6	26 – 30 years	54.00	6.124
7	31 – 35 years	53.38	9.486

Based on Table 2, it can be concluded that the teachers' working duration are also varied. When it is viewed from the value of standard deviation, it does not show very much difference. By identifying the mean value, it seems that there is a difference in the morale average of teacher's work in carrying out the tasks, but whether the difference is significant or not, it needs the hypothesis test through variant analysis.

If it's seen from the status of school accreditation, it's generally presented in Table 3.

TABLE 3: STATUS OF SCHOOL ACCREDITATION

<i>No</i>	<i>Accreditation status</i>	<i>Mean of Morale</i>	<i>Standard Deviation</i>
1	A (Very Good)	48.71	8.598
2	B (Good)	45.15	8.753

Based on Table 3, it can be concluded that the morale value of teacher's work in an A accredited school is higher than B accredited school. However, whether the difference is significant or not, it needs to be done the hypothesis test by using technique of variant analysis. If it is viewed from the characteristics of variables, between one independent variable and others do not influence each other. Hence, technique of variant analysis is implemented. Before conducting the analysis, the classical assumption test of each variable is performed. The result of assumption test of the first variable, that is the rank of teacher's position shows normal data distribution. The results of homogeneity analysis of Lavene variant obtained value of 0,560, with p value of 0.761. The p value is above 0.05, thus it can be concluded

that the data is normally distributed, and homogeneous. Furthermore, variant analysis is conducted. Generally, the result of variant analysis is presented in Table 4.

TABLE 4: THE RESULT OF VARIANT ANALYSIS OF TEACHER'S MORALE BASED ON THE RANK POSITION

ANOVA					
<i>Morale</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	846.867	6	141.144	1.962	.080
Within Groups	5971.533	83	71.946		
Total	6818.400	89			

The average plot of teacher's morale based on rank position is clearly presented in Figure 1 below.

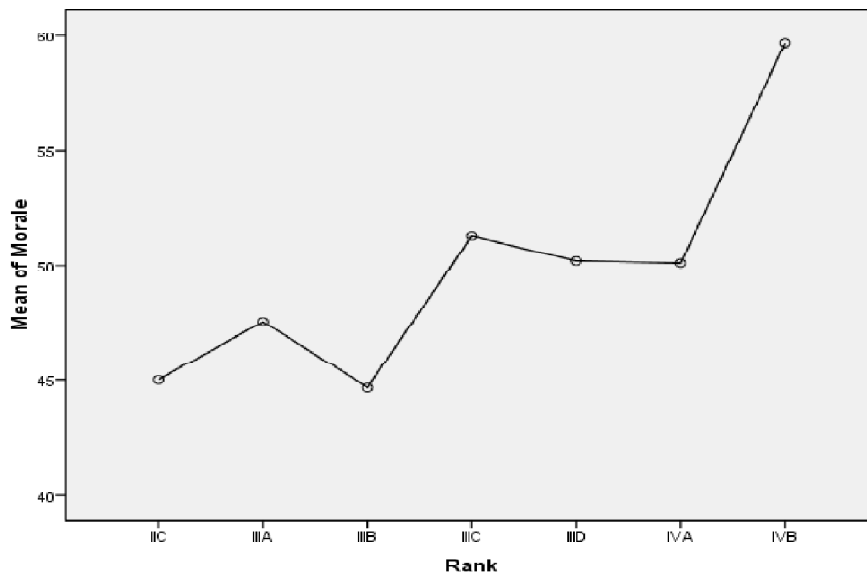


Figure 1: The Average Plot of Teacher's Morale based on the Rank Position

Looking at Figure 1, there appears a difference in the morale value of teachers' work in performing their tasks based on teacher's rank position. However, the result of the variant analysis shows that the value of  $F$  is obtained at 1.962 with  $p$  value of 0.80.  $p$  value is above 0.05, thus it can be concluded that there is no significant difference in the morale of the teachers in performing tasks based on rank position. In other words, there is no significant influence on the teacher's level of morale in performing their duties.

Furthermore, hypothesis test for working duration variable is conducted. Before doing the analysis, it also test the classical assumption. The result of variable assumption of teacher’s working duration shows the data is normally distributed. The result of homogeneity analysis of Lavene variant obtained 1,714, with p value of 0,128. p value is above 0.05, thus it can be concluded that the data is normally distributed, and homogeneous. Furthermore, the variant analysis is conducted. In general, the result of variant analysis for variable of work duration is presented in Table 5.

