TEACHER'S MORALE DURING PANDEMIC: EXPLORATORY SEQUENTIAL DESIGN

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ABSTRACT

This study assessed the level of teacher morale among private and public high school teachers during the pandemic. Ten individuals were invited to the in-depth interview (IDI), and seven people were invited to the focus group (FGD). For the exploratory factor analysis, 200 teachers were used, and for the confirmatory factor analysis, 200 more teachers with a total of 400 private and public-school teachers in the Municipality of Kabacan. This study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on teachers' morale for in-depth-interview (IDI) and focus group discussion (FGD). The results revealed that factor analysis indicate that a teacher morale has four factors that include motivation and optimism, subjective wellbeing, status and self-regulation and self-efficacy and Teacher Morale Questionnaire with 38 items was developed to measure the teachers' morale. Reliability test revealed the results on teachers' morale the overall Cronbach's Alpha value of .909 which interpreted as high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 38 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study

Keywords: teachers' morale, pandemic, exploratory sequential design, Municipality of Kabacan

INTRODUCTION

At this time of pandemic, nearly every day, media reports provide vivid accounts of teachers' achievements and challenges during the COVID-19 pandemic: teachers report working longer hours, picking up new skills, instructing students via video calls, having trouble getting in touch with every student, and struggling to build relationships with students in their classes. Any parent or guardian who supports a child who is enrolled in school remotely can attest to the difficulties students have faced as a result of the evolving educational landscape. Alongside varied levels of support from their state and school system, teachers are likely negotiating those difficulties for and with children. (Diliberti & Kaufman, 2020).

Research shows that teacher morale was significantly lower in 2020 than in 2019, and lower at the end of 2020 that at the start – a pattern not found in 2019 (Gore et al., 2020). On the study conducted by Diliberti and Kaufman (2020), they concluded that more than half of teachers (57 percent) reported working more hours per week during this school year than they did before the COVID-19 pandemic. Teachers in the lowest-poverty schools were more likely to report working more hours per week during the pandemic than teachers in the highest-poverty schools. About 80% of teachers said they were moderately or seriously concerned about feeling burned

out. The majority of the teachers who said they were likely to leave the teaching profession before the pandemic made up around a quarter of all teachers who said they were likely to do so.

The significance of literature mentioned on the previous discussion for this study emphasize the relevance of teacher morale and its factors on student achievement and job satisfaction. There are several previous studies investigating teachers' morale and other variables using quantitative method, however, there is no related studies was already conducted regarding teachers' morale during pandemic time in Kabacan, Cotabato using exploratory sequential mixed method design utilizing qualitative and quantitative approaches. That is why the researcher intend to fill the gap on this research by formulating theoretical lenses on the study of teacher morale during pandemic time.

This study is potentially significant to the community, teachers, school administrators and policy maker because it will seek to understand teacher perceptions concerning essential areas to enhance the school community's morale, culture, and working circumstances. According to research, a teacher's degree of commitment and morale continue to play a significant role in their decision to stay in the field. Valuable information that may guide improvements in administrative support for teachers may be gained by assessing morale and analyzing outcomes through the lens of self-determination theory. Since improving teacher morale is a crucial aspect of school districts, this study will add to the body of knowledge in the field of education. Having increased teacher retention results in financial savings, but improved morale also affects the lives of teachers, students, and the continuity of a community, particularly in this epidemic era. This study has the potential to provide teacher insight concerning how to reduce attrition in public education and how they will handle their morality facing challenges and problems in this time of pandemic.

FRAMEWORK

This study was anchored on Self-Determination Theory developed by (Deci & Ryan, 1985) articulates a macro-theory of human motivation, emotion, and development utilizing factors that either accelerate or deviate growth-oriented processes in individuals. Deci and Ryan (1985) identified the core elements underlying sustainable motivation. Their findings suggest basic motivation needs of autonomy, relatedness, and competence are innate rather than learned (Ryan & Deci, 2000). Self-determination theory assumes human nature contains the predisposition to be curious about one's environment and interest in increasing one's knowledge (Niemiec & Ryan, 2009).

