EFFECT OF UNIVERSITY CLIMATE ON MORALE, MOTIVATION AND SELF-ESTEEM OF TEACHERS IN HIGHER EDUCATION

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FACULTY OF SOCIAL SCIENCES

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A Thesis submitted in partial fulfillment of the requirement for the degree of

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The thesis titled "Effect of University Climate on Morale, Motivation and Self-Esteem of Teachers in Higher Education" submitted by Ms. Nosheen Swar Regd. No. 97-FSS/ PHDEDU/S13 is partial fulfillment of PhD degree in Education, has been completed under our guidance and supervision. We are satisfied with the quality of student's research work and allow her to submit this for further process as per IIUI rules and regulations.

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DEDICATION

I dedicate this piece of work to Allah Almighty and the Holy Prophet Hazrat Muhammad (SAW) and then to my ideal & honorable supervisor: Prof. Dr. Samina Malik, whose guidance and encouragement helped me to complete this research work.

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ABSTRACT

Any institution that serves people or is concerned with fulfilling the needs of students must have a climate in which the teachers feel a certain pride and self-importance in belonging to that institution. Various factors are involved to get the highest competence and output from the teachers. These include service safety, positive institutional climate, good income, etc., and further contribute to the motivation, morale, and self-esteem of the teachers. Motivation, morale, and self-esteem of teachers are important factors to make sure that teachers are giving their paramount at full time to give the students supreme education. To focus on offering quality education, a positive university climate plays an important role. This study followed a causal-comparative design. This study identified the university climate of public sector universities of Punjab. This study investigated the effect of university climate on the morale, motivation, and self-esteem of teachers in public sector universities. It also determined the effect of various demographic variables on teachers' morale, motivation, and self-esteem of teachers. The study was delimited to only public sector universities of Punjab province and open and closed climate. 4210 teachers (2505 males) and (1710 females) and 350 heads of departments of public sector universities of Punjab province constituted the population of the study. Thirty-five heads of departments and 255 regular male teachers and 171 female teachers at all public sector universities of Punjab were selected as samples through a proportionate stratified random sampling technique. For qualitative data collection, researcher used the convenient sampling technique to recruit participants who were easily accessible and convenient to the researcher. Thirty regular teachers who participated in the interviews were treated as the sample of the study. The mixed-methods approach (both quantitative and qualitative) which was sequential explanatory was employed to

accomplish the investigation. Five tools were utilized to collect the data. The organizational climate scale developed by Halpin, and Croft (1996) was utilized to collect data from the heads. This is a four-point Likert scale tool consists of 34 items representing two dimensions i.e., open climate and close climate. The first seventeen statements on a four-point rating scale represent the open climate and the last seventeen statements of scale represent the close climate. The researcher modified two questionnaires to fit in the study i.e., teachers' motivation scale and teachers' self-esteem scale initially designed by Sinclair, Dowson, and Mcinery (2006), and Rosenberg (1965) was employed to collect data from HODs and teachers of universities. Teachers' morale scale was developed by the researcher. Semi-structured interviews were also conducted to collect in-depth qualitative data from teachers regarding university climate and their morale, motivation, and self-esteem. Cronbach Alpha was used to check the reliability of the tools and validity of the tools was verified by the panel of experts by reviewing the questions themselves - for reducing ambiguity, leading questions, emotive questions, stressful questions, etc. then research tools were field-tested with research participants for revisions readability test. Null hypotheses were tested using a t-test. The researcher adopted different modes for data collection. These included: electronic, print, personal contacts in institutions, individual discussions. Descriptive and inferential statistics were utilized to analyze the data. Quantitative data were analyzed by using descriptive statistical measures i.e., frequency, percentages, mean and standard deviation, while for the purpose of comparison t-test was employed. To measure the effects Cohen's D calculator was utilized. For qualitative data analysis, the thematic analysis method was utilized.

It was concluded from the findings of the study that majority of public sector universities of Punjab province have open climate and teachers with the close and open climate of universities showed a significant mean difference in their morale, motivation, and self-esteem level. The study concluded that teachers working in public sector universities have an average level of morale and motivation have highest level of self-esteem and university's overall climate has a small effect on teachers' motivation, a medium size effect on teachers' morale and has a large effect on their self-esteem. It was concluded from the findings that there was a large effect size of demographic variable (qualification, experience, and age) on the overall morale, motivation, and self-esteem of university teachers while gender has medium size effect on the overall morale, motivation, and self-esteem of university teachers.

Keywords: *University Climate, Morale, Motivation, Self-esteem*

Table of Contents

List of Tables viii
CHAPTER 1 10
INTRODUCTION 1
1.2 Statement of the Problem 5
1.3 Objectives of the Study 5
1.4 Hypotheses of the Study 6
1.5 Variables of the Study 7
1.6 Significance of the Study 7
1.7 Delimitation of the Study 8
1.8 Conceptual Definitions of Major Terms 8
CHAPTER 2 10
LITERATURE REVIEW 10
2.1 Theoretical Overview of Institutional Climate 10
2.2 Differences between Institutional Climate and Culture 13
2.3 Importance of Institutional Climate 15
2.4 Aspects of Institutional Climate 16
2.5 Types of Institutional Climate 17
2.6 Theories of Institutional Climate 21
2.7 Factors influencing Institutional Climate 22
2.9 Improvement and Maintenance of a Positive Institutional Climate 25
2.9.1 Morale and Motivation 26
2.9.2 Evaluation 26
2.9.3 Teacher Development 26
2.9.4 Teamwork 27
2.10 Effects of Positive University Climate on Teachers and Students 27
2.11 Relationship of Management Style and Institutional Climate 28
2.13 Factors Affecting Teacher Morale 31
2.14 Effect of Low Teacher Morale 31
2.15 Effect of High Teacher Morale 32
2.16 Theories of Teacher's Morale 33
2.18 Organizational-Based Self-Esteem 36
2.19 Theorizing on Organization-Based of Self-Esteem 37

2.20 Consequences of Organization-Based Self-Esteem 39
2.21 Teacher Motivation 42
2.22 Factors Affecting Teacher's Morale, Motivation and Self-Esteem 43
2.23 Importance of Teacher's Motivation, Morale and Self Esteem 45
2.24 Key Causes of Low Morale, Motivation and Self-Esteem 46
2.25 Pieces of Evidence from Previous Studies 47
2.26 Steps to Increase Morale, Motivation, and Self-Esteem of Teachers 51
2.27 Summary 54
CHAPTER 3 56
RESEARCH METHODOLOGY 56
3.1 Research Design 56
3.2 Population of the Study 56
3.3 Sample of the Study 57
3.4 Instruments of the Study 58
3.4.1 Organizational Climate Scale (OCS) 58
3.4.2 Teachers' Motivation Scale 58
3.4.3Teachers' Morale Scale 59
3.4.4Self-esteem Scale 59
3.5 Validity and Reliability of Tools 61
3.6 Data Collection 63
3.7 Data Analysis 63
CHAPTER 4 66
DATA ANALYSIS AND INTERPRETATION 66
CHAPTER 5 102
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS 102
5.1 Summary 102
5.2 Findings 104
5.3 Discussion 120
5.4 Conclusions 122
5.5 Recommendations 131
5.6 Suggestions for Future Research 131
REFERENCES 133
Appendix 1 150

List of Universities 150
Appendix 2 151
University Climate Scale 151
Appendix 3 154
Teachers' Self-esteem Scale 154
Appendix 4 156
Teachers' Motivation Scale 156
Appendix 5 160
Teachers' Morale Scale 160
Appendix 6 164
Semi Structured Interview Questions 164
Appendix 7 166
List of Experts for Tools Validation 166
Appendix 8 167
Consent Form 167

List of Tables

Table 3.1	Population of the Study	56
Table 3.2	Sample of the Study for Quantitative Data	57
Table 3.3	Sample of the Study for Qualitative Data	57
Table 3.4	University Climate Scale (Tool 1)	62
Table 3.5	Self-Esteem Scale (Tool 2)	62
Table 3.6	Teachers' Motivation Scale (Tool 3)	62
Table 3.7	Teachers' Morale Scale (Tool 4)	63
Table 4.1	Gender wise perspective of university climate	67
Table 4.2	Respondents' Perceptions about the Closed and Open Climate at University Level	67
Table 4.3	University Climate from the Perspective of Faculty's Experience	68
Table 4.4	Comparison of the Mean Morale Scores of Teachers Working in Open and Closed Climate	68
Table 4.5	Comparison of the Mean Motivation Scores of Teachers Working in Open and Closed Climate	69
Table 4.6	Comparison of the Mean Self-Esteem Scores of Teachers Working in Open and Closed Climate	70
Table 4.7	Comparison of the Mean Morale Scores of Male and Female Teachers Working in Open Climate	70
Table 4.8	Comparison of the Mean Morale Scores of Male and Female Teachers Working in Closed Climate	71
Table 4.9	Comparison of the Mean Motivation Scores of Male and Female Teachers Working in Open Climate	72
Table 4.10	Comparison of the Mean Motivation Scores of Male and Female Teachers Working in Closed Climate	72
Table 4.11	Comparison of the Mean Self-Esteem Scores of Male and Female Teachers Working in Open Climate	73
Table 4.12	Comparison of the Mean Self-Esteem Scores of Male and Female Teachers Working in Closed Climate	74
Table 4.13	Comparison of the Mean Morale Scores of Younger and Older Teachers Working under Open Climate	74
Table 4.14	Comparison of the Mean Morale Scores of Younger and Older Teachers Working in Closed Climate	75
Table 4.15	Comparison of the Mean Motivation Scores of Younger and Older Teachers Working in Open Climate	76
Table 4.16	Comparison of the Mean Motivation Scores of Younger and Older Teachers Working in Closed Climate	76
Table 4.17	Comparison of the Mean Self-Esteem Scores of Younger and Older Teachers Working in Open Climate	77
Table 4.18	Comparison of the Mean Self-esteem Scores of Younger and Older Teachers Working in Closed Climate	78
Table 4.19	Comparison of the Mean Morale Scores of More Experienced and Less Experienced Teachers Working in Open Climate	78
Table 4.20	Comparison of the Mean Morale Scores of More Experienced and Less Teachers Working in Closed Climate	79
Table 4.21	Comparison of the Mean Motivation Scores of More	80

	Experienced and Less Experienced Teachers Working in Open Climate	
Table 4.22	Comparison of the Mean Motivation Scores of More Experienced and Less Experienced Teachers Working in Closed Climate	80
Table 4.23	Comparison of the Mean Self-Esteem Scores of More Experienced and Less Experienced Teachers Working in Open Climate	81
Table 4.24	Comparison of the Mean Self-Esteem Scores of More Experienced and Less Experienced Teachers Working in Closed Climate	82
Table 4.25	Comparison of the Mean Morale Scores of Highly Qualified and Less Qualified Teachers Working in Open Climate	82
Table 4.26	Comparison of the Mean Morale Scores of Highly Qualified and Less Qualified Teachers Working in Closed Climate	83
Table 4.27	Comparison of the Mean Motivation Scores of Highly Qualified and Less Qualified Teachers Working in Open Climate	84
Table 4.28	Comparison of Mean Motivation Scores of Highly Qualified and Less Qualified Teachers Working in Closed Climate	84
Table 4.29	Comparison of the Mean Self-Esteem Scores of Highly Qualified and Less Qualified Teachers Working in Open Climate	85
Table 4.30	Comparison of the Mean Self-Esteem Scores of Highly Qualified and Less Qualified Teachers Working in Closed Climate	86
Table 4.31	Morale Level of University Teachers	86
Table 4.32	Motivation Level of University Teachers	87
Table 4.33	Self-esteem Level of University Teachers	88
Table 4.34	Effect size of Teachers' Motivation Working in Open and Closed Climate	89
Table 4.35	Effect size of Teachers' Morale Working in Open and Closed Climate	89
Table 4.36	Effect size of Teachers' self-esteem working in Open and Closed Climate	90
Table 4.37	Effects of demographic variables on Motivation of University Teachers	91
Table 4.38	Effects of demographic variables on Morale of University Teachers	92
Table 4.39	Effects of demographic variables on Self-esteem of University Teachers	93

CHAPTER 1

INTRODUCTION

Teachers are the backbone of any education system. Many see teachers as institutional facilitators and implementers for the implementation of the program. Teachers are also understood as major agents of human development and as major agents in the delivery of curriculum and innovation (Thapa, Cohen, Guffey, & Higgins-Alessandro, 2013). For teachers to show their role and fulfill their day-to-day responsibilities and achieve academic goals, it is very important to provide teachers with a conducive environment for their work. As a result, university management may be able to try to create a conducive environment favorable to achieving teaching goals and objectives. The work environment is derived from standardized activities that are relevant to the organization and to employees working in organizations (Rafferty, 2003). University environment is the learning environment that results in interpersonal relationships, corporeal nature, and emotions; teacher morale, diligence, inspiration, and self-esteem (Wang, La Salle, Wu, Do, & Sullivan, 2018).

Personal strength, characterized by self-confidence, satisfaction, submission, and willingness to perform good deeds is a virtue (Mendel, 1987 cited in Uma Devi, 2012). Morale is a sagacity of confidence, self-confidence, enthusiasm, and kindness in teachers (Wayne, 2011). When there is a positive atmosphere and motivation, as a result, the teacher's motivation rises significantly, and the teacher feels privileged and at the same time feels the impact and success of the project (Hoy, Smith, & Sweetland, 2002). Empowerment includes the biological, emotional, social, and cognitive traits that breed morality. Pride is the acceptance, respect, trust, and satisfaction you have for yourself as a person. It depends on the image of ourselves

that we have, gradually our own selves. Pride is a concept that is closely related to one's health and well-being. Abazaoglu and Aztekin, (2016) believe that certain factors are believed to affect teacher behavior. These factors include institutional conditions, teachers' understanding of student and student learning, administrative and leadership support, and a positive workplace environment. The positive atmosphere of the institutions is combined with the positive attitude of the teachers, where there is a good atmosphere. They believe that the environment created by union leadership has a profound effect on employees `morale and self-esteem. It has also been found that stress is a factor that can affect teachers' attitudes. They also point out that stress can lead to physical and emotional exhaustion, which can lead to a decrease in workplace motivation, involvement, and satisfaction. The main reason for the lack of confidence is the lack of good governance. A positive and supportive atmosphere encourages teachers and gives them dignity and respect.

The university environment provides a learning environment that is conducive to teacher impact, motivation, and self-esteem and supports quality teaching and learning (Narad, Kaitano, & Lakhanpal, 2020). Strengthening teachers `attitudes greatly enhance the positive atmosphere of institutions. Teachers are more comfortable working when they understand the importance of their involvement and support their ideas which are closely related to the project. A positive attitude in higher education encourages teachers to face external forces. Satisfied teachers have strengthened the team and other colleagues. The university environment provides a conducive learning environment that influences teacher motivation and supports improved teaching and learning (Converso, Cortini, Guidetti, Molinengo, Sottimano, Viotti, & Loera, 2019). Strengthening teachers 'attitudes greatly enhance the positive atmosphere of institutions.

For the future of our nation, teachers are the most imperative faction of experts. Resultantly, numerous of today's teachers are frustrated with their profession. There are various factors that promote teacher morale, motivation, and self-esteem. Various studies show that good income is ineffective in raising teachers' motivation, morale, and self-esteem. Sylvia and Hutchinson (1985) conducted a study on 167 teachers and found that morale, motivation, and self-respect of educators based on liberty plus autonomy toward undertaking innovative thoughts and ideas, getting of proper tasks, and sense of worth. They explicated that proper contentment is resulting as of the fulfillment of high-order wants societal relationships, respect, and recognition rather than low-order wants (Sylvia & Hutchinson, 1985).

University climate effect motivation, morale, and self-esteem of teacher educators and in turn morale, motivation, and self-esteem of teachers' impact openly on the teaching-learning process, the efficiency of teacher, attitudes, behavior, discipline, and performance of students. A positive institutional climate is key to improve teachers' motivation, self-esteem, and morale. In various educational institutes, more than the last 10 years there is a firm turn down in self-esteem, motivation, and morale of teachers, which led to numerous educators adopting an uninterested outlook on their job. Yet the most capable teachers find it progressively more intricate to preserve standards and give off their best. various causes for this included: aggression at institutions, disobedient students, intense workloads, lack of management/administrative support, fewer opportunities of endorsement, lack respect from heads, lack of motivation, low morale, lack of trust by heads, less autonomy given by heads to teachers, etc. Teachers build a nation and future generations; hence educational institutions should provide a climate where teachers feel inspirational and

passionate leaders. Institutional climate deserves better concentration for this to happen (Maharaj, Perumal, & Perumal, 2011).

1.1. The Rationale of the Study

Universalization of primary education, vocationalization of secondary education, and specialization of higher education is the goal of most of the Asian regions. Higher education is becoming highly demanding in the context of growing national and international demands. Policy initiatives in Pakistan have placed increased pressure on increasing the ratio of graduate manpower and assure high quality at the graduate level. National Education policy (2009) cited in (Ahmad, & Hussain, 2014) has embarked on the production of graduate manpower to 7%, as compared to Malaysia at 7% and America at 50%. Concurrently the number of universities in the public and private sectors have equally grown-up to respond to these challenges. This even more has put a high premium on the university sector to produce high-quality products.

This can essentially be assumed when teachers' cognitive abilities, affective belongingness, and high skill delivery are proportionately grounded and articulated to demonstrate the expectations of the nation. This, in turn, requires the high morality of teachers, their professional behavior, and a high commitment to excellent scholarship. On the management side, the universities must provide a conducive environment, high recognition, and built-in incentives to pave the ground for substantial productivity. On these lines, this study explores the ground level situations; identifies the crucial environment demonstrating high excellence in higher education, particularly in public sector universities, in Pakistan.

1.2 Statement of the Problem

Expectations of teachers have greater than before in today's educational institutions. Greater demands are positioned on teachers that were not formerly imposed. University climate effect self-esteem, motivation, the morale of teachers, and in turn morale, motivation, and self-esteem of teachers impact openly on the teaching-learning process, efficiency of teacher, attitudes, behavior, discipline, and performance of students. A positive institutional climate is key to improve teachers' self-esteem, motivation, and morale.

Mixed method research approach was followed. The type of the current investigation was explanatory sequential. The prime function of this investigation was to identify the university climate of public sector universities of Punjab. The inquiry investigated the effect of university climate on morale, motivation, and self-esteem of teachers working in public sector universities of Punjab. It also determined the effect of demographic variables (gender, age, experience, and qualification) on morale, motivation, and self-esteem of teachers working in public sector universities.

1.3 Objectives of the Study

The investigation consisted of the objectives below mentioned:

1. To identify the university climate of public sector universities of Punjab
2. To measure the level of teachers' morale, motivation, and self-esteem of teachers
3. To explore the effect of university climate on teachers' motivation
4. To investigate the effect of university climate on teachers' morale
5. To investigate the effect of university climate on the self-esteem of teachers

6. To determine the effect of demographic variables (gender, age, experience, and qualification) on morale, motivation, and self-esteem of teachers working in public sector universities of Punjab.