TABLE 5: TEACHER’S MORALE BASED ON WORK DURATION

ANOVA					
Morale	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	860.109	6	143.352	1.997	.075
Within Groups	5958.291	83	71.787		
Total	6818.400	89			

The plot of the teacher’s morale mean in carrying out tasks based on their work duration, is generally presented in Figure 2.

Looking at Figure 2, there appears the differences in the morale values of teachers’ work in performing tasks based on their work duration. However, the result of variant analysis shows that F value is 1.997 with p value 0,75. The p value is above 0.05, thus it can be concluded that there is no significant difference in the morale of the teachers in performing the tasks based on their work duration. In

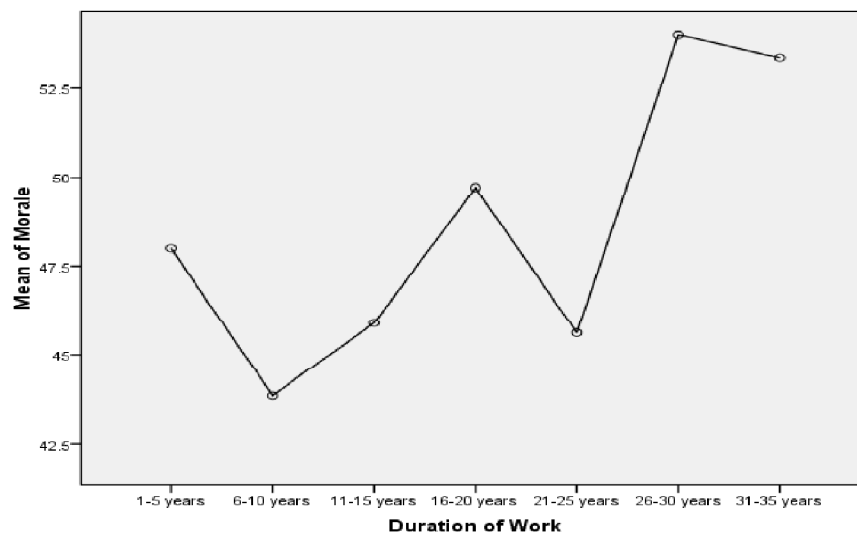


Figure 2: The Average of Teacher’s Morale based on Work Duration

other words, there is no significant influence of the work duration on the morale of the teacher in performing the tasks.

The result of the two variables has conformity to the results of previous studies. Based on two-factor theory of Herzberg, there are five factors drive the motivation of personnel work, namely achievement, recognition, work itself, responsibility, advancement, and growth (Lunenburg & Orstein, 2000; Kowalsky, 2003). The rank position and work duration are not factors that encourage one's work motivation. The result of Wiyono's research (2009) indicated that there is no relation between rank position and work duration of teachers and work motivation in performing the tasks. Wiyono (2015) further also added that there is no difference in teacher's work motivation in performing tasks that is based on rank position and work duration. According to Yemini (2013), showed that there is no difference in work motivation of experienced and inexperienced personnel. Additionally, Kooij et al (2013) showed that there is a negative relationship between age and work sustainability. Rank of position and work duration are in line with age. The development of rank and work in line with the development of age, but the older does not guarantee the higher the motivation of work. Thus, the results of this study reinforce the theory and results of the previous studies.

Furthermore, hypothesis test for school accreditation status variable is conducted. Before conducting the analysis, this study conducts classical assumptions test. The assumption test results of the variables of school accreditation status showing normal distributed data. The results of homogeneity analysis of Lavene variant obtained 0.040, with p value of 0.841. p value is above 0.05, thus it can be concluded that the data is normally distributed, and homogeneous. Furthermore, the variant analysis is conducted. The result of variant analysis for variable of work duration is presented in Table 6.