Self-determination theory evolved over three decades of research, and where each component of the framework received experiential confirmation before being included in the theory (Gagne & Deci, 2005). Although somewhat different from other earlier motivation theoretical frameworks, SDT remains congruous with findings of psychologists such as Harlow (1958) and White (1959) (Ryan, Sheldon, Kasser & Deci, 1996)

In addition to these works, Porter and Lawler (1968) also fabricated a model of intrinsic and extrinsic motivation, which built upon Vroom's expectancy-valence theory (Gagne & Deci, 2005). In that model, Porter and Lawler (1968) suggests creating a positive work environment would lead to increased employee performance based upon both intrinsic and extrinsic compensations, leading to higher levels of fulfillment (Gagne & Deci, 2005). This serves as a

catalyst for other research which confirms and refines the study of intrinsic and extrinsic motivation as they relate to motivation and morale (Gagne & Deci, 2005). Gagni and Deci (2005) notes that SDT is not a stage theory, therefore individuals do not move though one stage to reach another.

Because self-determination theory promotes an interest in learning, experiences, and security (Ryan &Weinstein, 2009), SDT demonstrates successful application in fields such as education, healthcare, psychotherapy, sports, and human resources management (Deci & Ryan, 1985; Katz et al., 2010). Self-determination theory suggests interpersonal styles of leaders and administrators stand to increase motivation and morale of employees (Gagne & Deci, 2005). Self-determination theory also addresses motivation in relation to enhanced performance, happiness, and contentment within organizations (Deci et al., 2017). Self-determination theory implies psychological welfare of an employee directly links to the type of motivation a person feels to perform job-related responsibilities.

Within SDT, individuals have innate tendencies to integrate learning and to develop new skills (Ryan & Weinstein, 2009). Self-determination theory (Deci & Ryan, 1985) explains different motivation types based on the different goals that give rise to an action (Ryan & Deci, 2000). Deci (2009) suggested taking ownership of commitment to a reform may occur when teachers or students have their basic psychological needs met through self-determination theory components. A foundation of SDT assumes that environmental causes remain critical to morale because they may facilitate motivational elements (Fernet, et al., 2011). Given this mixture of intrinsic and extrinsic factors, it is obligatory for school leaders to create the conditions within their schools to enhance the quality of teachers' professional lives, promote increased job satisfaction, and prompt teachers to stay in the profession (Rhodes et al., 2014).

METHOD

Research Design

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment process (Creswell et al., 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

Respondents

For the preliminary (qualitative) phase of the study, a total of 10 public elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 200 teachers at elementary schools in Kabacan, Cotabato.

Instruments

In the qualitative phase, the researcher formulated an interview guide that asked questions about their morale during pandemic. The interview provided an insight into how a group of teacher thinks about morale, about the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school and at home.

Meanwhile, the items of the questionnaire were constructed based on the frequency of occurrence as results of focus group discussions. The construction of the tool from qualitative phase revealed the morale scale. This tool was subjected to dimension reduction to look for the factors that constitute the teachers' morale during pandemic.

Further, five experts were invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on teacher morale. The purpose was to ensure the readability and comprehensibility of the questionnaire.

Statistical Treatment

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

RESULTS AND DISCUSSION

Emerging Themes of Teachers' Morale during Pandemic

There are four themes that emerges from in-depth interview and focus group discussion with the selected elementary school teachers in the Municipality of Kabacan that put emphasis on motivation and optimism, subjective wellbeing, status and self-regulation and self-efficacy.