1.4 Hypotheses of the Study

Following null hypotheses were tested to carry out the research:

Ho_1 There is no significant difference in mean morale scores of teachers working in open and closed climate

Ho_2 There is no significant difference in mean motivation scores of teachers working in open and closed climate

Ho_3 There is no significant difference in mean self-esteem scores of teachers working in open and closed climate

Ho_4 There is no significant difference in mean morale scores of male and female teachers working in open and closed climate

Ho_5 There is no significant difference in mean motivation scores of male and female teachers working in open and closed climate

Ho_6 There is no significant difference in mean self-esteem scores of male and female university teachers working in open and closed climate

Ho_7 There is no significant difference between morale scores of younger and older teachers working in open and closed climates

Ho_8 There is no significant difference between motivation scores of younger and older teachers working in open and closed climates

Ho_9 There is no significant difference between self-esteem scores of younger and older teachers working in open and closed climates

Ho_{10} There is no significant difference between morale scores of more experienced and less experienced teachers working in open and closed climates

Ho_{11} There is no significant difference between motivation scores of more experienced and less experienced teachers working in open and closed climates

Ho_{12} There is no significant difference between self-esteem scores of more experienced and less experienced teachers working in open and closed climates

Ho_{13} There is no significant difference between morale scores of highly qualified and less low qualified teachers working in open and closed climates

Ho_{14} There is no significant difference between motivation scores of highly qualified and low qualified teachers working in open and closed climates

Ho_{15} There is no significant difference between self-esteem scores of highly qualified and low qualified teachers working in open and closed climates

1.5 Variables of the Study

The independent variable was the university climate, and the dependent variables were the level of teachers' morale, level of teachers' motivation, and self-esteem as displayed by teachers.

1.6 Significance of the Study

The effect of institutional climate is directly linked with the performance of teachers along with their capability to generate and incorporate novel thoughts into practice. It has been acknowledged that teachers, who are highly motivated, have a high level of morale and self-esteem may reveal an outstanding university performance. The current study is a significant adding in the direction of awareness and observation principally in the situation of Pakistan seeing that there are insufficient observed facts available to portray notice towards consequences and association of university environment, self-esteem, motivation, and morale of teachers

(Munir, Quraishi, Zafar, & Niazi, 2021; Lozano-Jiménez, Huéscar, & Moreno-Murcia, 2021).

Research results may use to guide the teachers in the educational sector and capacity building of faculty members of universities in Pakistan. The research would also be helpful for university management systems to improve the climate of the university that may increase the motivation, self-esteem, and morale of teachers as well as this research may be a substantial contribution to set-up a 'mentorship program' for improving administrative efficacy. The investigation may liberate the latest boulevards for improving the whole instructive settings in the state.

1.7 Delimitation of the Study

The study was delimited to:

1. Public sector universities of Punjab province
2. Open and close climate
3. Heads and regular teachers

1.8 Conceptual Definitions of Major Terms

1.8.1 University Climate

The climate of the University is a mutual judgment on the university in terms of its policies, implementation, routine applications, performances, incentives, and return: what is important or significant and what attitudes and practices are expected and praised. It includes policy observations, implementation of rules, and university activities, as well as routine activities among staff members within an organizational body (Bowen & Ostroff, 2004).

1.8.2 Motivation

Motivation consists of internal and external components that stimulate ambition and energy in an individual or group to remain engaged with a commitment to work or effort to achieve a goal (Business Dictionary, 2003).

1.8.3 Self-esteem

People's opinions about their overall value or worth as a person are called self-esteem (Wig Field, 2005) It is one of the most important features of growth and enhanced sound quality and overall health (Noddings, 2003).

1.8.4 Morale

Morale is the position of the mental, moral, or moral strength of a person or group, the spirit of optimism in relation to confidence. Morale refers to a situation in which employees perceive sagacity of affirmation, truthfulness, and belief (Baughman, 1996).

CHAPTER 2

LITERATURE REVIEW

In this section, a comprehensive description of the theoretical features of variables and some studies related to institutional climate is presented. Studies related to morale, motivation, and self-esteem are reviewed. However, there are few limited investigations in different parts of the world that have been made by researchers and these are summarized.

2.1 Theoretical Overview of Institutional Climate

The environment is a comparatively continuing feature of an institution which is practiced through its members; it controls their behavior, in addition to how an institution function. Institutional climate puts up with a considerable association among the achievement of students, maintenance of teachers and satisfaction, and the potential of the institutes to maintain the modifications (Converso, Cortini, Guidetti, Molinengo, Sottimano, Viotti, & Loera, 2019).

The sum of the values, cultures, safety practices, organizational structures within an institution, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships, is the concept of institutional climate (Bergmann, Geissler, Hundt, & Grave, 2018).

Freiberg and Stein (1999) (as cited in Ali & Siddique, 2016) claim that the institutional climate is the "heart and soul" of an institution, the factor that motivates students, teachers and makes them want it and willing to be there every day. Heart and soul were used as metaphorical terms to highlight the importance of climate

change because it motivates members of an institution making them feel attracted by it.

Hoy, Smith, and Sweetland (2002) determined that the institutional climate is the grouping of features that distinguishes one organization from the behavior and attitudes of the people it consists of. In other words, as the behavior of specific persons is used to distinguish individuals from one another, the school has its own characteristics according to human interaction.

Bergmann, Geissler, Hundt, and Grave (2018) states that although it has been difficult to determine a comprehensive definition of institutional climate, researchers agree that climate is a multidimensional construct that includes physical, social, and academic dimensions. Physical dimension includes presentation of the institutional building and classrooms; the size of the institution and the students/teacher's ratio in the classroom; the organization of classes; the effectiveness of the tools and teaching resources and security and safety. Social dimension includes the quality of interpersonal relationships of all members of staff (teacher-leader; teacher-teacher; teacher-student; student-student; teacher-parents); fair and equal treatment of teachers by the head; the extent of the contribution of teachers and school staff in the decision-making process. Academic dimension includes the quality of teaching; heads' expectations for teachers and students; monitoring of the teachers and students' performance and progress and immediate feedback to teachers and to students. The institution as a social interaction system forces the leaders, teachers, and students to interact in the planning, decision-making, and problem-solving fields at an administrative level.

From institution to institution within the same district, the institutional climate differs, and an individual institute develops a climate autonomously of the larger

institution. The institutional climate is come up from usual institutional practices that are significant to the institute and its associates (Rafferty, 2003). Taking the definitions of organizational climate as the basis, we can define that institutional climate is the learning atmosphere that is raised through the interface of individual associations, bodily situations, and emotional feeling (Perkins, 2006).

Literature shows that teachers undergo unconfidently and disrespected institutions. Numerous teachers are threatened and insulted by their heads and even by students (Dworkin, Haney & Telschow, 1998; Novotney, 2009). Foundation for institutional climate based on the prototype of norms and values, standards, goals, and communication that shapes relations in educational institutions. The most significant aspect of the relationship is how connected individuals feel to one another in educational institutions. On the word of Centers for Disease Control and Prevention (2009) the belief by teachers that their seniors and colleagues in the institution take care of their self-respect as well as about them as individuals is called institutional connectedness. Numerous studies suggested that institutional connectedness is a dominant interpreter of and relates to teachers' physical condition and intellectual products. (McNeely, et al., 2002; Whitlock, 2006; Ruus et al., 2007), avoiding aggression (Karcher, 2002a; 2002b; Skiba et al., 2004), teachers' gratification, and behavior troubles (Loukas et al., 2006). VanHorn (2003) discusses whether the institutional climate is a subjective perception of the institutions by its associates. This view holds that climate is different for every member in the institute based on personal physical appearance, experiences, and insights of the institute. However, individuals' climate rankings are merged to shape a degree of environmental value for the institution (Lindell & Brandt, 2000).

. To identify the institutional climate, one must understand the following factors as major forces in the culture: associates' wellbeing, interpersonal relationships, and the overall institute atmosphere (Cohen, et al, 2009). The Brief report (Tableman, 2004) defined organizational climate in terms of four aspects of the institutional setting: welcoming and conducive physical environment, a social environment that encourages interaction and communication, and an effective psychological environment that endorses self-confidence as well as self-worth plus an intellectual or academic environment that endorse knowledge, wisdom, accomplishment, and self-fulfillment.

In his significant work that analyses the school climate literature based on over 200 references, Anderson (1982) categorizes the factors of institutional climate used in various climate theories and related instruments under four main variables. These variables have various components in various studies: environmentalism variables (building characteristics and dimension), environment (teacher characteristics, teacher morale, and motivation), social system variables (administrative institute, instructional program, ability grouping, administrator-teacher understanding and relations, teachers' shared decision-making, healthy communiqué, teacher-student relations, students' shared decision-making, the prospect for students' contribution, teacher-teacher relations, society, and institutional relations), and culture variables (teacher commitment, colleagues norms, joint prominence, expectations, prominence on education, rewards and honors, uniformity, compromise, apparent targets).

2.2. Differences between Institutional Climate and Culture

Institutional climate and institutional culture are sometimes used interchangeably. Although these two concepts are similar in some respects, they still have their differences. Both concepts identify specific aspects of the organization. In

fact, the researchers themselves say that the definitions of climate and culture are often unclear. Usually, the difference is that culture consists of "assumptions" and ideology, and the climate is defined as the perception of behaviors. They note that the conceptual "jump" from culture to climate is not very large, but the difference is significant and meaningful.

Institutional climate affects the behaviors and attitudes of its members. Inner traits that discriminate one institute from another constitute the institutional climate and influence the conduct and performance of its associates. Shared perceptions of institutional practices both formal and informal, policies and procedures construct the institutional climate (Wayne, 2011). This description defines climate as a similar concept to the culture. However, Schein (1985) makes the distinction between the two by referring to culture as in-depth, instinctively detained conjectures that facilitate to guide institutional associates. With this referral, climate shows itself as the manifestation of culture and the surface level indicator of culture. As also asserted by Watkins (2012), the climate is the easily seen behaviors in an institution, while culture can be described as the underlying belief and value system found in the members. Culture causes the specific behaviors that occur in the institution seen by others as the climate. In a nutshell definition, the worth of the environment as practiced by institutional associates is generally referred to as institutional climate.

	Climate	Culture
Discipline	Psychology and Social Psychology	Anthropology and Sociology
Method	Research Method Multivariate Statistics	Ethnographic Techniques Language Analysis
Content	Perception of behavior Multivariate Statistics	Assumptions and Ideologies Language Analysis
Level of abstraction	Concrete	Abstract

2.3 Importance of Institutional Climate

The institutional climate affects the teachers' and students' feelings, their very willingness to get involved, their commitment to contribute, and their feelings towards themselves and others. The institutional climate does affect the teachers' commitment to setting out the institutional vision as to where the institute is heading to, reflects upon the characteristics of respect, personal dignity, honesty, fairness, and safety. If the institutional climate fails to mirror this set of characteristics, then integration, maintenance of sustainability, the establishment of a sense of equality among students with limited intellectual capabilities or not is questioned.

According to Brooks (1999), students and teachers are more likely to flourish in an institutional environment in which they feel comfortable when they feel they are treated fairly and when they feel they have a sense of belonging to the institutional environment. Regarding the sense of belonging, it is vitally important to establish a degree of hospitality for each and every individual, in order to avoid any feeling of isolation and detachment. Factors that have a role to play in the institutional climate can be summarized as the quality of interaction, the personality of school, environmental factors, Academic performance, safety, trust, and respect. As often as not, the institution should become a safe and positive place that assumes the role of a facilitator in the learning process, promotes positive relationships, and helps staff/students be better prepared to face up to the challenges ahead. The institutional climate could have a positive impact on the teachers and students as well, or it could easily turn itself into an obstacle to teaching and learning. It could otherwise hinder or facilitate the academic potential in every teacher and student.

Brooks (1999) established that the climate as such refers to the organization, it refers to the "feeling" in an institution and that one institute is different from another.

The institutional climate reflects the common and shared ideas, values, vision, and trust, which in turn bestow upon the institute the identity and standards of the expected behavior. The climate is reflected upon the institutional atmosphere as well as on the moral code. A pleasant physical environment promotes social interaction and vice-versa the social interaction creates a warm and affectionate environment. A warm and welcoming physical environment targeting learning is regarded as one of the most significant elements for the development of quality education and equity.

2.4 Aspects of Institutional Climate

Research yields the following six main aspects of institutional climate:

Knowledgeable Climate involves somewhere the associates of the institute hold intellectual and theoretical happiness

Success Values are a gauge of how much the environment of an institution puts emphasis on the highest personal accomplishment.

Personal Dignity is a gauge that how much a climate puts emphasis on a sense of ethicality, openness, truthfulness, reliability, integrity, self-respect, and care and maintenance for associates' needs.

Organizational Effectiveness: This aspect demonstrates the level of climate improved by associates' skillfulness and endowments to competently do their work.

Orderliness: This aspect determines the consistency demands to shape associates with definite guidelines, personal manifestation, and structural image.

Desire Control: It points out the limitations and controls of the institution that ended its associates and working environment (Salman, 2014).

Above mentioned factors of organizational climate, index facilitate to identify any organizational climate. These elements may provide clear symbols of the climate of an organization (Gratto, 2001).

2.5 Types of Institutional Climate

Freiberg and Stein (1999) argue that although the institution is not a biological organism in the natural sense of the word, nonetheless it has the characteristics of a living organism in its organizational sense. They go on arguing that beyond the physical structure of the institution there are other elements that do reflect the human interaction. Halpin and Croft (1966) conclude that the climate is real, and it can be felt in the teacher-teacher, teacher-student, student-student, and teacher-head interactions. Halpin and Croft (1966) built up the institutional climate as an organizational personality in the process of conceptualizing the institutional climate from being an open one to a closed one.

The behavior of the individuals within an institution does affect climate. The behavior patterns of various actors from that of the head, the teachers, and that of students constitutes the institutional climate. Moreover, the climate prevalent in the institution points to the interaction between head and teachers, teachers and teachers, teachers and students. Halpin (1966) distinguishes different types of climates that exist in schools including an open climate, controlled climate, autonomous climate, paternal climate, family climate, and closed climate.

2.5.1 Open Climate

Teachers' relationships are proficient, mutually respectful, sociable, and gracious, and committed towards the students' accomplishment in an open climate. The heads do not confine and express teachers with orders instead they are supportive, caring, and proficient. They respect their teachers' professional competence. Praise is

genuine and frequent, and criticism is constructive. The head listens to and accepts the teachers' suggestions. Teachers are usually led to behave in helpful ways in an open climate. They usually hold additional effort, go ahead of usual work, willingly facilitate others and their manners, behavior, and activities are characterized by self-sacrifice, carefulness, and politeness. Voluntarism is the leading quality of teachers' conduct in an open climate. There is professional interaction among teachers. Teachers are keen, tolerant, and collegial of professional competency. They respect the professional competency of their colleagues and carry out their efforts with vigor, heartiness, and satisfaction. Teachers distinguish each other well, are close to special friends, and socialize with each other.

Hoy, Smith, and Sweetland (2002) argue that the open climate reflects upon the supportive, welcoming, and positive role of the head (manager) towards teachers' ideas as well as his attachment and devotion to work. According to the researcher, the leader shows genuine concern over the teachers. He supports staff members; the staff are given their freeway in undertaking tasks in the best way possible they can manage; he is particularly careful so as not to allow the daily tasks to interfere with the responsibilities of teachers. In open institutional climate teachers are portrayed as being tolerant, helpful, and to be revered in the profession.

According to Halpin (1966), teachers work in teams to guarantee the students' success. Teachers and leaders alike make themselves available to maintain close relationships with students and parents. The more open the climate, the more dedicated, loyal, and pleased will the teachers be. The more open the climate, the more productive students will be in their performance. There is a broad consensus across the body of literature on institutional climate which emphasizes that the open climate pretty much favors the promotion of positive outcomes in teachers'

performance by contributing to good mental and spiritual health as well as to motivation and job satisfaction of teachers.

2.5.2 Closed Climate

The key characteristics of a closed climate have been identified by Halpin (1966), and that one is primarily concerned with the lack of commitment and productivity. There is hardly any commitment particularly on the part of both the principal and teachers. Teachers' relationships are disengaged, isolated, distrustful, and dishonorable. The head doesn't facilitate and cares for the self-respect of the teachers and the climate is directive and restraining. It pursues the rule Authority is Power. The head controls strictly and harshly, checks all lecturers perform, and loads them with busy work. Regular work obstructs the work of teaching. There is no concern for any superior accomplishment or any shared association. Resultantly, teachers don't make healthy efforts together in a group. They simply put in the time and going through the activity. Faculty meetings are ineffective.

Hoy and Sabo (1998) argue that the closed climate represents the opposite of the open climate. According to Hoy and Sabo (1998), there is a lack of respect on the part of the heads. In addition to this, teachers do show a lack of respect towards the authority (management), towards each other, or even to the students. Teachers are intolerant and divided, hence social pressure takes hold.

2.5.3 Autonomous Climate

In this type of climate full control over ideas, the design of action, self-supremacy, and creativity are offered to its associates. They are independent in thinking. According to Halpin (1966), the autonomous climate is a type of climate that portrays an atmosphere where teachers have at their disposal a considerable degree of freedom to act in the institution. The leader epitomizes the model of

enthusiasm and zeal. There are no external threats or influence. Teachers have a strong desire to teach, and students are motivated to learn. There is a close relationship between the managers, teachers, and students.

2.5.4 Familiar Climate

The familiar climate is more social-oriented and liberal, and its major focus is on the needs of its associates and social connectivity. The productivity of the associates is not the major concern resultantly they don't effort to their complete perspective. According to Silver (1983), the familiar institutional climate is described as a sort of "laissez-faire" atmosphere (let them do it). The head is pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular task. Thus, a significant number of teachers are not committed to their main task. Some of them do not take a liking to the way how ahead leads, but others do not necessarily share the same opinion with their colleagues or with the head. As a result, those that are not really dedicated, make up a particular group since they exhibit the same type of behavior.

2.5.5 Controlled Climate

More control is used, and less freedom is offered to teachers in a controlled climate. Teachers are generally concerned about completion. Instead of utilizing teachers' interest, they are instructed what to do as top management implements more controlled. The controlled climate doesn't care for the feelings of others. The main characteristics of the controlled climate are more and more in the way of work. Although in this case, the head is far from being the model of dedication, importance is bestowed upon the accomplishment of tasks and little time is devoted to social life. Yet, teachers appear to be entirely devoted to their work and spend considerable chunks of time fulfilling them. Hence, in most cases, there is little time available to

allow for interaction between each other. According to Halpin (1966), the head usually keeps his distance from the teachers and students in order to avoid any degree of familiarity. Parents are not encouraged to visit the school and see teachers about their children's problems, using instead such a time on something much more valuable (based on their opinion).