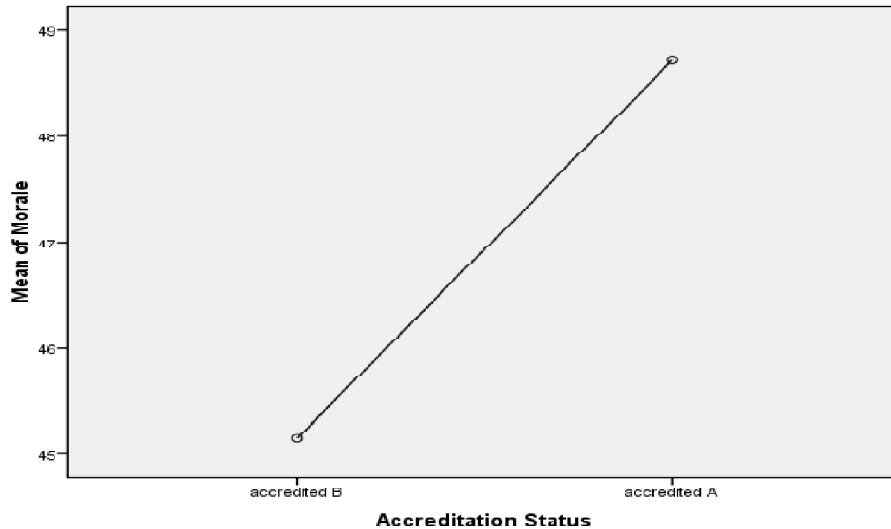
TABLE 6: RESULTS OF VARIANT ANALYSIS OF TEACHER'S MORALE  
BASED ON SCHOOL ACCREDITATION STATUS

ANOVA					
<i>Morale</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	140.993	1	140.993	1.858	.176
Within Groups	6677.407	88	75.880		
Total	6818.400	89			

The plot of teachers' morale mean in performing tasks based on the school accreditation status, in general is presented in Figure 3.

Looking at Figure 3, there shows the differences in the moral value of teachers' work in performing the tasks based on school accreditation status. However, the results of the variant analysis shows the value of F is 1.858 with a p value of 0.176. p value is above 0.05, thus it can be concluded that there is no significant difference





**Figure 3:** The Average of Teacher’s Morale based on School Accreditation Status

in teacher’s morale in performing tasks based on school accreditation status. In other words, there is no significant influence on the status of school accreditation on the morale of teachers in carrying out the task.

The results of this study show suitability to the Herzberg’s that working condition is not a motivating factor (*motivator factors*), but is a health factor (*hygienes factors*). Therefore, it can be underlined that there is no influence of the school accreditation status on the morale of the teacher’s work in performing the tasks. The results of this study also agrees with Catania & Randall (2013) which showed that there is no relationship between work duration and work motivation.

For further studied, the variables that greatly influence morale of the teachers is the leadership of the principal. According to Wiyono (2017), found that there is an influence of headmaster’s transformational leadership toward work motivation of teacher in performing duty. The result of Wiyono’s research further (2017) that partially studied also reinforced the result of previous research, that there is a very strong relationship between principal leadership and teacher’s work motivation in performing tasks.

**CONCLUSION**

Based on the results of the analysis, it can be seen that there is no difference in the morale of teachers in carrying out tasks analyzed from the rank of teachers’ position. Thus, it can be concluded that there is no significant influence of teachers’ rank position to the morale of their work in carrying out the tasks. The rank of position

is not a contributing factor to teacher's morale. When it is examined from the conditions in the field, there is no appreciation for teacher's rank of position. Between one position to another position almost got similar award. Therefore, it can be underlined that the rank of position does not have a significant influence on the morale of the teacher in performing the tasks.

The results of the second study showed no difference in the morale of the teachers in carrying out the tasks in terms of the work duration. It means that the working period does not have a significant influence on the morale of the teachers in performing the tasks. That is understandable, considering the work duration has no consequences for teachers. The existence of periodic salary increases, the value is relatively small, but it can have a strong impact on teacher's morale. If it is examined from the point of theory, salary is also not a motivating factor but a health factor.

The results of the third study indicated that there is no difference in teacher's morale in terms of school accreditation status. This means that there is no significant influence of school accreditation status on the morale of the teachers in carrying out the tasks. That is understandable, considering the status of school accreditation does not automatically indicate the condition of the school, because there are other determinant aspects. Therefore, seen from the theory, school conditions is not motivating factor, but tend to be health factor.

To obtain a strong generalization, further study is needed by considering broader targets, in-depth study, and more comprehensive methodology. Therefore, this study suggests to the next researchers to study the morale of the dynamic aspects of the organization, for example it can be associated to the level of teacher competence, organizational climate, or other managerial aspects of the school. Thus, more explicit findings will be found for the development of human resource management theory in educational organizations.

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