Motivation and Optimism. Many participants believed that being motivated and optimistic in life may help them increase their morale as a teacher. They expressed that despite of the struggles and challenges they experienced during the pandemic; they are being optimistic in giving quality education for their students. They are eager to help their students to learn from their lessons. Some teachers shared that knowing and seeing their students learning in the midst of pandemic made them happy especially when their students having a good grade in all subjects. As a teacher, it is rewarding for them to have these results. These are evident in the following quotes from the participants:

> *Although there are significant changes in our educational system that will undoubtedly affect our morale as a teacher, we remain motivated, enthusiastic and optimistic in providing quality education for our students. (IDI-Participant 1).*

> *My reason to keep my morale up is seeing my students' study despite the pandemic, and as a teacher, I am overjoyed that they received good grades. (IDI–Participant 5)*

> *As a teacher, knowing my students learn from their lessons in the biggest reward for me. (FGD-Participant 1)*

Meanwhile, the participants revealed that some of their motivations are came for the outside environment of school. They emphasized that they are motivated in working for their family and themselves. Their faith in God as well as their relationship with their family, friends and coworkers keep them motivated to work hard and continue their life and profession in the middle of pandemic. These views are presented by the quotes of the participants as discussed below:

> *I keep myself motivated by working hard for both my family and myself.* (IDI-Participant 2)

> *My motivation comes from my faith in God and my relationships with my family and coworkers.* (IDI-Participant 10)

The result on the relevance of motivation and optimism of teachers is supported by Bentley and Rempel (2016) defined morale in a broader sense as encompassing both the organizational goals of productivity and the whole of the environment of the individual. Morale is the extent to which an individual's needs are satisfied, and the extent to which the individual perceives

satisfaction as stemming from total job satisfaction. High morale is evident when there is interest in and enthusiasm for the job. It is important in morale that the person believes and feels, rather than the conditions that may exist as perceived by others (Bhella, 2015).

Parks (2017) wrote that people need certain things from life in order to maintain higher levels of morale. Those needs are grounded in motivational theories in psychology. Motivation is an important ingredient in job performance and satisfaction and could be both extrinsic and intrinsic.

Subjective Wellbeing. For most participants, maintaining high morale during pandemic is one of the significant indicators of being an enthusiastic individual. Pandemic can cause dissatisfaction of teachers and may also influence their mental and physical health but having a good time management and setting aside their work from their personal life will result s strong wellbeing. The participants explained these ideas as follows:

> *I'm in charge of my time. I set aside time for both work and personal life. (FGD-Participant 2)*

> *My previous high morale stemmed from my professionalism and accountability as an employee. I routinely check to see if my morale is till high. Even if I became dissatisfied with my work, my enthusiasm for it remained. (IDI-Participant 2)*

> *Pandemic has had a significant influence on my morale, not only in terms of my physical health but also in terms of my mental health. (IDI-Participant 4)*

Meanwhile, the participants admit to being able to focus their attention on something that does not cause them stress. Despite the numerous hurdles and troubles, they are now facing, they manage to put themselves under pressure by setting small daily goals. These are presented in the narratives of the participants below:

> *As long as I'm able, I set minor goals every day. Setting huge goals will put me under a lot of pressure. (IDI-Participant 3)*

> *When I'm having a problem, I try to redirect my attention away from it. I put my worries on the back burner. (IDI-Participant 4)*

The findings imply that having a strong wellbeing, the individual can be able to maintain high morale in spite of everything. This is supported by Washington & Watson (2016) that morale affects the level of well-being based on such factors as purpose and confidence in what the person or group accomplishes. Morale has been defined as the feeling people have about their job based on how they perceive their position in the organization. If teacher morale is driven by the existence of unsatisfied needs, understanding which needs are more important to teachers becomes essential.