2.5.6 Paternal Climate

According to Salman, (2014), the top management acts paternally in this kind of climate and does not motivate teachers consequently the conduct and behavior of the teachers become dishonest and a hypocrite. According to Costley and Todd (1987), the paternal climate is described by a type of atmosphere in which the head is a hard-working person, but he falls short of having any effects on the staff; to them, the label 'hard-working" is not such a familiar word. There is a degree of approachability between the leaders and teachers, but teachers 'expectations of teachers tend to be quite impractical. The head is full of life and living, but his management style tends to lean on the autocratic side. As a result, many of the teachers prefer to keep their cautious distance from the leader.

2.6 Theories of Institutional Climate

According to Taguiri and Litwin (1968), the institutional climate is a somewhat permanent quality of the inner setting of an institution that is practiced by its individuals, controls their conduct, and is described as a specific set of traits (or attitudes) and values of an organization. The institutional climate is raised in the confrontation between members and the institutional settings (Ekvall, 1987). According to James and Jones (1974), the institutional climate is seen in two various ways: a multiple-measurement-institutional characteristic approach or a perceptual measurement institutional traits approach. Institutional climate can be measured by its

formation, responsibility, warmness, hold, reward, conflict, threat, uniqueness, and standard. The institutional climate is viewed as a feature of culture rather than a replacement for culture (Poole, 1985).

According to James and Jones (1974), the climate is a set of outlines or total opinions held by members about the environment of their institution. The climate of an institution is an outline sentiment about genuine experiences based upon the contact between genuine experiences and the observation of those experiences. The climate of an organization can be measured by using elements such as conflict, obstruction, spirit, familiarity, superiority, construction prominence, faith, deliberation, and concern. The climate of any institution based on the experiments, multi-dimensions; endure perceptions and facts which are widely shared by its individuals (Koys & DeCotiis, 1991). According to them, the institutional climate is not the evaluation of experiences, it is called the depiction/explanation of experiences. Koys and DeCotiis, (1991) have reported more than eighty various elements of climate.

2.7 Factors influencing Institutional Climate

Based on the research of the theorist's major factors influencing Institutional climate can be categorized under the following heads:

- Quality and quantity of communication involving learners and staff (Kuperminc et al., 2001).
- Observations of teachers and students about the situation of their institution, or the personality of the institute (Johnson et al., 1996).
- Aspects related to the environment such as the institutional buildings, classrooms, and equipment utilized for teaching/training
- Achievements or educational appearance (Johnson, Johnson, & Taylor, 1993).

- Safety feelings and range of the institute (Freiberg, 1998).
- Emotions of faith, esteem, and care for learners and instructors (Manning & Saddlemire, 1996).

Evidently, institutional climate based on numerous elements and dimensions, and it has an influence on numerous members, includes parents, staff, students, and society. Furthermore, the climate of an institute may considerably impact instructive setting, as according to Freiberg (1998), institutional climate may have constructive influences on the overall strength of an educational setting or an important obstruction to education.

2.8 Creating a Positive Institutional Climate

A positive institutional climate is often characterized by a strong relationship between students, staff, and head; the formal discipline administered is not punitive by any measure, but agreeable to the consequences; engagement, assessment, and managerial opportunities for students in a wide range of activities. In several surveys conducted by Johnsons' (1993); Freiberg (1999); Kuperminc, Leadbeater, and Blatt (2001) a total of eight factors have been determined in relation to a positive climate in the institution which is associated with positive educational and psychological outcomes for the staff and students. Factors creating a positive climate include caring, trust, recognition, respect, high morale, the opportunity for input, academic and social growth, and cohesiveness.

Freiberg and Stein (1999) argue that the institutional climate can be seen in every other aspect: from the way how teachers behave, the data over students' participation in the class, during the implementation of the programs, during the holidays, in the teachers' common room, from the movements of students down the hall and from their communication patterns, etc. Institutional climate does not exist in

a random way. The institutional climate is established as such can be maintained. It is threatened to fall apart only if there is a shift in institutional life. The above researchers arrive at the conclusion that it is quite true that the behavior of heads, teachers, and students affects institutional climate and to a certain extent it is the manager himself who sets up the climate, that is, he is the one capable of determining whether the climate will be a positive or negative one. To set up a positive climate, the institution focuses upon some areas like safety, equality and fairness, care, inclusion, respect, and social growth.

As stated by the National School Climate Council (2007) as cited in Faster, and Lopez (2013) a positive organizational environment of institutes based on prototypes of connections' practices of institutional living and norms and values, standards, goals, interpersonal relationships, practices regarding teaching-learning process, and institute construction are reflected by institutional climate. For a creative, contributive, and fulfilling living, a sustainable, encouraging institutional climate promotes maturity and essential wisdom in teachers and students as well. Positive institutional climate comprises norms and values, standards, and anticipations that maintain group feeling emotional, socially, psychologically, and physically cosseted and respected.

Everyone has a role to play in building up a welcoming, positive, and inclusive climate at the institution. The success depends heavily on the active involvement of heads, staff members, students, and other community members who engage together behind a vision, which is well-planned and supportive to the community. The building of a positive institutional climate requires that the focus is narrowed down on the development of a healthy relationship and respectful of the whole institutional community - among students, adults, and between adults and

students. Building a positive institutional climate means entrenching the principles of equality and inclusion in all aspects of the learning environment to support the well-being and academic achievement of all students. No single solution can be prescribed to guarantee the establishment and maintenance of a positive climate. Success requires an ongoing effort to be made which should be comprehensive and cooperative from all the stakeholders with interests in the institution. According to these researchers, it is argued that the institutional climate can be easily manipulated and thus directly influence the behavior of people associated with the university. They point out that the key criteria to the establishment of a positive climate in the institution are high morale, motivation, satisfaction, recognition of human dignity as well as teamwork.

2.9 Improvement and Maintenance of a Positive Institutional Climate

According to the researchers, Pasi (2001), as well as Harris and Lowery (2002), the head, teachers, and students, have many opportunities available to improve the institutional climate. Some indicators of intervention include implementation of the main character and mission of education as well as the promotion of basic moral values in the students, involvement, and commitment of the institutional community (teacher and students) in its work, prevention of conflicts in the institution, peer collaboration, prohibition of verbal and psychological violence, head and teachers treat students fairly, equally and with respect and a safe environment for staff and students. Freiberg and Stein (1999) compare the maintenance of institutional climate with the ongoing efforts to preserve the 'beauty of a garden. The ongoing efforts embrace morale, motivation, evaluation, self-development of teachers, and teamwork.

2.9.1 Morale and Motivation

These researchers maintain that the head is provided with a great many opportunities to use emotion (which already exists in the institution) in a constructive fashion to get teachers and students deeply involved by encouraging motivation, personal commitment to their institutional activities in attaining the goals. Therefore, in his role as a motivator, the head must persistently acknowledge and evaluate the work of teachers.

2.9.2 Evaluation

Steffy, Shaw, and Noe (1989) points out that the intent and purpose of evaluation of teachers should be employed to give them feedback on their performance. In order to be able to maintain a positive climate, the manager (head) should know and then evaluate the teachers' performance to boost the effectiveness of the teaching process. Evaluation is as important as the response garnered. They go on to say that when feedback is lacking, there is no recognition, and when there is no recognition there is no reward, this in turn might lead to discouragement and disappointment. The regular evaluation of the teachers' performance serves as a vehicle towards improving the teaching process and promoting a positive institutional climate.

2.9.3 Teacher Development

The institution should be transformed into learning organizations, the place where students' and teachers' capacities are created and encouraged. Institutions are organizations committed to the teaching and learning process because such is the purpose of the institution. Therefore, just as students increase their knowledge continuously, in the same way, teachers need to develop their knowledge as well as their professional potential: to develop effectively and efficiently to meet the goals of

the institution. Harris and Lowery (2002) claims that teacher development is critical both critical to the students' progress and institutional improvement.

2.9.4 Teamwork

George (2003) describes a team as a group of people possessing certain skills who work closely together to achieve a common goal for which they are collectively responsible. In other words, teamwork happens when teachers work together towards the same purpose and use their skills to attain common targets. This concept underlines a saying that goes "two heads are better than one." According to Geroge (2003), when teachers work in groups, they serve better their students.

2.10 Effects of Positive University Climate on Teachers and Students

The institutional climate is considered a significant element of flourishing institutions. It is a powerful interpreter of the academic accomplishment of students and endorses proficient concert in teachers. (Van Horn, 2003; Bulach et al., 2008). Climate is considered as one of the main central elements in institutional success and efficiency (Anderson, 1982). Research shows that an optimistic and constructive institutional climate enhances motivation, boosts morale, increases educational aspirations, and improves the self-esteem of teachers and students (Blum, 2007; Çalık et al., 2011).

One of the largest research projects on institutional climate was conducted by the Urban Student Achievement Task Force of National School Boards of Association, called the CUBE project, highlighted important findings of contributions of positive school climate on higher students' attainment, higher morale in teachers, more reflective practice among teachers, fewer students' dropouts, less aggression, good mutual relationships and improved institutional satisfaction (Perkins, 2006).

Similarly, the Search Institute identified in a review of studies on the impact of support in schools, that high morale and motivation, high ranking, commitment, turnout, expectations and ambitions, a sense of scholastic ability, fewer school deferments, high self-esteem, less anxiety, dejection and aloneness, and less substance abuse are linked with caring school climate (Tableman, 2004).

2.11 Relationship of Management Style and Institutional Climate

To construct a strong and sound environment for learning, the head's management style is highlighted by the studies on effective institutional management. Studies exemplify that the heads of open climate institutes are resourceful, confident, sociable, and cheerful while the heads of closed climate ones are worried, evasive, traditional, and frustrated. Dinham et al. (1995), conducted a study about three secondary schools to measure leadership and climate. They found that the leadership criteria of any school influence the educational performance and school climate of teachers and students. The objective of a leader of any institution should be about creating homogeneity for major points of safety, learning and teaching, relationships, and more importantly the institutional environment. With that, the perceptions and interpretations of the teaching staff can directly be shaped by the heads of institutes leading them to the formation of cultural homogeneity. Different types of leadership affect the culture of learning and provide constructs to improve student learning capability. The types of leadership such as shared, transformational and servant leadership can create a positive institutional climate (Watkins, 2012). The central values of these leadership styles are shared decisions, transparency, and trust. The teacher collaboration can be helped by the leadership functions following the inhibition of learning as it is needed in effective institutes. An optimistic and constructive climate may complete with the help of some practice of heads. The

summary of these practices includes head's facilitating the teachers instead of merely giving orders, democratic management, teamwork, transparency and democratic approaches, respect even to marginal ideas, participation in decision-making, organizing ceremonies that create positive communication between the administrative staff and the teachers, head's being with the teachers all the time instead of sitting in the office.

The stretching of teachers is up to the limits. The expectations with teachers are expanding marginally. The role of the teachers is not only to teach course relevant content and to mentor students but there is a need for them to build love in students for learning following by functioning as a social worker for them. There are a variety of social problems that students take into the classroom with them. Inadequacy in books and supplies, public criticism, increased duties, a huge group of students, troublemaking scholars, imperfect support, and the low wages are faced by extremely skilled professionals. A survey showed that the confidence of the teachers was that considerably lesser that almost 40% of respondents said that they won't opt for instruction/teaching as their career yet again followed by 57% as so who were planning to leave it as a profession. Although these were the questions of 1983, the same levels of problems are existing in the education departments and in teachers. Almost 44% of the respondents of the Public-School teacher's survey responded that they are thinking to leave this profession (Henderson et al, 1996).

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2.12 The Concept of Teacher Morale

The position of the strength of an individual as revealed by self-assurance, happiness, obedience, and readiness to carry out given activities is called morale (Mendel, 1987). Morale is a sense of belief, self-confidence, eagerness, and easiness among teachers (Wayne, 2011).

Teacher morale is the professional interest and enthusiasm teachers display towards the achievement of individual and group goals in each job situation (Bentley, Ralph, Averno, & Rempel, 1980). To the study, teacher morale is considered as the mental and emotional attitude of teachers towards their task that has a direct effect on the enthusiasm, confidence, loyalty, and interest displayed in performing their job. Teacher morale assists in establishing the character of a school and it is one of the factors that determine whether a school functions at its best or not (Suraiya, & Shakir, 2020).

Morale is the emotion an individual has towards his work/career based on how the individual observes himself in the institute and the degree to which the institute is seen as fulfilling the individual's own wants, requirements, and prospects (Washington & Watson, 1976). When a healthy and encouraging climate subsists, resultantly, the teacher's morale is very elevated, and the teacher feels superior, and he feels a sense of achievement and success from his profession at the same time (Saha, & Dworkin, 2009).

This makes it important for leadership in the institutions to encourage teacher participation, commitment, and co-operation in the institutional activities by providing a supportive climate. In such a healthy climate, teachers may be more willing to perform any assignment given to them with zeal and dedication. Therefore, teacher morale may possibly be high in an institutional environment that is healthy and supportive. Teacher morale is examined with respect to five moral factors as stated by Bentley, Ralph, Averno, and Rempel (1980) which are teacher rapport with head, rapport amongst teachers, and satisfaction with teaching, teacher status, and teacher load for their relevance.

2.13 Factors Affecting Teacher Morale

Certain factors have been perceived to affect teacher morale. These factors include a healthy institutional environment, teachers' perception of students and student learning, administrative support and leadership, and favorable workplace conditions (Lumsden, 1998). A healthy institutional climate is related to high teacher morale where a positive climate exists (Saha, & Dworkin, 2009). Mullen (1999) believes that the climate created by leadership in organizations has a significant influence on the motivation and behavior of employees. Stress has also been found to be a factor that can affect the morale of teachers. According to Stenlund (1995), stress can result in emotional and physical fatigue which can lead to a reduction in work motivation, involvement, and satisfaction. A stressed feeling, therefore, can result in the erosion of a teacher's interest, sense of humor, and enthusiasm.

2.14 Effect of Low Teacher Morale

Low teacher morale is evident when there is little interest and enthusiasm for the job while high morale is obvious when teachers have interest in and display enthusiasm for the job (Stewart, 2012). Teachers with low morale see their professional lives as having little meaning out of frustration and the inability to change the adverse situation (Koerner, 1990). Strickland (as cited in Houchard, 2005) identified ten factors that may lead to low teacher morale as overwhelming clerical duties, lack of support and co-operation from administration, lack of co-operation with staff, excessive teaching loads, and lack of working equipment and supplies. A low level of teacher morale, according to Lumsden (1998), can lead to a decrease in teacher productivity, loss of concern for students, alienation from colleagues, depression, and increased rate of sickness resulting in absenteeism on some workdays, general fatigue, and burnout.

2.15 Effect of High Teacher Morale

High teacher morale is associated with intrinsic rewards such as pupil achievement, changing attitudes of students and behaviors in a positive way, recognition from others, mastery and self-growth, and positive relationships (Dinham, et al, 1995). According to Ryan, and Deci (2000), teacher's high morale can be perceived through the display of several behaviors. These high teacher morale behaviors are demonstrated when teachers look forward to going to work in the morning and are not in a hurry to leave work at the end of the workday, teachers who show concern as to the direction of institutional programs and participate actively in committees and organizations, perform various tasks above and beyond stated duties as well as derive satisfaction from being a member of the institution and teaching profession. More so, high morale is seen in teachers who support the institution, its goals, and philosophy and are actively engaged in improving community relations. Hourchard (2005), associated high teacher morale with teachers being appreciated by the administration, the administrator's confidence in teachers competence, the support of the administration when dealing with student discipline problems, teacher participation in the development of institutional policies, the provision of adequate equipment, teaching supplies and facilities, appropriate teaching loads and assignments, equitable distribution of curricular duties, in-service training and staff development and job security. The morale of teachers has far-reaching effects not only on students' learning but also on the health of the organization and on the health of teachers (Mendel, 1987). According to Willis and Varner (2010), teacher morale goes beyond affecting just teacher productivity or student achievement. Most importantly, teacher morale assists in establishing the character of the institution.

School climate provides a suitable learning environment that influences teacher morale positively and it supports enhanced teaching and learning (Rashid, 2020).

Low morale involves both inner and outer reactions. Briggs and Richardson (1992) stated that the inner traits of morale are misunderstanding, uncertainty, and lack of confidence, and dissatisfaction, low self-assurance, fear of management, and a mindset of ineffectiveness. Low morale leads high degree of absence of teachers and teachers' resistance towards change. Briggs and Richardson (1992) described that an individual's mindset, self-worth, and self-confidence are directly related to low or high morale. They have also stated that these inner emotions can lead to outer effects. According to Briggs and Richardson (1992), external effects may include connection and relationships with other colleagues, professors, administrators, or management.

2.16 Theories of Teacher's Morale

According to Ryan and Deci (2000), morale is the emotions of an individual towards his/her profession in relation to the significance of that work to the institute as a whole functioning component. Additionally, they added that the institute may also fulfill the teachers' own wants, hopes, and requirements. According to Evans (1998), morale is a mental state that may be resulting in entities' expectations of fulfillment for individuals' requirements that they may perceive as a significant factor distressing their working setting. According to Bentley, Ralph, Averno, and Rempel (1980), morale may occupy numerous expressions but mainly it is the enthusiasm, eagerness, and curiosity that a member holds to targets and specialized objectives either as a group or in person. Morale is the quality of living in a society that may involve being known and acknowledged, have worthy skilled knowledge, and being offered the choice of action and achievement. Koerner (1992) Furthermore, states that it may involve education, rising, making errors, reflect on errors, and moving forward.

According to Getzel and Guba (1957), the theoretical model of morale is accomplished of three diverse elements: a sense of belongingness, reasonableness, and recognition. Belongingness includes the capacity of an educator to attain happiness/fulfillment with the functioning group of the institute. Reasonableness or rationality involves the emotion for job suitability in which the teachers' expectations of their position are in line with the targets they may require to attain for the institute. Third element identification or recognition involves the capacity of the teachers to unite their wants, requirements, and standards with those of the institute so that they are similar.

Lipham et al. (1985) repeated theory presented by Getzel and Guba (1957) but refer to the liable elements with a diverse expression. According to their theory morale is comprised of the subsistence and communication among efficacy, competence, and fulfillment. For effectiveness, the individual's conduct should be fit for the expectations and hopes that subsist for the work. Competency involves the degree to which the group's societal conduct is in line with that of the individual's conduct, or simply finding out the individual's fitting or compatibility with the group. Lastly, fulfillment refers to the matching up of the institutional job hopes and the individual's require outlook.

According to Blasé and Kirby (1992), head of an institute plays a vibrant role in shaping the morale of teachers. They described that a successful head serves as a guardian of teachers' instructional time by assisting them with students' regulation matters, allows teachers to build up a regulation system, and supports teachers' power in implementing strategy. Hunter-Boykin and Evans (1995) stated that it is not necessary that higher morale may always put in towards higher output, as it doesn't always pursue that blissful teacher are essentially the mainly creative. They explained

that higher morale consists of less absence and an improved educational climate for teaching. They further added that heads are mainly liable to motivate educators to achieve their institutional objectives or targets. Support and facilitation offered by heads may improve teachers' morale level. When teachers are given power and involved in decision-making procedures it authorizes them and resultantly it has an optimistic effect on the morale level of the teachers.