Status and Self-Regulation. The participants believed that pandemic brings a lot of problems and challenges on their lives. They stated that when the pandemic begun, they faced several problems when it comes to medical security, family problems and financial difficulties. These problems and challenges brought them frustrations and it affects their mental and emotional health as a teacher. They added that they don't want their students stop in learning. These views are presented in the phrases quoted by the participants below:

> *One of the issues I faced during pandemic was medical security, while the other was economic stability. It is extremely frustrating for both our students and ourselves as teachers, as we do not want our students stop learning. (IDI-Participant 1)*

> *For us, the pandemic was a major challenge. It brings many difficulties, such as family issues and financial difficulties, and it has an impact on our mental and emotional health. (IDI-Participant 2)*

Meanwhile, some of the participants emphasized that there are mechanisms to minimize their stress during the pandemic. Some of them shared that they do a variety of activities in order for them to get themselves away from stress. Some were spending time with their family and friends; some were visited places and others enjoy eating foods outside as their stressor. The participants explained these ideas as follows:

> *To reduce my stress, I get together with my friends and spend quality time with my family. I too, engage in a variety of activities, just like the rest of the people. (FGD-Participant 2).*

> *I like variety of activities, including visiting new places with my family and friends. I also go on food excursions outside since I enjoy eating. To relieve my stress, I do all of these activities. (IDI-Participant 5)*

The result on the significance of status and self-regulation of teachers in the midst of pandemic is supported by Lumsden (2015) stated that stress is another factor that affects teacher morale. It can result in emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction. Feeling stress in a job can damage a person's productivity and enthusiasm.

On the study conducted by Hidalgo-Andrade et al., (2021), the results indicated that most teachers used more than one coping strategy and the three most frequently reported strategies were social support, physical activity (exercise), and leisure activities. Results are also in line with previous research that indicates that starting and maintaining hobbies is related to better mental health and fewer symptoms of anxiety and depression (Takeda et al., 2015).

Self-Efficacy. It is both rewarding and overwhelming for most participants to believe that they have a significant impact on their students' learning development. They believed that

teaching students and putting forth some effort on their behalf in the midst of a pandemic was simply a beautiful experience for them. However, they will require excellent time management in order to generate all of these essential feelings. These are evident in the following quotes from the participants.

I handle stress through time management. (FGD-Participant 2)

I constantly consider this in everything I do since it has a potential to have a significant impact on the learner, even if it is only for a short period of time. It gives me a wonderful feeling to realize that there is a positive impact on student growth. (IDI-Participant 3)

Meanwhile, the majority of the participants reported that they engage in any activity that can bring them joy in order to cope with stress. They still take care of themselves by scheduling time to unwind and relax and, more importantly, talking to God about their problems. These are presented in the narratives of the participants below:

I can cope with my stress by engaging in activities that make me joyful. (IDI-Participant 2)

I set aside a day to unwind. Despite my numerous problems, I simply pray and converse to God. (IDI-Participant, 6,7 & 8)

This implies that by having effective time management and appropriate strategies to reduce stress may help to enhance the efficacy of an individual and can develop high level of morale. This result is supported by Zurlo et. al., (2017) that teachers were most frequently utilized coping strategies focusing on innovation and effective time management. Accordingly, teachers dealt with stress by making efforts to have a stable relationship, dealing with problems immediately as they occur, and having leisure activities.

Construction of Teachers' Morale Scale

Based on the narratives of the participants, the Table 1 presents the teachers' morale scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. This 39-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to three based on the priori qualitative analysis dimensions.

Table 1
Teachers' Morale Scale

ITEMS
1. Despite the fact that our educational system has undergone many significant changes, I continue to do my best to provide quality education to my students.
2. In order to deepen my deliverance to my students, I maintain a positive teaching attitude.
3. I'm still optimistic and have a positive attitude on life.
4. One of the issues I came upon was medical security, and the other was economic stability.
5. I schedule time to treat myself and avoid burnouts because they negatively impact my performance.

6. I do a lot of things, such as going to other places, spend time with my friends and family, as well as go on eating excursions.
7. I keep my personal and private life apart from my professional life.
8. I'm motivating myself for the sake of my students' well-being and to remind myself that I'm a role model for them.
9. My family and friends have given me support and encouraged me to follow my dream of becoming a teacher. I thought about life's steadiness as well.
10. I used motives as a boost to keep me going and help me become a better teacher for my pupils.
11. When I first became aware of the pandemic, I was confronted with a slew of hurdles, including family issues, financial difficulties, and emotional and mental issues (depression and anxiety).
12. I routinely check to see if my morale is still high. Even if I became dissatisfied with my work, my enthusiasm for it remained.
13. My uncertainties, anxieties, and negative thoughts have a bad impact on my life's vision.
14. Financial difficulties, as well as family and job issues, have all contributed to my low morale.
15. I go to church and participate in religious activities whenever I am doubting myself and losing hope. I pour all of my anxiety into it.
16. I'm able to deal with stress by managing my time.
17. It is sometimes necessary to devote myself to something that makes us joyful.
18. I push myself to do my best work for my family and myself.
19. When I'm thinking about my students, I feel motivated.
20. My family and my work as a teacher are two things that keep me motivated.
21. I am dedicated to my work as a teacher and always treat others with respect.
22. Several changes in teaching had a negative impact on my mood, and I began to doubt my own abilities.
23. Asking myself "Is this enough?" is a significant problem after a long preparation, and knowing that my students didn't have any answers on their module makes me disappointed."
24. I establish tiny goals for myself every day so that I don't feel like I haven't accomplished much.
25. I cope with stress by drawing inspiration from my students, who express their gratitude by saying, "Thank you."
26. I set aside a day to unwind and pray, as if conversing to God.
27. I don't devote as much time and attention to the issues as I should.
28. It was a fantastic accomplishment for me as a teacher to provide enough support and encouragement to my students.
29. I usually assume that I need to be cautious in everything I do because even a minor phase might have a significant impact on students.
30. Even though I was already tired, I kept telling myself that everything would be alright.
31. Maintaining my morale requires me to be positive.
32. I've had a lot of financial difficulties since the pandemic began. My financial situation had a significant impact.
33. Pandemic has had a significant influence on my morale, not only in terms of my physical health but also in terms of my mental health.
34. I'm always under the impression that everything will turn out well.
35. I try to take my mind off my situation. I put my worries on the back burner.
36. I must be considerate and adaptable, when communicating with students and parents.
37. I remain optimistic regardless of the difficulties I am facing.
38. I am always confident that there is a solution, whatever issues I am now facing.

39. I've always persuaded myself that I need to become self-sufficient in order to survive.

Dimensions of Teachers' Morale Scale

Testing of the proposed Questionnaire consisting of 39-Item Scale on Teachers' Morale. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 3 that KMO value is .594 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocore, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ($p<.05$) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick & Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.594
Bartlett's Test of Sphericity	Approx. Chi-Square	9236.741
	Df	780
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 39-item morale scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

Derivation of Factors Structure for Teachers' Morale. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are four dimensions of teacher morale. Hence, the four-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and from 39 items, only 38 items passed the criteria then subject for rotation and analysis.

After which, the 39-item construct is then subjective for rotation. The pro-max rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the four factors are above .4. it can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading at all which means that the items best represent their factors. It is emphasized by

Hair et al., (1998) that loading indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 3
Pattern Matrix Four-Factor Model