2.17 Self-confidence within the Work & Administrative Framework

It has been established in various studies that the confidence of an individual which is designed within a job and institutional climate plays a vital role in shaping an individual's enthusiasm, job-related mindset, and conducts. It has been found that the foundations of institutional formation indicates the significance and value of the institute, and along with with-it success building role circumstances predict institutional self-esteem. Additionally, institute-based self-esteem may relate to work fulfillment, institutional dedication, inspiration, social responsibility conduct, task performance, with return intents in addition to further significant mindsets and conducts related to the institution. According to Rosenberg (1965), self-esteem may refer to a person's evaluation of his capabilities in general. It may involve self-assessment plus clarifying conception which an individual makes along with maintains related to him.

According to Korman (2001), self-confidence may reflect the extent to which individuals observe themselves as proficient and need-appropriate individuals; so, the high self-esteem persons having higher self-respect possess a feeling of competence and a feeling of possessing conquered wants and needs fulfillment in the earlier period. In addition, Pelham, and Swann (1989) noted that self-worth may also consist

of a sentimental (love/disapproving) element as entities with higher self-respect like who and what they are.

Self-esteem involves general feelings of sense of worth and confidence which may relate to psychological empowerment. (Brockner, 1988; Brockner, Heuer, Siegel, Wiesenfeld, Martin, & Grover, 1998). When a teacher feels that he/she is important and valuable, this supportive self-evaluation enhances the work climate, consequences in further positive and advantageous occupational behavior (Bandura, 1977). It has been indicated by previous research those teachers having higher self-esteem are more probable to take a practical orientation towards their job and to practice every element of psychosomatic empowerment than are those with lower self-esteem (Wei, & Zhang, 2006). Institutional climate may affect the self-teachers and students' self-esteem, if the climate is supportive, gentle, accommodating, encouraging, and open, the self-esteem of teachers would be higher, and they may become more enthusiastic and willing and may reveal higher-quality performance (Wang et al., 2013).

2.18 Organizational-Based Self-Esteem

Based on the perception that self-esteem consists of structured, comprehensive experiences and (Cooper smith's 1967 as cited Rosidi, Sutoyo, & Purwanto, 2018) study that self-esteem may indicate the degree to whom an individual believes himself/herself to be competent, noteworthy, and valuable; Pierce et al. (1989) have presented the idea of institute-grounded self-esteem. Organizational-Based Self-Esteem is the extent to which individuals have the confidence to be competent, important, and valuable as an organizational individual. Organizational-Based Self-Esteem is a self-assessment of a person's individual competence (worth) as an administrative individual. It may reflect the self-perceived worth that individuals have

of him as significant, proficient, and competent within his working organization, teachers among higher self-esteem believe that "I count around here."

Depending on Korman's (2001) concept of self-esteem, individuals with strong self-esteem have a sense of contented requirements throughout their executive role. Organization-based Self-esteem is less flexible than task-specific self-esteem but more flexible than universal. Near the beginning of one term by an organization, Organizational-based self-esteem is an external stage conceptualization of the self-state-like, reflecting unbalanced reactions of self-worth (Campbell, 1990). Later as an increased period, self-esteem may evolve from a first and foremost external stage to a fewer unstable internal stage self-concept (Campbell, 1990). Organization-based self-esteem is unstable (e.g., increased) that an organization can influence the self-esteem of an individual by altering its expected environment and settings.

2.19 Theorizing on Organization-Based of Self-Esteem

It has been established by various scholars to regulate an individual's self-esteem level, his/her self-concept, and that his/her organizational practices play an influential role around the job. The literature on the origins of self-esteem established that self-esteem can be affected by numerous factors and forces (Bandura, 1982). These services may be classified as (1) the implied signs launched by environment arrangement for which a person is depicted, (2) communication by considerable others in one's societal setting, and (3) a person's emotions of effectiveness and proficiency obtained from his/her direct and individual practices.

An extremely planned and proscribed organization is liable to be the hint to its staff that they are incompetent within the institutional framework. By way of distinction, difficult work plan, rough equipment, purely planned and higher contribution societal organizations guide to the highest level of self-esteem as they are

not as much of arranged, be possible to view individuals as an important institutional source and proffer them with great chances to communicate into organizational roles.

When individuals practice a high level of self-appearance and personal power, there may an improved possibility that individuals may point optimistic experiences to themselves, in that way influencing their intensity of self-esteem. Working atmosphere arrangements reduce and individual power raises, individuals, come to witness themselves as competent in self-sufficient tasks and thus shape a logic of self-esteem reliable with that individual representation. The second main foundation of self-esteem is societal communication. Leithwood (2006) has claimed that separate is not self-enhancing but dependable. Individuals are in need to line up their point of performance through their self-concept. Self-enhancement theory also claims that people having lower self-esteem are regularly connected to damage controllers and they are less confident regarding their capability to achieve (Campbell, 1990), and to avoid additional attrition of their self-esteem, they usually deny task-connected work. This short of exertion/struggle then becomes a good reason for their meager presentation, instead of further stable troubles similar short of capability. Consequently, the lower self-esteem individual's let down can replicate a balanced choice to apply lower efforts rather than unreasonable stability with the self-acuity of insufficiency (Leithwood, & Beatty, 2008).

Leithwood, Harris, and Hopkins (2008) stated that behavioral plasticity involves the level to which a person may influence by outer forces and elements (e.g., social influences). He further assumed persons attend and respond to external signals differently. A person's reactivity level to outer cues is, as a minimum in part, rooted in self-esteem. Individuals having lower self-esteem tend to be more interactively responsive than those with higher self-esteem because the former have a habit of

being softer to outer cues (Leithwood, Harris, & Hopkins, 2008). Persons with lower self-esteem practice further hesitation to the accuracy of their thinking, emotions, and conduct and consequently more rely on outer signals to direct them. Furthermore, individuals with low self-esteem look for recognition and endorsement through compliant attitudes and behavior. Self-esteem is a significant variable which moderates the relationship between work atmosphere conditions and a person's attitude, enthusiasm, and deeds.

Korman (2001) believes that giving individuals a meaningful working environment and empowering them to achieve may lead to higher self-enhancing conduct. A second motivational termed an additional motivational system as self-defensive motivation. It is triggered when individuals feel themselves below act expectations and find the working situation as one that focuses retribution in inspiring them.

2.20 Consequences of Organization-Based Self-Esteem

According to Leithwood, Harris, and Hopkins (2008); Leithwood (2006), self-esteem influences an individual's attitudes, motivational and work-related actions.

2.20.1 Intrinsic Motivation

Two different studies, based on four various samples, have discovered the relation between organization-based self-esteem and essential job inspiration. Pierce et al. (1989) have experimental study a constructive bond among organization-based self-esteem and job satisfaction. Likewise, Hui and Lee (2000) reported a considerable relationship between organization-based self-esteem and inherent motivation.

2.20.2 Work-Related Attitudes

There are several empirical studies that clearly establish that there is a strong association between organizational self-esteem and an individual's attitude. Bowden, Lane, and Martin (2002) detected a positive association between the organization-based confidence and emotions of personal achievement. Numerous researches reported that there is a considerable and constructive correlation between organization-based confidence and motivation.

2.20.3 Edition to Organizational Change

Pierce and Gardner (2004) established that persons having higher organization-based self-esteem execute good performance, handling with organizational change than lower self-esteem and that they are more practical in their handling techniques. Leithwood (2006) concept about softness behavior is also dependable with this observation.

2.20.4 Turnover and Turnover Intentions

There are numerous studies that discovered the association between organizational self-esteem and employee incoming thoughts (i.e., thought stopping, intents to stop) and turnover conduct. Current evidence reveals an unconstructive connection among the organizational self-esteem and turnover intentions, thinking of stopping with turnover. It has been found that organizational individuals who trust that they are significant and institutionally capable, don't think to leave, nor left their profession at a similar rate as individuals who trust that they are not an important part of this setting.

2.20.5 Ethical Behavioral Intents

According to Hsu and Kuo's (2003), investigation is based on the correlation involving self-esteem and ethical behavior, intents found that self-esteem has a

constructive relationship with personal rules concerning ethical behavior and ethical intents when they relay to information privacy.

2.20.6 Feedback Seeking Behavior

Numerous studies on universal self-esteem supported the prophecy that persons with lower organization-based self-esteem may seek more feedback (Leithwood, 2006). According to Van Dyne et al. (1990), individuals with high self-esteem may keenly hold feedback-seeking conduct. They use reference information as a source to aid themselves in carrying out well, for them it is a good quality stratagem to uphold a higher performance level.

Madzar (2001) argued that an apparent leadership approach ahead whether it is transformational or transactional may affect the feedback looking conducts of assistants. She established that self-esteem persons, in requirement of endorsement and recognition and seeking for self-diagnostic may get the benefit of the enlargement to hold they obtain from the transformational heads. Individuals with higher self-esteem and a smaller amount of interactively flexible, are a reduced amount of inclined to the feature of their relationships with their heads and consequently, may less possibly look for a reaction.

2.20.7 Performance

Individuals with higher self-esteem have more effectiveness as compared to lower self-esteem complement (Gardner & Pierce, 1998). Self-esteem subsidizes to high presentation level in approximately every job condition (Bandura, 1997).

Pierce et al. (1989) investigated three organizations and observed a constructive and considerable relation among the self-esteem and heads ratings of employees' work performance. Van Dyne and Pierce (2003) investigated a constructive correlation between self-esteem and the performance of individuals.

Elloy and Patil (2012) investigated that subordinate having higher self-esteem were rated as higher performers.

Ekrot, Rank, and Gemünden (2016) reported a constructive association between self-esteem and organizationally helpful management behaviors. Finally, Aryee et al. (2003) reported that there is a constructive correlation among self-esteem based on personal support and work commitment.

2.20.8 Career-Level Outcomes

According to Carson et al. (1997; 1998), self-esteem may positively affect professional commitment, professional satisfaction, professional possession, and have an unconstructive association with career leaving intents. They reported a considerable constructive correlation between self-esteem and career dedication and a considerable unconstructive correlation with career removal intents. Ragins et al. (2000) have reported that there is a strong constructive association between self-esteem and professional commitment.

2.21 Teacher Motivation

Motivation involves both inner and outer factors that arouse wish and enthusiasm in individuals to be dedicated and concerned toward their work acceptable to obtain their set targets. Inspiration is a result of equally mindful and unaware forces such as desires, rewards, acknowledgment, value, respect, the value of work and goal, expectations. These aspects then lead an individual in performing in a positive way. Studies indicate that institutional climate plays an important role in improving or decreasing the motivation of teachers working in universities. A positive institutional climate boosts the motivation level of teachers whereas a negative and closed climate always has negative effects on the motivation of teachers.

2.22 Factors Affecting Teacher's Morale, Motivation and Self-Esteem

A variety of factors can impact the motivation, self-esteem, and morale of teachers. These are:

2.22.1 Institutional Climate

The institutional environment is strongly linked with the morale, motivation, and self-esteem of teachers. Ahead of any institute should be capable to create a strong institutional environment to motivate the teachers. If contingencies in the work are controlled by the head, that will be the key to improve the morale and self-esteem of teachers (Twigg, 2008).

Among American teachers, National Center for Education Statistics identified that the main factors behind their job satisfaction were the positive school environment and behavior of students. Favorable workplace conditions always support a teacher and satisfy him with their job even though whether he is serving in a public or private sector institute (National Center for Education Statistics America, 1997).

2.22.2 Parent/Family Support

The teachers, who have received parental or family support with their students, are more satisfied as compared to the teachers, who don't receive it, the same report states. There is also an important connection between the teacher's satisfaction, payment, and salary criteria for them (National Center for Education Statistics, 1997).

2.22.3 Student Responsiveness and Enthusiasm

The perceptions of a teacher about a student and their learning are the factors influencing the teacher's morale to a significant level. Teachers in different studies

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have believed and identified the students as the biggest factor to influence their morale, self-esteem, and job satisfaction (Stenlund, 1995).

A highly motivated teacher is a universal treasure as he develops students' sensitivity and passion as a vital factor. Teachers are somehow unable to share their successes with their peers' group because of their isolation. This thing results in their reliance on the student's behavior (Gu & Day, 2007).

2.22.4 Stress

Morale, motivation, and self-esteem are also affected by stress. The emotional and physical fatigue-reducing work involvement and satisfaction can be caused by stress (Stenlund, 1995). The idealism, enthusiasm, and sense of purpose can be rosined the feeling of being overstressed (Lumsden, 1998).

Dworkin (2009), in a survey of the Pasadena city schools reported the factors, which affect morale. According to their study factors affecting morale include physical working conditions, belongingness, and participation, supervisory relationships, policies, and practices, pay, and communication.

2.22.5 Student Learning

Miller and William (1981) maintained that the attitude and learning of students can be affected positively by the high morale of teachers. If the morale and motivation of the teachers are increased, it will not only result in teachers loving the teaching, but students will also feel more pleasant while studying. Thus, it can result in the creation of a conducive environment for learning (Miller & William, 1981).

2.22.6 Student Achievement

Evans (1998) found that the achievement pattern of teachers is strongly co-related with their motivation, self-esteem, and achievement. A high increase in the

performance and achievement of students was recorded in institutes, where the morale and motivation level of teachers was also higher.

2.22.7 Teacher Health

According to Bassett et.al. (2014) low satisfaction level and moral have some serious consequences such as the low productivity level, loss of concern with teaching and institute, low level of teaching quality, depressed teaching, sick leave's higher use, leaving the profession tendencies, and dehumanized perception of students. The health of the institute and teacher following the learning of students can be mainly built by the high morale, motivation, and self-esteem of teachers.

2.23 Importance of Teacher's Motivation, Morale and Self Esteem

The institutional, as well as student performance, is significantly affected by the morale and self-esteem of teachers. Academic performance, social and emotional skills are enhanced by the positive institutional climate (Keiser & Schulte, 2009). The performance of the students is highly impacted by the teachers having low morale and motivation. The test scores of students can also be raised by the retention of teachers. To improve the performance of a student, a teacher needs the experience of more than five years (Kukla-Acevedo, 2009).

The motivation, self-esteem, and morale of teachers are highly increased by the positive institutional climate. Teachers will feel more satisfied with the job when they will know that their contribution to the institute is important, their opinions are important, and they tend to have a strong relationship with work. The caring and supportive institutional environment can compel a teacher to face the school-wide pressure for making the students perform well on high-level tests. The satisfied teachers provide more benefits to the institutes when the heads will put their efforts to increase the morale and motivation level of teachers (Belenardo, 2001).

2.24 Key Causes of Low Morale, Motivation and Self-Esteem

The key causes of low morale, motivation, and self-esteem of teachers indicated by previous studies are as follows:

2.24.1 Negative Institutional Climate

The major and basic reason for low morale, motivation, and self-esteem is a lack of constructive institutional climate. A caring and supportive environment boosts the morale and motivation of teachers and endows them with high self-worth.

2.24.2 Student –related Problems

Institutional rules, high absenteeism, late-coming, absence of work-related ethics, desertion, poor discipline, disrespect of teachers, and laziness are major problems that are related to students.

2.24.3 Academic Instruction and Curriculum

According to teacher's opinion declining numerical competency and literacy skills hinders improvement; the emphasis is primarily academic and not holistic, and assessment tasks and maintenance of records take much time; lowers standards due to drop in pass requirements; professional development absence and reduced teacher confidence due to institutional level collaboration; for changes in syllabus, they needed to be assisted for inputs.

2.24.4 Lack of Support

It includes insufficient support from subject advisors, peers, management, community, and community; slight improvement in management skills of the classroom; little encouragement for teachers.

2.24.5 Administrative Issues

Appointment to senior posts without considering merit, large size class, favoritism, low salaries as compared to the private sector, and teaching loads imbalance between staff and management is included in administrative issues.

2.24.6 Relationship Problems

These include lethargy of associates; absence of unanimity among educators; jealousy at a professional level (Maharaj, Perumal, & Perumal, 2011).

2.25 Pieces of Evidence from Previous Studies

Many pieces of research confirm that the issue of teacher morale, motivation, and self-esteem is not restricted to any one country. It is a worldwide concern that has various resemblances. Top management makes decisions without consulting teachers leave teachers with a feeling of less-worthy trainers than educators and reduces their motivation and morale. Research conducted by the University of Australia maintained that there is a significant turn down in the morale and motivation and morale of teachers over the past 30 years as teaching has become a progressively more demanding job. Govindarajan (2012) has enlisted various causes for low t morale and motivation of teachers including poor status in the community; poor pay (relative to other professions); poor students' attitude; extreme burden put on by heads on teachers; poor management displayed by heads; poor running climate etc.

Miller and William (1981) maintained that there is a strong connection between the organizational environment and teachers' motivation and morale. He further argued that students' learning, and teachers' morale and motivation were related to a constructive institutional culture that was characterized by esteem, shared decision making, and administrative support.

Huysmans (2007) established that closed institutional culture causes low morale of teachers as teachers are not involved themselves in decision making. Further, it was outlined by teachers that less recognition and acknowledgment, less self-esteem, low morale, confined institutional policies, less innovation, colleagues' relationships, and less income are the major factors that caused an uncreative institutional culture. A report of the National Center for Education Statistics (1997) on job satisfaction among American teachers maintained that higher teachers' satisfaction is associated with more administrative care and support, good students' behavior, encouraging school climate, and teachers' independence (Maharaj, Perumal, & Perumal, 2011).

Pillai (1974) conducted research titled 'Organizational Climate –Teacher Morale and School Quality' to explore the extent to which institutional climate and staff morale were associated. According to his study teachers with high morale and motivation were very quick and improved in initiating novel practices in their institutes and there was a strong association among climate and morale of teachers. Students' performance was greatly affected by institutional services and facilities, teachers' fulfillment, heads' supportive behavior towards teachers, teaching load on teachers, the status of teachers in the society, and societal pressure on teachers/heads. He maintained that the institutional climate and morale and motivation level of teachers have a very strong association.

Antonio (2018) studied the organizational environment and teachers' morale in colleges of Education. According to his study high or the low morale and motivation of the teacher was affected by the openness and closeness of the climate and urban or the rural background had no considerable effect on the morale and

motivation of teachers. According to his study, the long teaching experience was not considered related to the morale and motivation of the teachers.

Narad, Kaitano, and Lakhanpal (2020) conducted a study on the organizational climate of the teacher training institutes of Uttar Pradesh and its relationship with their effectiveness and he concluded that high authoritarianism, lack of facilities, high academic pressure, high discipline, high control, and less freedom were the major factors of the institutional climate of teacher training institutes which affected the performance of the teachers greatly.

Anderson, Mohr, Regenbogen, Swamy, Smith, Mourra, and Rinne (2021) research was to study the association between organizational climate and the morale of teachers, and he found that female teachers had high morale level as compared to male teachers. Teachers in the Government organization controlled institutional climate and urban regions have higher morale as compared to private management and rural areas.