	Factor			
	1	**2**	**3**	**4**
Despite the fact that our educational system has undergone many significant changes, I continue to do my best to provide quality education to my students.	.747			
In order to deepen my deliverance to my students, I maintain a positive teaching attitude.	.929			
I'm still optimistic and have a positive attitude on life.	.829			
I'm motivating myself for the sake of my students' well-being and to remind myself that I'm a role model for them.	.494			
My family and friends have given me support and encouraged me to follow my dream of becoming a teacher. I thought about life's steadiness as well.	.638			
I used motives as a boost to keep me going and help me become a better teacher for my pupils.	.712			
I push myself to do my best work for my family and myself.	.729			
When I'm thinking about my students, I feel motivated.	.511			
My family and my work as a teacher are two things that keep me motivated.	.603			
Even though I was already tired, I kept telling myself that everything would be alright.	.692			
Maintaining my morale requires me to be positive.	.652			
I'm always under the impression that everything will turn out well.	.680			
I must be considerate and adaptable, when communicating with students and parents.	.487			
I remain optimistic regardless of the difficulties I am facing.	.502			
I am always confident that there is a solution, whatever issues I am now facing.	.529			
I've always persuaded myself that I need to become self-sufficient in order to survive.	.417			
I keep my personal and private life apart from my professional life.		.462		
I routinely check to see if my morale is still high. Even if I became dissatisfied with my work, my enthusiasm for it remained.		.539		
My uncertainties, anxieties, and negative thoughts have a bad impact on my life's vision.		.655		
Financial difficulties, as well as family and job issues, have all contributed to my low morale		.819		
Several changes in teaching had a negative impact on my mood, and I began to doubt my own abilities.		.654		
Asking myself "Is this enough?" is a significant problem after a long preparation, and knowing that my students didn't have any answers on their module makes me disappointed."		.664		
I establish tiny goals for myself every day so that I don't feel like I haven't accomplished much.		.641		
I don't devote as much time and attention to the issues as I should.		.676		
I've had a lot of financial difficulties since the pandemic began. My financial situation had a significant impact.		.704		

Pandemic has had a significant influence on my morale, not only in terms of my physical health but also in terms of my mental health.	.675		
I try to take my mind off my situation. I put my worries on the back burner.	.548		
One of the issues I came upon was medical security, and the other was economic stability.		.512	
I schedule time to treat myself and avoid burnouts because they negatively impact my performance		.475	
I do a lot of things, such as going to other places, spend time with my friends and family, as well as go on eating excursions.		.771	
When I first became aware of the pandemic, I was confronted with a slew of hurdles, including family issues, financial difficulties, and emotional and mental issues (depression and anxiety).		.547	
I go to church and participate in religious activities whenever I am doubting myself and losing hope. I pour all of my anxiety into it.		.495	
I cope with stress by drawing inspiration from my students, who express their gratitude by saying, "Thank you."		.766	
I'm able to deal with stress by managing my time.			.702
It is sometimes necessary to devote myself to something that makes us joyful.			.436
I am dedicated to my work as a teacher and always treat others with respect.			.626
I set aside a day to unwind and pray, as if conversing to God.			.541
It was a fantastic accomplishment for me as a teacher to provide enough support and encouragement to my students.			.688
I usually assume that I need to be cautious in everything I do because even a minor phase might have a significant impact on students.			.531

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the four-factor model of teacher morale with 39 items was developed as shown in table 4, namely, motivation and optimism, subjective wellbeing, status and self-regulation, and self-efficacy.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 32 included "I go to church and participate in religious activities whenever I am doubting myself and losing hope. I pour all of my anxiety into it", since it does fit the factor talking about status and self-regulation.

Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .909. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely motivation and optimism (a=.763), subjective wellbeing (a=.823), status and self-regulation (a=.787), and self-efficacy (a=.802). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4
Reliability Analysis Teachers' Morale Scale

Scale	Cronbach's alpha
Motivation and Optimism	.763
Subjective Wellbeing	.823
Status and Self-Regulation	.787
Self-Efficacy	.802
Overall Reliability	**.909**

Final Version of Teacher Morale Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 4. From 39 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teacher Morale Questionnaire was developed. This tool is consisting of 38 items which consist of four themes. Four themes were obtained after the qualitative results. Four themes were developed which are motivation and optimism with a total of sixteen items, subjective wellbeing with eleven items, status, and self-regulation with five items, and self-efficacy with six items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

Table 5
38-item Teacher Morale Questionnaire

ITEMS	Motivation and Optimism
1	Despite the fact that our educational system has undergone many significant changes, I continue to do my best to provide quality education to my students.
2	In order to deepen my deliverance to my students, I maintain a positive teaching attitude.
3	I'm still optimistic and have a positive attitude on life.
4	I'm motivating myself for the sake of my students' well-being and to remind myself that I'm a role model for them.
5	My family and friends have given me support and encouraged me to follow my dream of becoming a teacher. I thought about life's steadiness as well.
6	I used motives as a boost to keep me going and help me become a better teacher for my pupils.
7	I push myself to do my best work for my family and myself.
8	When I'm thinking about my students, I feel motivated.
9	My family and my work as a teacher are two things that keep me motivated.
10	Even though I was already tired, I kept telling myself that everything would be alright.
11	Maintaining my morale requires me to be positive.
12	I'm always under the impression that everything will turn out well.
13	I must be considerate and adaptable, when communicating with students and parents.
14	I remain optimistic regardless of the difficulties I am facing.
15	I am always confident that there is a solution, whatever issues I am now facing.
16	I've always persuaded myself that I need to become self-sufficient in order to survive.
	SUBJECTIVE WELLBEING

17	I keep my personal and private life apart from my professional life.
18	I routinely check to see if my morale is still high. Even if I became dissatisfied with my work, my enthusiasm for it remained.
19	My uncertainties, anxieties, and negative thoughts have a bad impact on my life's vision.
20	Financial difficulties, as well as family and job issues, have all contributed to my low morale
21	Several changes in teaching had a negative impact on my mood, and I began to doubt my own abilities.
22	Asking myself "Is this enough?" is a significant problem after a long preparation, and knowing that my students didn't have any answers on their module makes me disappointed."
23	I establish tiny goals for myself every day so that I don't feel like I haven't accomplished much.
24	I don't devote as much time and attention to the issues as I should.
25	I've had a lot of financial difficulties since the pandemic began. My financial situation had a significant impact.
26	Pandemic has had a significant influence on my morale, not only in terms of my physical health but also in terms of my mental health.
27	I try to take my mind off my situation. I put my worries on the back burner.
STATUS AND SELF-REGULATION	
28	One of the issues I came upon was medical security, and the other was economic stability.
29	I schedule time to treat myself and avoid burnouts because they negatively impact my performance
30	I do a lot of things, such as going to other places, spend time with my friends and family, as well as go on eating excursions.
31	When I first became aware of the pandemic, I was confronted with a slew of hurdles, including family issues, financial difficulties, and emotional and mental issues (depression and anxiety).
32	I cope with stress by drawing inspiration from my students, who express their gratitude by saying, "Thank you."
SELF-EFFICACY	
33	I'm able to deal with stress by managing my time.
34	It is sometimes necessary to devote myself to something that makes us joyful.
35	I am dedicated to my work as a teacher and always treat others with respect.
36	I set aside a day to unwind and pray, as if conversing to God.
37	It was a fantastic accomplishment for me as a teacher to provide enough support and encouragement to my students.
38	I usually assume that I need to be cautious in everything I do because even a minor phase might have a significant impact on students.

Legend:
5-Always
4-Frequently
3-Sometimes
2-Seldom
1-Never

CONCLUSION

The result of this study on teachers' morale has drawn several implications for educational practice. As revealed in the study, teachers experienced a lot of challenges and problems during pandemic that really affects their morale as a teacher such as motivation and optimism, subjective wellbeing, status, and self-regulation as well as their self-efficacy.

The findings clearly manifest that teachers are doing their best to provide quality education for their students and lift themselves to survive during this pandemic. Teachers may improve and develop themselves especially their morale during pandemic by the support, recognition and motivation that coming from their respective heads, supervisors, co-teachers, and the whole school community.

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