Fattah, Zureigat, and Elayyan (2018) undertook an investigation to explore the association among the leadership behavior of heads, the organizational climate of schools, and the morale of teachers. The study concluded that there was no considerable difference among leadership behavior of rural and urban heads and urban institutions have a less open climate as compared to rural area institutions. The institutional arrangement, leadership elements, and control, academic pressure, civilization factors of organizational climate were the major factors influencing the morale of the teachers. There was a noteworthy connection between the organizational climate and the morale of teachers. Teachers in an open climate had high morale than in a closed climate.

Hassan, Awan, and Awan (2018) investigated the relationship of leadership conduct of heads to teachers' self-esteem, work fulfillment and concluded that there is a noteworthy connection between headship conduct of heads and consistency in the teachers' self-concept and teachers' motivation. Heads with high leadership behavior had fulfilled and highly motivated teachers.

Abu-Saad and Hendrix (1995) conducted an extensive study to assess the organizational climate in Arab schools in Israel. The results indicated that the most important organizational climate factor was the head's leadership.

Dalanon, Diano, Belarmino, Hayama, Miyagi, and Matsuka (2018) conducted a study on organizational climate and humanistic student control, and he concluded that institutes with open climate had a more humanistic approach than with closed climates. It is clear that both teachers' morale and institutional climate perception are related to variables like gender, age, region, teaching practice, and nature of the job, educational qualification, managerial, and organizational set up of the institute.

Studies related to Organizational Climate reveal special attention to factors like physical facilities available in an institution, teacher morale, teachers' self-esteem, and student satisfaction, type of management, institutional effectiveness, student and teacher adjustments, job satisfaction, and organizational culture. The studies related to classroom climate show its relationship with the factors like student behavior problems, student cohesiveness, achievement, self-concept of students, and student dropout rate. Studies related to institutional climate show its clear relationship with the role and leadership quality of the head of the institution, management's response to the problems of the institution, achievements of students, professional development of students, and social interaction existing in an institution. The

teachers' self-esteem and morale were found influenced by institutional climate perception and its component dimensions.

2.26 Steps to Increase Morale, Motivation, and Self-Esteem of Teachers

Encouragement and support are the basic steps that increase the morale, motivation, and self-esteem of teachers. Reconsideration to value the efforts of teachers, when coupled with regeneration often leads towards encouragement (David, 2017).

Berman (1987) also emphasized there is a need to give attention, care, respect to teachers. This step cultivates freshness, wisdom, and thoughtfulness in teachers. He advised teachers to consider what is elevating and stimulating for them and then effort toward inculcating those things completely into their lives. She suggested that teachers should break out of routine practices and should do remarkable arrangements for the coming moves in specialized advancement, increasing individuals' net to communicate with, and empowering completely in activities at hand as directions to replacement.

Authorized teachers are liable to have high morale, motivation, and self-esteem. As Ngambi (2011) stated that when people have a voice, and they have significance and worth in an organization they more personally invest in their effort with an organization (Ngambi, 2011). Heads can build up teachers' morale; motivation, and self-esteem by empowering them, connecting them into decision making regarding practices and policies, and accepting and appreciating their capabilities. Efficient heads support and facilitate educators with students' regulation affairs, allocate them to build up a regulation system, and maintain the authority of educators in implementation procedure (Blasé & Kirby, 1992).

American Association of School administrators (1944) reported the factors for the enhancement of morale and motivation in teachers. Factors involve mutual support from other staff members, effective organization of teachers, community leadership in projects for human betterment, and worthy objectives.

Bassett et al. (2013) believe to establish and maintain good morale and motivation level in teachers there are some major factors which play an important role. He indicated that teamwork; proper payment, and future safety, good training, an assurance of teachers' teaching; appreciation and recognition of daily routine work, good relations of the institute to community and societal support, and affiliation with teacher's organizations are important factors in maintaining high morale and motivational level.

Bogler and Nir (2012) summarized after numerous studies that there are following indispensable elements to uphold morale and motivation in teachers. They emphasized health as a prime requisite for morale and motivation. Some other factors may include regard by society, calm settings, minimized intrusion with personal living, proper training, and direction for novel staff, the contribution of teachers in setting rules and regulation, good salary package, leaving benefits for the job, and proper job security, fair sick leave rules, vacation for traveling or study leave and merit-based selection and promotion.

Shaban, Al-Zubi, Ali, and Alqotaish (2017) in his `Study of Morale and Motivation in Education' found the most important factors for the enhancement of the teacher morale and motivation are good working conditions, relations with head, childhood background of teachers; personality differences; cause and effect relationships; communication; human relations; recognition of the teaching profession and mental health.

Schleicher (2011) outlined vital factors of teachers' morale and motivation: organizational headship, administrative concern, and personnel relations, chances for participation, and professional development. Results of an American Association of School Administrators study made under the leadership of Brodinsky (1984) specified that expert autonomy, regular recognition, and involvement, in conclusion, making help build teachers' morale and motivation.

Bosso (2014) conducted an extensive study about factors influencing teachers' motivation and morale and ways to preserve or resort morale and motivation and indicated that managerial hold and headship, high-quality students' manners, constructive environment, and teachers' self-sufficiency are job situations linked to high fulfillment and motivation of teachers. The study also revealed that parental support and teacher's perceptions of students and student learning are some of the important factors influencing teacher morale.

Chambers (2015) Studied the 'professional factors influencing teacher morale' in the colleges of Gerhard university. He indicated that the factors could raise teachers' morale and motivation. According to him factors that could raise teachers' morale and motivational level involve teachers' rapport with heads, teacher's status, and teachers' workload. Xu (2016) studied, "Attitudes and professional relationship of teachers. A study of teacher motivation and morale" and reported the factors for the enhancement of the motivation and morale. The factors include proper school discipline, adequate supplies and equipment, proper teaching load, financial security, recognition and rewards for exceptional services, evaluation of proper worth, and promotion and advancement of merit only.

Dörnyei, and Ushioda (2013) in a survey on students found that the most frequent factors for high motivation and morale include safety and contented life,

good working environment, fair and reasonable management, feelings of belongingness, feelings of achievement and development, appreciation, and acknowledgment of participation, contribution decision-making plan, and opportunities to uphold self-esteem and confidence.

2.27 Summary

The following conclusions have been arrived at through the review of related literature:

The types of climate range in size from being open to being a closed one. By taking a close look at the traits of every organizational atmosphere of the institute as described by Halpin (1996) the open and the closed climate are the two extremes that are two opposites. Each dimension in any given open climate is a positive one which contributed to an environment conducive to improving the achievements, while in the case of a closed climate every dimension is negative, bringing about an atmosphere of confusion and no productivity. A similar contrast is to be seen between the autonomous and paternal climates; the overall impression on an autonomous climate is that there is already a person-oriented towards a relationship which totally different from the one which is task-oriented which characterizes the paternal climate. Both the controlled and paternal climates are similar to the paternal climate. The controlled climate is more and more task-oriented and tends to be more open than closed. The paternal climate is less task-oriented, but it is more closed than open. Each institution is characterized by its own unique climate. This is the case institutions do operate in different ways. The type of climate prevailing in an institution is a mixture of the behavior of the head and that of teachers and students in the institute. The climate varies from one institution to the other and is looked at as a factor that always changes. The findings of studies indicate that some institutions are welcoming, nice

places to be working in as well as comfortable places to study. Everyone is treated as a human being, both teachers and students are encouraged to express their views and opinions. In other institutes, the tension is quite evident: in the head's office, in the classrooms, in hallways, in the front yard as well as during the breaks. Even though the behavior of teachers and students contributes to the type of institutional climate, the behavior of heads is defined as the main dimension of the climate established in the institution. His behavior can either prevent or promote a positive climate. This is the case because teachers rely on the head for motivation, managership, and self-development. On the other hand, students also depend on the head for quality education (a variety of activities and a good physical environment). The establishment and maintenance of an open climate in the institution are quite necessary for developing a student complete with all the right staff. The institution is the ideal place where the character of the students is tempered, where the attitude towards teaching and learning is established, where their perceptions on life are created, and where the purpose for the future is developed. A positive and supportive institutional climate reflects often times the product of the relationship established between head and teachers, among teachers, between teachers and students, but more importantly, it is the direction of the head. The most important factors for the enhancement of the teacher's morale, motivation, and self-esteem are good working conditions, relations with the head, childhood background of teachers; personality differences; cause and effect relationships; communication; human relations; recognition of the teaching profession, and mental health.

CHAPTER 3

RESEARCH METHODOLOGY

This part of the study deals with research design, sources of data, and instruments of data collection, population, sample, sampling techniques, procedures of the study, and collection and analysis of data.

3.1 Research Design

This investigation combined both quantitative and qualitative domains. The researcher adopted the mixed methods design which is (explanatory-sequential). Then synergetic approach of Creswell (2017) was adopted, and independent level of interaction was employed. The sequential timing was taken. For the point of interface, merging-mixing was done in conclusion.

3.2 Population of the Study

All male and female teachers and heads of nineteen public sector universities of Punjab province were taken as a population of the study. Statistical details of the population had been taken from each website of the university. Detail of population is mentioned below in table 1:

Table 3.1

Population of the study

Groups	Male Teachers	Female Teachers	Heads	Total
Population size	2505	1710	350	4565

Source: (www.hec.gov.pk)

3.3 Sample of the Study

Probability and non-probability sampling techniques were used for the selection of samples. Simple and stratified random sampling techniques were adapted for the selection of samples to get quantitative data. Convenient sampling technique was adopted for the selection of teachers for interviews to gain qualitative data. The human resources sample comprised two hundred and fifty-five (255 with 10%) male teachers, one hundred and seventy-one (171 with 10%) female teachers, and thirty-five (35 with 10%) heads. The total sample of the study was four hundred and sixty-one (461) from nineteen (19) public sector universities (10%) of Punjab Province (Gay & Mills, 2011). Heads of department and regular teachers of nineteen public sector universities of Punjab province were chosen as samples through a proportionate stratified random sampling technique. For qualitative data collection (semi-structured interviews) the researcher used the subjects that were convenient and easily accessible to her. Thirty regular teachers who were ready to participate in the interviews were treated as the samples of the study. Details of the samples are mentioned below in table 2 and 3:

Table 3.2

Sample of the Study for Quantitative Data

	Stratum			
	Male Teachers	Female teachers	Heads	Total
Population size	2505	1710	350	4565
Sampling fraction	10%	10%	10%	30%
Sample size	255	171	35	461

Table 3.3

Sample of the Study for Qualitative Data

	Male Teachers	Female Teachers	Total
Population size	2505	1710	4215
Accessible sample size	10	20	30

3.4 Instruments of the Study

The researcher utilized the following five tools to collect data from the targeted sample:

3.4.1 Organizational Climate Scale (OCS)

Organizational Climate Scale (OCS) created by Halpin, and Croft (1996) was utilized to collect data from heads. It was a five-point rating scale; the researcher modified it to a four-point rating scale. The items were answered on a four-point scale - from strongly agree to strongly disagree. The researcher also rephrased the statements conveying the same meanings to fit in with specifically for this study. The word 'organization' was rephrased with the word 'university and the word 'employees' was replaced with the specific word 'teachers.' This tool consisted of 34 items holding two dimensions i.e., open climate and close climate. It was created to place all heads in one of two climate types. Items 1-17 represented the open climate and items 18-34 represented close climate.

3.4.2 Teachers' Motivation Scale

Teachers' Motivation Scale was utilized to collect data from teachers regarding their motivation level. Teachers' Motivation Scale is an adapted version of the "Motivational Orientations to Teach Survey" (MOT-S) questionnaire by (Sinclair, Dowson, & Mcinery, 2006). Originally this tool consisted of 49 items, but the

researcher modified the tool and minimized items to fit in specifically for this study. There were some research questions that were not relevant to the researcher's study objectives and background, so those questions were eliminated from the questionnaire. The scale was a 35 item Likert scale with items answered on a four-point scale - from strongly agree to strongly disagree. Scoring of the items was as: SA=4, A=3, D=2, SD=1. Items from 21-35 will be reverse scored. Based on questions, participants were divided into two categories having low motivation level and high motivation level. Maximum scores were 140, the minimum score was 35, and 87 was cut point. Participants scoring more than 87 were categorized as highly motivated and scoring below 87 were categorized as having low motivation level. The higher the score, the higher the motivation level.

3.4.3 Teachers' Morale Scale

Teachers' Morale Scale was the researcher's self-developed questionnaire, which was utilized to collect data from teachers regarding their moral point. The scale was a 36 item Likert scale with items answered on a four-point scale - from strongly agree to strongly disagree. Scoring of the items was as: SA=4, A=3, D=2, SD=1. Reverse scoring was applied on items 22-36. Based on scale, participants were divided into two categories having low morale level and high morale level. Maximum scores were 145; minimum scores were 36 and 90 was cut point. Participants scoring more than 90 were categorized as having high morale and scoring below 90 was categorized as having a low morale level. A higher score means a higher moral level.

3.4.4 Self-esteem Scale

The self-esteem Scale (RSE, 1965) scale was developed by Rosenberg (1965). Originally this tool consisted of 10 items, but the researcher modified the tool and put

in 10 more items in the scale to fit in with specifically for this study. The researcher's own modified version was utilized for data collection. The scale was a 20 item Likert scale with items answered on a four-point scale - from strongly agree to strongly disagree. The scoring of the items was: SA=4, A=3, D=2, SD=1. Items from 11-20were scored reversely. Based on scale, participants were divided into two categories having low self-esteem level and high self-esteem level. The maximum score was 80; the minimum score was 20 and 50 was cut point. Participants scoring more than 50 were categorized as having a high self-esteem level and others who attained below 50 were categorized as having low self-esteem level. A higher score means higher self-esteem intensity.

3.4.5 Semi-structured Interviews

In addition to the questionnaire, the interview was the other instrument for collecting data for the study. The interviews from teachers were undertaken to get deep information and opinion regarding their morale, motivation and self-esteem, and university climate. In this study, the researcher used semi-structured interview questions because of their flexibility and to make communication easier and make clear any time when there was ambiguity (Cohn & Marion, 1995). Therefore, the researcher took some ideas from the questionnaire and prepared this semi-structured interview. Questions were regarding the type of university climate, effects of university climate, heads' style of management, factors boosting them or factors reducing their motivation, morale, and self-esteem, values of an organization, and their perceptions of a good, healthy, conducive institutional climate. Both face-to-face and virtual modes of communication were utilized to conduct the semi-structured interviews. The time length of each interview session was varied. Some interview sessions were concluded in fifteen minutes, and some took half an hour to accomplish

as nothing was not structured. Interviews were included because it was mixed methods research design and to get the deep understanding of the phenomenon through the lens of the participants.

3.5 Validity and Reliability of Tools

Validity takes oxygen for research tools while showing the accuracy of the tools used to obtain the data. It means the tools have achieved exactly what it took to achieve. Eight experts reviewed all five tools and recommended some key guidelines and suggestion which were incorporated accordingly. All four tools were basically five-point rating scale; the researcher was suggested to make it a four-point rating scale. The items were answered on a four-point scale from strongly agree to strongly disagree according to the given suggestion. The words organization, boss and employees were replaced by words university/institution, head, and teachers in all three standardized tools as suggested by the experts.

According to the experts' suggestions, ten more statements (11-20) were added in the self-esteem scale. Originally the motivation scale was consisted of 40-items which were reduced to 35-items as per experts' suggestion. The researcher designed thirty questions for semi-structured interviews, but fifteen questions were omitted from the interviews as per experts' guidelines. The morale scale was basically based on twenty-five statements. The experts' panel suggested to incorporate more statements regarding heads' management style to get comprehensive data about the climate so eleven more items were incorporated. Language formation and some grammatical mistakes were also highlighted by the experts.

Creswell and Creswell (2017) argue that cross-examination is a powerful, interesting, and cognitive-behavioral strategy that reflects informational factors. Quality of work involves reliability and validity. The accuracy of the probe/scale

indicates its freedom from error. Test and internal consistency are two-dimensional scales. The first is to conduct the research tools to the same model in two different cases to quantify the relationship between the two variables. The second level of consistency between the expressions of the instrument is the combination. There are several ways to determine the internal consistency of a tool. Cronbach's coefficient alpha is one of them. A lower safety range is recommended .7 (Pallant, 2011).

A pilot test was conducted at Punjab University. One hundred and fifty questionnaires were posed to heads and teachers. Data collected from respondents were included in SPSS version 21. The questionnaire for the heads included excerpts from the literature review, it had Cronbach alpha values were .809, .791, .789, and .779 for all four tools. The confidence rating is from .779 to .879 which indicates that all values are higher than .70, which is the lowest level of confidence in social science. The absolute reliability of the research tools is presented in the succeeding tables.

Table 3.4
University Climate Scale (Tool 1)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.889	34

Table 3.5
Self-Esteem Scale (Tool 2)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.791	.798	20

Table 3.6
Teachers' Motivation Scale (Tool 3)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.779	.801	35

Table 3.7
Teachers' Morale Scale (Tool 4)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.889	36

Cronbach Alpha was employed to verify the reliability of tools and validity of tools was verified by a panel of experts through the assessment of the questions themselves - to reduce uncertainty, important queries, sensitive subjects, traumatic questions, etc. then research tools were field-tested with research participants for revisions readability test.

3.6 Data Collection

The researcher adopted different modes for data collection. These included: electronic, print, personal contacts in institutions by using questionnaires and conducting semi-structured interviews from heads and regular university teachers.

3.7 Data Analysis

Descriptive and inferential statistics were used to analyze data. Quantitative data were analyzed by using descriptive statistical measures i.e., frequency, percentages, mean and standard deviation while for the purpose of comparison t-test and for effect Cohen's *d* effect size calculator was employed. The t-test is one type of inferential statistics. It is used to determine whether there is a significant difference between the means of the two groups. A 2-Sample t-test was employed to test whether the difference between the means of two independent populations is equal to a target value.

The scoring of the motivation scale items was as: SA=4, A=3, D=2, SD=1. Items from 21-35 were reverse scored. Based on questions, participants were divided into two categories having low motivation level and high motivation level. The

Table 3.7
Teachers' Morale Scale (Tool 4)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.889	36

Cronbach Alpha was employed to verify the reliability of tools and validity of tools was verified by a panel of experts through the assessment of the questions themselves - to reduce uncertainty, important queries, sensitive subjects, traumatic questions, etc. then research tools were field-tested with research participants for revisions readability test.

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The scoring of the motivation scale items was as: SA=4, A=3, D=2, SD=1. Items from 21-35 were reverse scored. Based on questions, participants were divided into two categories having low motivation level and high motivation level. The

maximum score was 140, the minimum score was 35, and 87 was the cut point. Participants scoring more than 87 were categorized as highly motivated and scoring below 87 were categorized as having low motivation level. The higher the score, the higher the motivation level. The scoring of morale scale items was as: SA=4, A=3, D=2, SD=1.

Reverse scoring was applied on items 22-36. Based on scale, participants were divided into two categories having low morale level and high morale level. The maximum score was 145; the minimum score was 36 and 90 was cut point. Participants scoring more than 90 were categorized as having high morale and scoring below 90 was categorized as having a low morale level. A higher score means a higher moral level. Scoring of self-esteem scale items was SA=4, A=3, D=2, SD=1. Items from 11-20 were scored reversely. Based on scale, participants were divided into two categories having low self-esteem level and high self-esteem level. The maximum score was 80; the minimum score was 20 and 50 was the cut point. Participants scoring more than 50 were categorized as having a high self-esteem level and others who attained below 50 were categorized as having a low self-esteem level.

A higher score means higher self-esteem intensity. Similarly, the sample was dichotomized into two categories on demographic variables of age, experience, qualification i.e., younger group (30-45) older group (46-65), less experienced (less than 10 years), more experienced (more than 10 years) and less qualified (MS degree), more qualified (Doc/Post Doc) for qualitative data analysis thematic analysis method was used.

The researcher first familiarized with all the data to get a thorough overview. Audio files were transcribed. Next up, the researcher coded the data by highlighting sections of text to gain a condensed overview of the main and common points that

recur throughout the data. Next, the researcher turned the codes into themes. After that, the researcher reviewed the themes to make sure that themes are accurate representations of the data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This section consists of the results of the data analysis. The data were collected and then processed in retort to the problem in chapter 1 of this study. There were two primary objectives that drove the collection of the data and the following examination of data. Those primary objectives were to identify the university climate of public sector universities in Punjab and investigate the effect of university climate on morale, motivation, and self-esteem of teachers in public sector universities and determine the effect of various demographic variables on morale, motivation, and self-esteem of teachers.

This chapter holds an explanation, statistical analysis of data collected through study instruments, and interpretation of results. Data were analyzed by applying t-test, Standard Deviation, mean scores, and computing percentage. Results were presented in tables. The study was conducted to test fifteen null hypotheses. With respect to background and research objectives, these hypotheses were subdivided into related hypotheses to cover up dissimilar dimensions of the variables involved. The statements of hypotheses are already discussed in chapter I.

4.1 Statistical Analysis of Data

This section holds a statistical analysis of data collected through questionnaires. Data were analyzed by applying means score, Standard Deviation, and independent sampling t-test. Results are presented in the tables below:

Objective 1: To identify the university climate of public sector universities of Punjab

Table 4.1

Gender wise perspective of university climate

Teachers	Frequency	Percentage %
Male	250	65.4
Female	132	34.6
Total	382	100.0

According to table 4.1, it is presented that 65% of respondents were male, and 35% of respondents were female. It is found that most of the respondents were male.

Table 4.2

Respondents' perceptions about the Closed and Open Climate at university level

Universities Climate Type	Frequency	Percentage %
Open Climate	304	79.6
Close Climate	78	20.4
Total	382	100.0

Table 4.2 showed that 80% of respondents are from an open climate, and 20% of respondents are from a closed climate. It is stated that most of the teachers were from the open climate.

Table 4.3

University climate from the perspective of faculty's Experience

Experience	Frequency	Percentage %
From 1-10	244	63.9
From 11-20	138	36.1
Total	382	100.0

Table 4.3 illustrated that 64% of teachers had experienced from 1-10, and 36% of teachers had experienced from 11-20. It is indicated that most of the teachers had experienced from 1-10.

Based on the results mentioned above, the null hypothesis formulated in the start of the study was rejected and an alternative hypothesis was formulated that there are differences among the faculty members from the perspective of their gender, qualification, experience, and age regarding open and closed nature of climate at university level.

Ho₁ There is no significant difference in mean morale scores of teachers working in open and closed climate

Table 4.4

Comparison of the Mean Morale Scores of Teachers Working in Open and Closed Climate

Climate	Types	N	Mean	SD	Mean df	t-value	Sig
Overall Climate	Open Climate	296	83.10	6.63	2.09	58.309	.000
	Closed Climate	86	81.01	6.86			

Table 4.4 compares the mean morale scores of teachers working in open and closed climates. The results showed a significant mean difference between an open

climate and a closed climate based on scores (t-value (381) =58.309 and Sig level .000). Therefore, the null hypothesis that "There is no significant difference in mean morale scores of teachers working in open and closed climate" was rejected. Thus, it was found that teachers with the closed and open climate of universities showed a significant mean difference in their morale level.

Ho_2 There is no significant difference in mean motivation scores of teachers working in open and closed climate.

Table 4.5

Comparison of the Mean Motivation Scores of Teachers Working in Open and Closed Climate

Climate	Types	N	Mean	SD	Mean df	t-value	Sig
Overall Climate	Open Climate	296	93.13	10.41	1.47	182.453	.000
	Closed Climate	86	91.66	11.64			

The table 4.5 compares the mean motivation scores of teachers working in open and closed climate and presented a significant mean difference between open climate and closed climate based on scores t-value (381) = 182.453 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of teachers working in open and closed climate" was rejected. So, it is found that teachers with an open and closed climate of universities showed a significant mean difference in their motivation level.

Ho₃ There is no significant difference in mean self-esteem scores of teachers working in open and closed climates

Table 4.6

Comparison of the Mean Self-Esteem Scores of Teachers Working in Open and Closed Climate

Climate	Types	N	Mean	SD	Mean df	t-value	Sig
Overall Climate	Open Climate	296	51.84	2.77	2.67	436.060	.000
	Closed Climate	86	49.17	1.78			

The table 4.6 compares the mean self-esteem scores of teachers working in open and closed climates. The results presented significant mean difference between an open climate and a closed climate based on scores t-value (381) = 436.060 and Sig level .000. Thus, the null hypothesis that "There is a significant difference in mean self-esteem scores of teachers working in open and closed climate" was rejected. So, it is found that teachers with an open and closed climate of universities showed a significant mean difference in their self-esteem level.

Ho₄ There is no significant difference in mean morale scores of male and female teachers working in open and closed climate

Table 4.7

Comparison of the Mean Morale Scores of Male and Female Teachers Working in Open Climate

Climate	Gender	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Male	224	94.45	7.74	1.96	218.251	.000
	Female	80	92.49	6.35			

The table 4.7 compares the mean morale scores of male and female teachers working in open and closed climates. The results presented a significant mean difference between male and female teachers based on scores t-value (303) = 218.251 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of male and female teachers working in open climate" was rejected. So, it is found that male and female teachers with an open climate of universities showed a significant mean difference in morale level.

Table 4.8

Comparison of the Mean Morale Scores of Male and Female Teachers Working in Closed Climate

Climate	Gender	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Male	73	94.94	6.65	4.33	128.872	.000
	Female	13	90.61	7.76			

The table 4.8 compares the mean morale scores of male and female teachers working in a closed climate. The results presented a significant mean difference between male and female teachers based on scores t-value (85) = 128.872 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of male and female teachers working in closed climate" was rejected. So, it is found that male and female teachers under a closed climate of universities showed a significant mean difference in their morale.

Ho₅ There is no significant difference in mean motivation scores of male and female teachers working in open and closed climate

Table 4.9

Comparison of the Mean Motivation Scores of Male and Female Teachers Working in Open Climate

Climate	Gender	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Male	224	93.24	9.92	11.28	155.009	.000
	Female	80	81.96	2.78			

The table 4.9 compares the mean motivation scores of male and female teachers working in an open climate. The results presented a significant mean difference between male and female teachers based on scores t-value (303) = 155.009 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of male and female teachers working in closed climate" was rejected. So, it is found that male and female teachers with an open climate of universities showed a significant mean difference in their motivation level.

Table 4.10

Comparison of the Mean Motivation Scores of Male and Female Teachers Working in Closed Climate

Climate	Gender	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Male	73	96.34	9.58	3.65	75.950	.000
	Female	13	92.69	11.82			

The table 4.10 compares the mean motivation scores of teachers working in a closed climate. The results presented a significant mean difference between male and female teachers based on the scores t-value (85) = 75.950 and Sig level .000. Thus,

the null hypothesis that "There is no significant difference in mean motivation scores of male and female teachers working in closed climate" was rejected. So, it is found that male and female teachers under closed climate of universities showed a significant mean difference in their motivation level.

Ho₆ There is no significant difference in mean self-esteem scores of male and female university teachers working in open and closed climate.

Table 4.11

Comparison of the Mean Self-Esteem Scores of Male and Female Teachers Working in Open Climate

Climate	Gender	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Male	224	51.59	2.37	2.15	371.432	.000
	Female	80	49.44	1.62			

The table 4.11 compares the mean self-esteem scores of male and female teachers working in an open climate. The results presented a significant mean difference between male, and female based on scores t-value (303) = 371.432 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of male and female teachers working in an open climate" was rejected. So, it is found that male and female teachers working under an open climate of universities showed a significant mean difference in their self-esteem level.

Table 4.12

Comparison of the Mean Self-Esteem Scores of Male and Female Teachers Working in Closed Climate

Climate	Gender	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Male	73	50.29	1.57	0.53	251.210	.000
	Female	13	49.76	3.03			

The table 4.12 compares the mean self-esteem scores of male and female teachers working in a closed climate. The results presented a significant mean difference between male and female teachers based on scores t-value (85) = 251.210 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of male and female teachers working under closed climate" was rejected. So, it is found that male and female teachers with closed climate of universities showed a significant mean difference in their self-esteem level.

Ho₇ There is no significant difference between mean morale scores of younger and older teachers working in open and closed climates.

Table 4.13

Comparison of the Mean Morale Scores of Younger and Older Teachers Working under Open Climate

Climate	Teacher Types (Age)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Younger	224	99.06	3.58	12.26	357.751	.000
	Older	138	86.80	5.91			

The table 4.13 compares the mean morale scores of younger and older teachers working in an open climate. The results presented a significant mean

difference between younger and older teachers based on scores t-value (381) = 357.751 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of younger and older teachers working in open climate" was rejected. So, it is found that younger and older teachers working under an open climate showed a significant mean difference in their morale level.

Table 4.14

Comparison of the Mean Morale Scores of Younger and Older Teachers Working in Closed Climate

Climate	Teacher Types (Age)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Younger	58	84.45	4.76	9.82	122.701	.000
	Older	28	74.63	6.24			

The table 4.14 compares the mean morale scores of younger and older teachers working in a closed climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (85) = 122.701 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of younger and older teachers working under closed climate" was rejected. So, it is founded that younger and older teachers working under a closed climate of universities showed a significant mean difference in their morale level.

Ho₈ There is no significant difference between mean motivation scores of younger and older teachers working under open and closed climates.

Table 4.15

Comparison of the Mean Motivation Scores of Younger and Older Teachers Working in Open Climate

Climate	Teacher Types (Age)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Younger	207	89.26	4.88	10.61	149.631	.000
	Older	175	78.65	6.43			

The table 4.15 compares the mean motivation scores of younger and older teachers working in an open climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (381) = 149.631 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of younger and older teachers working in open climate" was rejected. So, it is found that younger and older teachers working under an open climate of universities showed a significant mean difference in their motivation level.

Table 4.16

Comparison of the Mean Motivation Scores of Younger and Older Teachers Working in Closed Climate

Climate	Teacher Types (Age)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Younger	48	88.56	4.12	9.02	153.590	.000
	Older	30	79.54	5.90			

The table 4.16 compares the mean motivation scores of younger and older teachers working in a closed climate. The results presented significant mean difference between younger and older t-value (77) = 153.590 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of younger and older teachers working in closed climate" was rejected. So, it is found that younger and older teachers working under a closed climate of universities showed a significant mean difference in their motivation level.

Ho₉ There is no significant difference between mean self-esteem scores of younger and older teachers working in open and closed climates.

Table 4.17

Comparison of the Mean Self-Esteem Scores of Younger and Older Teachers Working in Open Climate

Climate	Teacher Types (Age)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Younger	207	51.00	4.55	1.39	213.560	.000
	Older	175	49.61	2.01			

The table 4.17 compares the mean self-esteem scores of younger and older teachers working in open climate and presented a significant mean difference between younger and older teachers based on scores t-value (381) = 213.560 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of younger and older teachers working in open climate" was rejected. So, it is found that younger and older teachers with an open climate of universities showed a significant mean difference in their self-esteem level.

Table 4.18

Comparison of the Mean Self-esteem Scores of Younger and Older Teachers Working in Closed Climate

Climate	Teacher Types (Age)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Younger	48	61.76	3.34	8.78	175.670	.000
	Older	30	52.98	4.86			

The table 4.18 compares the mean self-esteem scores of younger and older teachers working under a closed climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (77) = 175.670 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of younger and older teachers working under closed climate" was rejected. So, it is found that younger and older teachers with a closed climate of universities showed a significant mean difference in their self-esteem level.

Ho₁₀ There is no significant difference between mean morale scores of more experienced and less experienced teachers working in open and closed climates.

Table 4.19

Comparison of the Mean Morale Scores of More Experienced and Less Experienced Teachers Working in Open Climate

Climate	Teacher (Exp)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	More Experienced	244	91.65	3.65	13.11	375.751	.000
	Less Experienced	138	78.54	6.13			

The table 4.19 compares the mean morale scores of more experienced and less experienced teachers working in an open climate. The table presented a significant

mean difference between more experienced and less experienced teachers based on scores t-value (381) = 357.751 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores more experienced and less experienced teachers working in open climate" was rejected. So, it is found that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their morale level.

Table 4.20

Comparison of the Mean Morale Scores of More Experienced and Less Teachers Working in Closed Climate

Climate	Teacher (Exp)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	More Experienced	58	84.56	4.78	7.79	177.842	.000
	Less Experienced	28	78.54	6.13			

The table 4.20 compares the mean morale scores of more experienced and less experienced teachers working under a closed climate. The result presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (85) = 177.842 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of more experienced and less experienced teachers working under closed climate" was rejected. So, it is found that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their morale level.

Ho$_{11}$ There is no significant difference between mean motivation scores of more experienced and less experienced teachers working in open and closed climates.

Table 4.21

Comparison of the Mean Motivation Scores of More Experienced and Less Experienced Teachers Working in Open Climate

Climate	Teacher (Exp)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	More Experienced	244	96.65	3.98	17.20	385.342	.000
	Less Experienced	138	79.45	6.35			

Table 4.21 compares the mean motivation scores of more experienced and less experienced teachers working under an open climate. Table presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (381) = 385.342 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores more experienced and less experienced teachers working under an open climate" was rejected. So, it is found that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their motivation.

Table 4.22

Comparison of the Mean Motivation Scores of More Experienced and Less Experienced Teachers Working in Closed Climate

Climate	Teacher (Exp)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	More Experienced	58	92.45	4.89	12.89	145.542	.000
	Less Experienced	28	79.56	6.82			

The table 4.22 compares the mean motivation scores of more experienced and fewer teachers working in a closed climate. It presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (85)

= 145.542 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores more experienced and less experienced teachers working under closed climate" was rejected. So, it is found that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their motivation.

***Ho*$_{12}$** There is no significant difference between means self-esteem scores of more experienced and less experienced teachers working in open and closed climates

Table 4.23

Comparison of the Mean Self-Esteem Scores of More Experienced and Less Experienced Teachers Working in Open Climate

Climate	Teacher (Exp)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	More Experienced	244	96.86	3.66	14.41	325.782	.000
	Less Experienced	138	82.45	5.35			

The table 4.23 compares the mean self-esteem scores of more experienced and less experienced teachers working in an open climate. Table presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (381) = 325.782 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores more experienced and less experienced teachers working in open climate" was rejected. So, it is found that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their self-esteem.

Table 4.24

Comparison of the Mean Self-Esteem Scores of More Experienced and Less Experienced Teachers Working in Closed Climate

Climate	Teacher (Exp)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	More Experienced	58	91.67	4.59	9.44	143.671	.000
	Less Experienced	28	82.23	6.53			

The table 4.24 compares the mean self-esteem scores of more experienced and less experienced teachers working under a closed climate. The results presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (85) = 143.671 and Sig level .000. Thus, the null hypothesis that, "There is no significant difference in mean self-esteem scores more experienced and less experienced teachers working under a closed climate" was rejected. So, it is found that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their self-esteem.

***Ho*$_{13}$** There is no significant difference between morale scores of highly qualified and less qualified teachers working in open and closed climates.

Table 4.25

Comparison of the Mean Morale Scores of Highly Qualified and Less Qualified Teachers Working in Open Climate

Climate	Teacher (Qualif)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Highly Qualified	244	92.23	3.40	8.78	340.672	.000
	Less Qualified	138	83.45	5.04			

The table 4.25 compares the mean morale scores of highly qualified and less qualified teachers working in an open climate. The results presented a significant mean difference between highly qualified and less qualified teachers based on scores t-value (381) = 340.672 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores highly qualified and less qualified teachers working in open climate" was rejected. So, it is found that highly qualified and less qualified teachers working under an open climate of universities showed a significant mean difference.

Table 4.26

Comparison of the Mean Morale Scores of Highly Qualified and Less Qualified Teachers Working in Closed Climate

Climate	Teacher (Qualif)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Highly Qualified	58	93.23	4.24	17.89	210.236	.000
	Less Qualified	28	75.34	5.90			

The table 4.26 compares the mean morale scores of highly qualified and less qualified teachers working in a closed climate. The results presented a significant mean difference between highly qualified and less qualified teachers based on scores t-value (85) =210.236 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores highly qualified and less qualified teachers working in closed climate" was rejected. So, it is found that highly qualified and less qualified teachers working under a closed climate of universities showed a significant mean difference.

Ho$_{14}$ There is no significant difference between mean motivation scores of highly qualified and low qualified teachers working in open and closed climates

Table 4.27

Comparison of the Mean Motivation Scores of Highly Qualified and Less Qualified Teachers Working in Open Climate

Climate	Teacher (Qualif)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Highly Qualified	244	97.66	4.10	8.21	310.543	.000
	Less Qualified	138	89.45	5.49			

The table 4.27 compares the mean motivation scores of highly qualified and less qualified teachers working in an open climate. The result presented a significant mean difference between highly qualified and less qualified teachers based on scores t-value (381) = 310.543 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores highly qualified and less qualified teachers working in open climate" was rejected. So, it is found highly qualified and less qualified teachers working under an open climate of universities showed a significant mean difference.

Table 4.28

Comparison of Mean Motivation Scores of Highly Qualified and Less Qualified Teachers Working in Closed Climate

Climate	Teacher (Qualif)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Highly Qualified	58	84.56	4.45	9.00	159.094	.000
	Less Qualified	28	75.56	6.10			

The table 4.28 compares the mean motivation scores of highly qualified and less qualified teachers working in a closed climate. Table 28 presented a significant mean difference between highly qualified and less qualified teachers based on scores

t-value (85) =159.094 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores highly qualified and less qualified teachers working under closed climate" was rejected. So, it is found that highly qualified and less qualified teachers working under a closed climate of universities showed a significant mean difference.

Ho_{15} There is no significant difference between mean self-esteem scores of highly qualified and less qualified teachers working under open and closed climates.

Table 4.29

Comparison of the Mean Self-Esteem Scores of Highly Qualified and Less Qualified Teachers Working in Open Climate

Climate	Teacher (Qualif)	N	Mean	SD	Mean df	t-value	Sig
Open Climate	Highly Qualified	244	98.90	3.50	10.23	345.901	.000
	Less Qualified	138	88.67	5.80			

The table 4.29 compares the mean self-esteem scores of highly qualified and less qualified teachers working under an open climate. The results presented a significant mean difference between highly qualified and less qualified t-value (381) = 345.901 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores highly qualified and less qualified teachers working in open climate" was rejected. So, it is found that less qualified and highly qualified teachers working under an open climate of universities showed a significant mean difference.

Table 4.30

Comparison of the Mean Self-Esteem Scores of Highly Qualified and Less Qualified Teachers Working in Closed Climate

Climate	Teacher (Qualif)	N	Mean	SD	Mean df	t-value	Sig
Closed Climate	Highly Qualified	58	85.98	5.11	10.55	375.784	.000
	Less Qualified	28	75.34	4.78			

The table 4.30 compares the mean self-esteem scores of highly qualified and less qualified teachers working under a closed climate. In table 30 the results presented a significant mean difference between highly qualified and less qualified based on scores t-value (85) =375.784 and Sig .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores highly qualified and less qualified teachers working in closed climate" was rejected. So, it is found that less qualifies and highly qualified teachers working under a closed climate of universities showed a significant mean difference.

Objective 2: To measure the level of teachers' morale, motivation, and self-esteem of teachers

Table 4.31
Morale Level of University Teachers

Level	N	Mean score	Std. Deviation
Highest	90	34.22	11.92
Average	180	32.28	10.23
Below Average	120	24.29	13.92

The table 4.31 explains the cumulative mean scores of the respondents on their morale. The respondents were identified and classified into three categories based on

their response on the morale scale. Accordingly 90 respondents were found with highest level of morale with mean score 34.22 and standard deviation 11.92. Likewise, 180 respondents were found with average level of morale based on their mean score 32.28 with standard deviation 10.23 and 120 respondents belong to below average and their mean score was 24.29 with standard deviation 13.92. In a nutshell, majority of the respondents have average level of morale towards their job.

Table 4.32
Motivation Level of University Teachers

Level	N	Mean score	Std. Deviation
Highest	98	35.34	12.88
Average	177	31.37	10.04
Below Average	107	22.38	13.37

The table 4.32 elucidates the cumulative mean scores of the respondents on their motivation. The respondents were recognized and categorized into three classes based on their response on the motivation scale. In view of that 98 respondents were found with highest level of motivation with mean score 35.34 and standard deviation 12.88. Similarly, 177 respondents were found with average level of motivation based on their mean score 31.37 with standard deviation 10.04 and 107 respondents belong to below average level of motivation and their mean score was 22.38 with standard deviation 13.37. Therefore, majority of the respondents have average level of motivation towards their tasks and performance.

Table 4.33
Self-esteem Level of University Teachers

Level	N	Mean score	Std. Deviation
Highest	156	33.54	11.76
Average	109	31.36	10.06
Below Average	117	23.18	12.23

The table 4.33 describes the cumulative mean scores of the respondents on their self-esteem. The respondents were categorized into three categories based on their response on the self-esteem scale. As a result, 156 respondents were found with highest level of self-esteem with mean score 33.54 and standard deviation 11.76. As well, 109 respondents were found with average level of self-esteem based on their mean score 31.36 with standard deviation 10.06 and 117 respondents belong to below average and their mean score was 23.18 with standard deviation 12.23. It is concluded that majority of the respondents have highest level of self-esteem towards their responsibilities.

Objective 3: To explore the effect of university climate on teachers' motivation

Difference between Two Means*

Ranges of the effect size calculated through Cohen's D effect size calculator

	D	%variance
Small	.2	1
Medium	.5	6
Large	.8 and above	16

Cohen's d is not influenced by the ratio of n1 to n2, but rpb and eta-squared are (Chen, Cohen, & Chen, 2010)

Table 4.34

Effect size of Teachers' Motivation Working in Open and Closed Climate

Climate	Mean	Std. deviation	t value	Sig, level	Cohen's *d*
Open	93.13	10.41	58.309	.000	0.19
Closed	91.66	11.64			

The table 4.34 illustrates the effects of university climate on motivation through Cohen's D calculator. The cumulative mean score on open climate was 93.13 and closed climate was 91.66 with SD 10.41 and 11.64, based on these mean scores and standard deviation values the *t* value was calculated that is 58.309 which was significant as the sig value was .000< .05.

Likewise, the overall effect of open and closed university climate on the motivation of teachers Cohen's *d* value was .19 that shows that university overall climate has a small effect on the faculty motivation, as prescribed in the above mentioned ranges.

Objective 4: To investigate the effect of university climate on teachers' morale

Table 4.35

Effect size of Teachers' Morale Working in Open and Closed Climate

Climate	Mean	Std. deviation	t value	Sig, level	Cohen's *d*
Open	83.10	6.63	59.401	.000	0.31
Close	81.01	6.68			

The table 4.35 illustrates the effects of university climate on morale of university teachers through Cohen's D calculator. The cumulative mean score on open climate was 83.10 and closed climate was 81.01 with SD 6.63 and 6.68, based on these mean scores and standard deviation values the *t* value was calculated that is 59.401 which was significant as the sig value was .000< .05.

Likewise, the overall effect of open and closed university climate on the morale of university teachers Cohen's *d* value was .31 that shows that university overall climate has a medium size effect on the faculty morale, as prescribed in the above-mentioned ranges.

Objective 5: To investigate the effect of university climate on the self-esteem of teachers

Table 4.36

Effect size of Teachers' self-esteem working in Open and Closed Climate

Climate	Mean	Std. deviation	t value	Sig, level	Cohen's *d*
Open	51.84	2.77	69.324	.000	1.14
Close	49.17	1.78			

The table 4.36 illustrates the effects of university climate on self-esteem through Cohen's D calculator. The cumulative mean score on open climate was 51.84 and closed climate was 49.17 with SD 2.17 and 1.78, based on these mean scores and standard deviation values the *t* value was calculated that is 69.324 which was significant as the sig value was .000< .05.

Likewise, the overall effect of open and closed university climate on the self-esteem of university teachers Cohen's *d* value was 1.14 that shows that university

overall climate has large effect on the faculty self-esteem, as prescribed in the above mentioned ranges.

Objective 6: To determine the effect of demographic variables (gender, age, experience, and qualification) on morale, motivation, and self-esteem of teachers working in public sector universities of Punjab

Table 4.37

Effects of demographic variables on Motivation of University Teachers

Demographic variables	Groups	Mean	SD	*t* value	Sig Value	Cohen's *d*
Gender	Male	96.34	9.58	75.95	.000	0.34
	Female	92.69	11.82			
Qualification	Highly Q	84.56	4.65	159.09	.000	1.66
	Less Q	75.56	6.10			
Experiences	More Ex	92.45	4.89	145.54	.000	2.30
	Less Ex	79.56	6.82			
Age	Younger	88.56	4.12	153.59	.000	1.77
	Older	79.54	5.90			

Table 4.37 illustrates the effects of demographic variables on the motivation of university teachers. The gender-wise mean scores were 96.34, and 92.69 with SD 9.58 and 11.82 respectively. Based on these scores the t value was 75.97 which is significant at .000 < .005. The effects of gender were measured through Cohen's *d* value that is 0. 34 that shows that gender has medium size Effects on the motivation of university teachers. Further, it explains the effects of demographic variable (qualification) on the motivation of university teachers. The qualification-wise mean scores were 84.56, and 75.56 with SD 4.65 and 6.10 respectively. Based on these scores the t value was 159.09 which is significant at .000 < .005. The effects of qualification was measured through Cohen's *d* value that is 1.66 that shows that qualification has large size Effects on the motivation of university teachers. Additionally, it elucidates the effects of demographic variable (experience) on the

motivation of university teachers. The experience-wise mean scores were 92.45, and 79.56 with SD 4.89 and 6.82 respectively. Based on these scores the t value was 145.54 which is significant at .000 < .005. The effects of experience were measured through Cohen's *d* value that is 2.30 that shows that experience has large size Effects on the motivation of university teachers. Moreover, it reveals the effects of demographic variable (age) on the motivation of university teachers. The age-wise mean scores were 88.56, and 79.54 with SD 4.12 and 5.90 respectively. Based on these scores the t value was 153.59 which is significant at .000 < .005. The effects of age was measured through Cohen's *d* value that is 1.77 that shows that age has large size Effects on the motivation of university teachers. Likewise, the three demographic variables qualification, experience and age has large effect on motivation of university teachers while gender has medium size effect on university teachers' motivation

Table 4.38

Effects of demographic variables on Morale of University Teachers

Demographic variables	Groups	Mean	SD	t value	Sig Value	Cohen's d
Gender	Male	94.94	6.65	128.87	.000	0.60
	Female	90.61	7.76			
Qualification	Highly Q	93.23	4.24	210.23	.000	3.48
	Less Q	75.34	5.90			
Experiences	More Ex	84.56	4.78	177.84	.000	1.40
	Less Ex	76.77	6.23			
Age	Younger	84.45	4.76	122.70	.000	1.76
	Older	74.63	6.24			

Table 4.38 shows the effects of demographic variables on the morale of university teachers. The gender-wise mean scores were 94.94, and 90.61 with SD 6.65 and 7.76 respectively. Based on these scores the t value was 128.87 which is significant at .000 < .005. The effect of gender was measured through Cohen's *d* value that is 0. 60 that shows that gender has large size effect on the morale of

university teachers. Furthermore, it explains the effects of demographic variable (qualification) on the morale of university teachers. The qualification-wise mean scores were 93.23, and 75.34 with SD 4.24 and 5.90 respectively. Based on these scores the t value was 210.23 which is significant at .000 < .005. The effect of qualification was measured through Cohen's *d* value that is 3.48 that shows that qualification has large size effect on the motivation of university teachers. Additionally, it elucidates the effects of demographic variable (experience) on the morale of university teachers. The experience-wise mean scores were 84.56, and 76.77 with SD 4.78 and 6.23 respectively. Based on these scores the t value was 177.84 which is significant at .000 < .005. The effect of experience was measured through Cohen's *d* value that is 1.40 that shows that experience has large size Effects on the morale of university teachers. Moreover, it reveals the effects of demographic variable (age) on the morale of university teachers. The age-wise mean scores were 84.45, and 74.63 with SD 4.76 and 6.24 respectively. Based on these scores the t value was 122.70 which is significant at .000 < .005. The effect of age was measured through Cohen's *d* value that is 1.76 that shows that age has large size effect on the morale of university teachers. Likewise, all the demographic variables gender, qualification, experience, and age have large effect on morale of university teachers.

Table 4.39

Effects of demographic variables on Self-esteem of University Teachers

Demographic variables	Groups	Mean	SD	t value	Sig Value	Cohen's *d*
Gender	Male	50.29	1.57	251.21	.000	0.21
	Female	49.76	3.03			
Qualification	Highly Q	85.89	5.11	375.78	.000	2.13
	Less Q	75.34	4.78			
Experiences	More Ex	91.67	4.59	143.67	.000	1.67
	Less Ex	82.23	6.53			
Age	Younger	61.76	3.54	175.67	.000	2.07
	Older	52.98	4.86			

Table 4.39 illustrates the effects of demographic variables on the self-esteem of university teachers. The gender-wise mean scores were 50.29, and 49.76 with SD 1.57 and 3.03 respectively. Based on these scores the t value was 251.21 which is significant at .000 < .005. The effect of gender was measured through Cohen's *d* value that is 0. 21 that shows that gender has small size effects on the self-esteem of university teachers. Further, it explains the effects of demographic variable (qualification) on the self-esteem of university teachers. The qualification-wise mean scores were 85.89, and 75.34 with SD 5.11 and 4.78 respectively. Based on these scores the t value was 375.78 which is significant at .000 < .005. The effect of qualification was measured through Cohen's *d* value that is 2.13 that shows that qualification has large size effect on the self-esteem of university teachers. Additionally, it elucidates the effects of demographic variable (experience) on the self-esteem of university teachers. The experience-wise mean scores were 91.67, and 82.23 with SD 4.59 and 6.53 respectively. Based on these scores the t value was 143.67 which is significant at .000 < .005. The effect of experience was measured through Cohen's *d* value that is 1.67 that shows that experience has large size Effects on the self-esteem of university teachers. Moreover, it reveals the effects of demographic variable (age) on the self-esteem of university teachers. The age-wise mean scores were 61.76, and 52.98 with SD 3.54 and 4.86 respectively. Based on these scores the t value was 175.67 which is significant at .000 < .005. The effect of age was measured through Cohen's *d* value that is 2.07 that shows that age has large size effect on the self-esteem of university teachers.

Likewise, the three demographic variables qualification, experience and age has large effect on self-esteem of university teachers while gender has small size effect on university teachers' self-esteem

4.2 QUALITATIVE DATA ANALYSIS

4.2.1 Thematic Analysis of Interview Questions

A semi-structured interview was conducted from regular teachers working in public sector universities of Punjab. The total number of the teachers was 4215 (males 2505 and females 1710) belonging to 19 public sector universities of Punjab. The researcher employed convenience sampling technique of non-probability approach to collect the data. Thirty teachers from both units (males and females) were sampled simply because they were easily reachable for the researcher.

The regular teachers were approached by the researcher through telephone and visit to their offices. Prior to the interview, the respondents were briefed by the researcher about the study. Responses of the teachers were recorded about the questions attached in appendix 6 and were analyzed thematically by using content analysis technique.

4.2.1.1 University climate in relation to teachers' morale, motivation, and self-esteem

The question was asked about university climate in relation to teachers' morale, motivation, and self-esteem. Majority of the respondents agreed that the university climate reflects teachers and students communal, emotional, and ethical as well as academic experiences of university life. University climate is determined by teachers' spirit, teachers' responsibility of decision-making, decision-making

empowerment, assessment of exercising supremacy for decision-making, and interrelation between teachers and management. As one of respondent held that:

Well, I feel that university climate has a strong connection with morale, motivation, and self-esteem of the teachers. Open and highly supportive climate of our universities boosts high morale and motivation in teachers. Teachers have more authority, leadership skills, self-evaluation skills, personal and professional development, career change abilities, more life fit skills. Supportive and encouraging climate is always associated with productive and highly motivated teachers."

4.2.1.2 Level of teachers' morale, motivation, and self-esteem

The question was asked about the level teachers' morale, motivation, and self-esteem in the universities. Majority of respondents agreed that teachers have average level of morale and motivation, and highest level of self-esteem in their universities. Majority of teachers were motivated, passionate, and dedicated towards their duties, having morale and show high self-esteem.

4.2.1.3 Open climate and teacher's morale, motivation, and self-esteem

The question was asked whether an Open University climate boost teacher's morale, motivation, and self-esteem? Majority of respondents maintained that an Open University climate boosts and maintains teachers' motivation at universities. Majority of respondents maintained that an Open University climate boosts and maintains teachers' morale at universities Majority of respondents maintained that an Open University climate boosts and maintains teachers' self-esteem at universities and cause them towards more efforts and hard work. Climate reflects teachers, students, and parents' collective, emotional, and ethical as well as academic experiences of university life. An open climate encourages teachers towards more

productivity resultantly promote students' ability to exhibit excellent academic achievement. One respondent maintained that:

"I think, the head of the institution affects directly on organizational and academic performance of teachers which resulted to affect students' achievement. An inspiring environment always leads towards high morale, motivation and productivity of the teachers."

4.2.1.4 Effects of a university climate on teachers' morale, motivation, and self-esteem

The question was asked about the effects of university climate on teachers' morale, motivation, and self-esteem. Majority of the respondents agreed that a university climate has a strong effect on teachers' morale, motivation, and self-esteem. For example, one of the respondents said:

"The understanding workplace environment plays a vital role to foster the level of morale, motivation and self-esteem in teachers. I understand that the policies, practices, values, and leadership that are supportive, ultimately increases morale, motivation, and self-esteem in individuals working in that environment. It will automatically affect the performance of teachers and achievement of students."

4.2.1.5 Complains raised by teachers about university climate

The question was asked about complaints raised by teachers about university climate and their morale, motivation, and self-esteem. Majority of respondents agreed that they have high morale, motivation, and self-esteem as there is an open climate which is supporting them improving high morale, motivation and self-esteem and teachers are satisfied with the organizational set up because the climate is democratic and involving teachers in decision making, policies, practices. As one of the respondents said that:

"Teachers in our university are given an appropriate workload. They are acknowledged and appreciated by the organization. Positive and constructed way of criticism or feedback is utilized to maintain their self-esteem level."

4.2.1.6 Major challenges for teachers' low morale, low motivation, and low self-esteem

The question was asked about major challenges for teachers' low morale, low motivation, and low self-esteem in the universities. Majority of respondents agreed that non-supportive climate is the major challenge and reason for low morale, motivation, and self-esteem of teachers in many organizational settings. Some other factors in many organizations may include no recognition or no reward, fewer opportunities for promotion, no acknowledgment, lack of professional environment, biasness by heads. Respondents claimed that they are providing a fully supportive climate for their teachers and staff and their teachers are acknowledged and appreciated by higher authorities, so they are satisfied and have high order morale. One of the respondents maintained that:

"The biggest challenge which lowers teachers' motivation and morale is lack of acknowledgment and recognition. No acknowledgment is the biggest cause of lowering the morale and motivation in our teachers."

4.1.2.7 Possible mechanisms (strategies) to increase teachers' morale, motivation, and self-esteem in relation to university climate

The question was asked about possible mechanisms (strategies) that could increase teachers' morale, motivation, and self-esteem in relation to university climate. Most of the respondents agreed that supportive organizational culture; management's regards for teachers' growth, opportunities of growth and development, promotions and recognition, acknowledgment by heads are utilized as

mechanisms to increase morale, motivation, and self-esteem of teachers. One of the respondents said that:

"I understand that acknowledgment of efforts, constructive feedback, professional and fair behavior are the basic techniques we are utilizing to enhance the morale, motivation, and self-esteem of teachers."

4.2.1.8 Significance of trust, good communication and leadership, organizational policies, and climate in a good organizational climate

Majority of respondents agreed that trust, good communication and leadership, and organizational policies and open climate are the elements of a good organizational climate which are important in raising morale, motivation, and self-esteem of teachers. The question was asked about where you are provided a great salary package and work according to your preference, but the climate is neither conducive nor supportive of your actions and initiatives, how would that impact your morale, motivation, and self-esteem? Majority of respondents claimed that appreciation is a key factor to boost morale, motivation, and self-esteem level.

According to one of the respondents:

"If efforts are not acknowledged it may cause lower morale, motivation, and self-esteem and it may lead to poor level of morale, motivation, and self-esteem, and finally poor level may lead towards worse morale, motivation, and self-esteem. And teachers having the worst level of morale and motivation will give a poor performance and lesser self-development. Highly motivated teachers are frequently connected with producing motivated students with high achievement."

4.2.1.9 Most important external sources of internal motivation for teachers

The question was asked about what the most important external sources of motivation for teachers are. Majority of respondents agreed that rewards, student achievement, administrative encouragement, community encouragement, supportive environment, peer support are the sources that may motivate the teachers more internally. One of the respondents held:

"I understand that encouraging culture, fair promotions and recognition, acknowledgment by higher authorities motivates the staff more ... heads can affect teachers 'prospects in various ways such as if the head is objective and supportive and gives recognition to the teachers who put more effort, then the situation will be different. Because efforts are always influenced by expectations and if a teacher believes with the intention of the preferred outcomes are improbable or impossible to comprehend, he or she possibly will not yet bother to try."

4.2.1.10 Motivational techniques

The question was asked about which motivational techniques are applied to your university climate. Majority of respondents agreed that reward, promotion, participation in decision making, autonomy to take initiatives, good quality relationships with colleagues, peers, subordinates, supervisors, caring and supportive organizational culture, educational opportunities, incentives, preparing well-come program at the beginning of years play an important role in boosting the motivation level of teachers. According to one of the respondents:

"I think there are lot of techniques we can use to satisfy our teachers. For example, open and respectable climate, open-communication, helpful management, availability of opportunities, performance-based evaluation and merit-based promotion are some of the techniques we are currently practicing in our universities."

4.2.1.11 Effect of gender, age, experience, and qualification on on morale, motivation, and self-esteem of teachers working in public sector universities.

The question was asked about which demographic variables (gender, age, experience, and qualification) on the morale, motivation, and self-esteem of the university teachers. Majority of respondents agreed that demographic variables like gender, age, experience, and qualification majority of the respondents viewed that demographic variable significantly affect morale, motivation, and self-esteem of the teachers in open climate of the universities. According to one of the respondents:

"I think age matters a lot because old is gold. The aged teachers are more motivated than the younger ones. Similarly, experience is the basic for the motivation, morale and self-esteem boosting, because one moment of experience is better than the whole life of learning. Male and females differently affect motivation, morale, and self-esteem. It has been observed that male surpass females in boosting morale and motivation of others. I believe that qualification is the best variable in increasing morale, self-esteem, and motivation of others. Those who are qualified in PhDs and post-doc from foreign universities are far better than those who are indigenous degree. Well qualified personalities have rich experiences, and they can enhance morale, motivation, and self-esteem.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was explanatory-sequential in nature. The prime function of the investigation was to identify the university climate of public sector universities of Punjab. The inquiry investigated the effect of university climate on morale, motivation, and self-esteem of teachers working in public sector universities of Punjab. It also determined the effect of demographic variables (gender, age, experience, and qualification) on morale, motivation, and self-esteem of teachers working in public sector universities. The study is a significant addition in the direction of awareness and observation principally in the situation of Pakistan seeing that there are insufficient observed facts available to portray notice towards consequences and association of university environment, self-esteem, motivation, and morale of teachers.

Research results may use to guide the teachers in the educational sector and capacity building of faculty members of universities in Pakistan. The training would also be helpful for university management systems to improve the climate of the university that may increase the motivation, self-esteem, and morale of teachers as well as this research may be a substantial contribution to set-up a 'mentorship program' for improving administrative efficacy. The investigation may liberate the latest boulevards for improving the whole instructive settings in the state.

The study was delimited to only public sector universities of Punjab province with open and closed climates. 4210 teachers (2505 males) and (1710 females) and

350 heads of public sector universities of Punjab province constituted the population of the study. Thirty-five heads of departments and 255 regular male teachers and 171 female teachers at all public sector universities of Punjab were selected as samples through a proportionate stratified random sampling technique. For qualitative data collection thirty regular teachers from both units (male and female) were selected through convenience sampling technique. The mixed-method approach (both quantitative and qualitative) which is explanatory-sequential was employed to accomplish the investigation. The organizational climate scale developed by Halpin, and Croft (1996) was utilized to collect data from the heads. This is a four-point Likert scale tool consists of 34 items representing two dimensions i.e., open climate and close climate. The first seventeen statements on a four-point rating scale represent the open climate and the last seventeen statements of scale represent the close climate.

The researcher modified two questionnaires to fit in the study i.e., teachers' motivation scale and teachers' self-esteem scale initially designed by Sinclair, Dowson, and Mcinery (2006), and Rosenberg (1965) was employed to collect data from teachers at universities. Semi-structured interviews were also conducted to collect in-depth qualitative data from teachers regarding university climate and their morale, motivation, and self-esteem. Cronbach Alpha was used to check the reliability of the tools and validity of the tools was verified by the panel of experts by reviewing the questions themselves - for reducing ambiguity, leading questions, emotive questions, stressful questions, etc., then research tools were tested in the field with research participants for revisions readability test.

In addition to the questionnaire, the semi-structured interview was the other instrument for collecting data for the study. The interviews from teachers were undertaken to get deep information and opinion regarding their morale, motivation

and self-esteem, and university climate. Null hypotheses were tested using a t-test. The researcher adopted different modes for data collection. These included: electronic, print, personal contacts in institutions, individual and group discussions. Descriptive and inferential statistics were utilized to analyze the data. Quantitative data were analyzed by using descriptive statistical measures i.e., frequency, percentages, mean and standard deviation, while for the purpose of comparison t-test was employed. For qualitative data analysis, the thematic analysis method was utilized by using the content analysis technique.

5.2 Findings

Worth mentioning the findings of the quantitative data were:

1. It was found that 65% of teachers were male, 80% were from open climate and 64% had experience (1-10 years) from public sector universities of Punjab province (Tables 4.1, 4.2 & 4.3).
2. Ho_1 compared the mean morale scores of teachers working in open and closed climates. The results showed a significant mean difference between an open climate and a closed climate based on scores (t-value (381) =58.309 and Sig = .000). Therefore, the null hypothesis that "There is no significant difference in mean morale scores of teachers working in open and closed climate" was rejected. Thus, it was found that teachers with the close and open climate of universities showed a significant mean difference in their morale level (Table 4.4).
3. Ho_2 compared the mean motivation scores of teachers working in open and closed climates. The results presented a significant mean difference between open climate and closed climate based on scores t-value (381) = 182.453 and

Sig =.000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of teachers working in open and closed climate" was rejected. So, it is found that teachers with an open and closed climate of universities showed a significant mean difference in their motivation level (Table 4.5).

4. Ho3 compared the mean self-esteem scores of teachers working in open and closed climates. The results presented significant mean difference between an open climate and a closed climate based on scores t-value (381) = 436.060 and Sig = .000. Thus, the null hypothesis that "There is a significant difference in mean self-esteem scores of teachers working in open and closed climate" was rejected. So, it is found that teachers with an open and closed climate of universities showed a significant mean difference in their self-esteem level (Table 4.6).
5. Ho_4 compared the mean morale scores of male and female teachers working in an open climate. The results presented a significant mean difference between male and female teachers based on scores t-value (303) = 218.251 and Sig =.000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of male and female teachers working in open climate" was rejected. So, it is found that male and female teachers with an open climate of universities showed a significant mean difference in morale level (Table 4.7).
6. Ho_4 compared the mean morale scores of male and female teachers working in the closed climate. The results presented a significant mean difference between male and female teachers based on scores t-value (85) = 128.872 and Sig = .000. Thus, the null hypothesis that "There is no significant

difference in mean morale scores of male and female teachers working in closed climate" was rejected. So, it is found that male and female teachers under a closed climate of universities showed a significant mean difference in their morale (Table 4.8).

7. Ho_5 compared the mean motivation scores of teachers working in an open climate. The results presented a significant mean difference between male and female teachers based on scores t-value (303) = 155.009 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of male and female teachers working in closed climate" was rejected. So, it is found that male and female teachers with an open climate of universities showed a significant mean difference in their motivation level (Table 4.9).

8. Ho_5 compared the mean motivation scores of teachers working in the closed climate. The results presented a significant mean difference between male and female teachers based on the scores t-value (85) = 75.950 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of male and female teachers working in closed climate" was rejected. So, it is found that male and female teachers under closed climate of universities showed a significant mean difference in their motivation level (Table 4.10).

9. Ho_6 compared the mean self-esteem scores of teachers working in an open climate. The results presented a significant mean difference between male, and female based on scores t-value (303) = 371.432 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of male and female teachers working in an open climate" was

rejected. So, it is found that male and female teachers working under an open climate of universities showed a significant mean difference in their self-esteem level (Table 4.11).

10. Ho_6 compared the mean self-esteem scores of teachers working in the closed climate. The results presented a significant mean difference between male and female teachers based on scores t-value (85) = 251.210 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of male and female teachers working under closed climate" was rejected. So, it is found that male and female teachers with closed climate of universities showed a significant mean difference in their self-esteem level (Table 4.12).

11. Ho_7 compared the mean morale scores of younger and older teachers working under an open climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (381) = 357.751 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of younger and older teachers working in open climate" was rejected. So, it is found that younger and older teachers working under an open climate showed a significant mean difference in their morale level (Table 4.13).

12. Ho_7 compared the mean morale scores of younger and older teachers working in the closed climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (85) = 122.70 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of younger and older teachers working under closed climate" was rejected. So, it is founded that younger and older

teachers working under a closed climate of universities showed a significant mean difference in their morale level (Table 4.14).

13. Ho_8 compared the mean motivation scores of younger and older teachers working in the open climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (381) = 149.631 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of younger and older teachers working in open climate" was rejected. So, it is found that younger and older teachers working under an open climate of universities showed a significant mean difference in their motivation level. (Table 4.15).
14. Ho_8 compared the mean motivation scores of younger and older teachers working in the closed climate. The results presented significant mean difference between younger and older t-value (77) = 153.590 and Sig =.000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores of younger and older teachers working in closed climate" was rejected. So, it is found that younger and older teachers working under a closed climate of universities showed a significant mean difference in their motivation level (Table 4.16).
15. Ho_9 compared the mean self-esteem scores of younger and older teachers working in an open climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (381) = 213.560 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of younger and older teachers working in open climate" was rejected. So, it is found that younger

and older teachers with an open climate of universities showed a significant mean difference in their self-esteem level (Table 4.17).

16. Ho_9 compared the mean self-esteem scores of younger and older teachers working in the closed climate. The results presented a significant mean difference between younger and older teachers based on scores t-value (77) = 175.671 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores of younger and older teachers working under closed climate" was rejected. So, it is found that younger and older teachers with a closed climate of universities showed a significant mean difference in their self-esteem level (Table 4.18).

17. Ho_{10} compared the mean morale scores of more experienced and less experienced teachers working in an open climate. The table presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (381) = 357.751 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores more experienced and less experienced teachers working in open climate" was rejected. So, it is found that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their morale level (Table 4.19).

18. Ho_{10} compared the mean morale scores of more experienced and less teachers work in the closed climate. The result presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (85) = 177.842 and Sig= .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores of more experienced and less experienced teachers working under closed climate"

was rejected. So, it is found that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their morale level (Table 4.20).

19. Ho_{11} compared the mean motivation scores of more experienced and less experienced teachers working in an open climate. The result presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (381) = 385.342 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores more experienced and less experienced teachers working under an open climate" was rejected. So, it is found that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their motivation (Table 4.21).

20. Ho_{11} compared the mean motivation scores of more experienced and fewer teachers working in a closed climate. The results presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (85) = 145.542 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores more experienced and less experienced teachers working under closed climate" was rejected. So, it is found that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their motivation (Table 4.22).

21. Ho_{12} compared the mean self-esteem scores of more experienced and less experienced teachers working in an open climate. The results presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (381) = 325.782 and Sig = .000. Thus, the

null hypothesis that "There is no significant difference in mean self-esteem scores more experienced and less experienced teachers working in open climate" was rejected. So, it is found that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their self-esteem (Table 4.23).

22. Ho_{12} compared the mean self-esteem scores of more experienced and less experienced teachers working in a closed climate. The results presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (85) = 143.671 and Sig level .000. Thus, the null hypothesis that, "There is no significant difference in mean self-esteem scores more experienced and less experienced teachers working under a closed climate" was rejected. So, it is found that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their self-esteem (Table 4.24).

23. Ho_{13} compared the mean morale scores of highly qualified and less qualified teachers working in an open climate. The results presented a significant mean difference between more experienced and less experienced teachers based on scores t-value (85) = 340.672 and Sig = .000. Thus, the null hypothesis that, "There is no significant difference in mean self-esteem scores more experienced and less experienced teachers working under a closed climate" was rejected. So, it is found that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their self-esteem (Table 4.25).

24. Ho_{13} compared the mean morale scores of highly qualified and less qualified teachers working in a closed climate. The results presented a significant

mean difference between highly qualified and less qualified teachers based on scores t-value (381) = 210.236 and Sig = .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores highly qualified and less qualified teachers working in open climate" was rejected. So, it is found that highly qualified and less qualified teachers working under an open climate of universities showed a significant mean difference (Table 4.26).

25. Ho_{14} compared the mean motivation scores of highly qualified and less qualified teachers working in an open climate. The results presented a significant mean difference between highly qualified and less qualified teachers based on scores t-value (85) =310.543 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean morale scores highly qualified and less qualified teachers working in closed climate" was rejected. So, it is found that highly qualified and less qualified teachers working under a closed climate of universities showed a significant mean difference (Table 4.27).

26. Ho_{14} compared the mean motivation scores of highly qualified and less qualified teachers working in a closed climate. The result presented a significant mean difference between highly qualified and less qualified teachers based on scores t-value (381) = 159.094 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores highly qualified and less qualified teachers working in open climate" was rejected. So, it is found highly qualified and less qualified teachers working under an open climate of universities showed a significant mean difference (Table 4.28).

27. Ho_{15} compared the mean self-esteem scores of highly qualified and less qualified teachers working in an open climate. The results presented a significant mean difference between highly qualified and less qualified teachers based on scores t-value (85) =345.901 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean motivation scores highly qualified and less qualified teachers working under closed climate" was rejected. So, it is found that highly qualified and less qualified teachers working under a closed climate of universities showed a significant mean difference (Table 4.29).

28. Ho_{15} compared the mean self-esteem scores of highly qualified and less qualified teachers working in a closed climate. The results presented a significant mean difference between highly qualified and less qualified t-value (381) = 375.784 and Sig level .000. Thus, the null hypothesis that "There is no significant difference in mean self-esteem scores highly qualified and less qualified teachers working in open climate" was rejected. So, it is found that less qualified and highly qualified teachers working under an open climate of universities showed a significant mean difference (Table 4.30)

29. Average level of morale was found on the basis of responses (mean scores 34.22; 32.28; and 24.29 with SD 11.92; 10.23 and 13.92 respectively (Table 4.31).

30. Below average level of motivation was found on the basis of responses (M scores 35.34; 31.37; & 22.38 with SD 12.88; 10.04 & 13.37 respectively) (Table 4.32).

31. Highest level of self-esteem was found on the basis of responses (mean scores 33.54; 31.36; and 23.18 with SD 11.76; 10.06 and 12.23 respectively). (Table 4.33).
32. It was found that the cumulative mean score on open climate was 93.13 and closed climate was 91.66 with SD 10.41 and 11.64, based on these mean scores and standard deviation values the *t* value was calculated that is 58.309 which was significant as the sig value was .000< .05. The overall effect of open and closed university climate on the motivation of teachers Cohen's *d* value was .19 that shows that university overall climate has a small effect on the faculty motivation (Table 4.34).
33. It was found that the cumulative mean score on open climate was 83.10 and closed climate was 81.01 with SD 6.63 and 6.68, based on these mean scores and standard deviation values the *t* value was calculated that is 59.401 which was significant as the sig value was .000< .05. The overall effect of open and closed university climate on the morale of university teachers Cohen's *d* value was .31 that shows that university overall climate has a medium size effect on the faculty morale (Table 4.35).
34. It was found that the cumulative mean score on open climate was 51.84 and closed climate was 49.17 with SD 2.17 and 1.78, based on these mean scores and standard deviation values the *t* value was calculated that is 69.324 which was significant as the sig value was .000< .05. The overall effect of open and closed university climate on the self-esteem of university teachers Cohen's *d* value was 1.14 that shows that university overall climate has large effect on the faculty self-esteem (Table 4.36).

35. It was found that there was a large effect size of demographic variable (qualification, experience, and age) on the overall motivation of university teachers (t value 159.09; 145.54; and 153.59 respectively, and Cohen's *d* values 1.66; 2.30; and 1.77 respectively) while gender has medium size effect on the overall motivation of university teachers (t value 75.95 and Cohen's *d* values 0.34) (Table 4.37).
36. It was found that there was a large effect size of demographic variable (gender, qualification, experience, and age) on the overall morale of university teachers (t value 128.87; 210.23, 177.84; and 122.70 respectively, and Cohen's *d* values 0.60; 3.48; 1.40 and 1.76 respectively) (Table 4.38).
37. It was found that there was a large effect size of demographic variable (qualification, experience, and age) on the overall self-esteem of university teachers (t value; 375.78; 143.67 and 175.67 respectively, and Cohen's *d* values 2.13; 1.67; and 2.07 respectively) while gender has small size effect on the overall self-esteem of university teachers (t value 251.21 and Cohen's *d* values 0.21 respectively) (Table 4.39).

5.3 Summary of Quantitative Findings

It was found that 65% of teachers were male, 80% were from open climate and 64% had experience (1-10 years) from public sector universities of Punjab province. It was found from the study that university climate largely affects morale, motivation, and self-esteem of teachers. The study showed that there was a significant difference in mean morale, motivation, and self-esteem scores of teachers working under an open and closed climate. The study compared the mean morale, motivation, and self-esteem scores of male and female teachers working under open climate and closed climate. There was a noteworthy difference in mean morale, motivation, and

self-esteem scores of male and female teachers working under open and closed climates. The study also compared the mean morale, motivation, and self-esteem scores of younger and older teachers working under an open and closed climate. It was found that there was a noteworthy difference in mean morale, motivation, and self-esteem scores of younger and older teachers working under open and closed climates. The inquiry compared the mean morale, motivation, and self-esteem scores of more experienced and less experienced teachers working under open and closed climates. Thus, the null premise that "there is no significant difference in mean morale, motivation and self-esteem scores of more experienced and less experienced educators working in open and closed climate" was rejected. The research also compared the mean morale, motivation, and self-esteem scores of highly qualified and less qualified educators working under open and closed climates. There was a significant difference in mean morale, motivation, and self-esteem scores of highly qualified and less qualified teachers working under open and closed climates.

PART II: FINDINGS FROM INTERVIEWS

Worth mentioning the findings of the qualitative data were:

1. Twenty-seven respondents out of thirty agreed that the university climate reflects teachers and students communal, emotional, and ethical as well as academic experiences of university life. Majority of respondents agreed that there is a strong connection between the university climate and the morale, motivation, and self-esteem of the teachers. The university climate affects teachers and students communal, emotional, morale, motivation, self-esteem, ethical as well as academic experiences of university life. University climate plays an important role in raising and maintaining the morale, motivation, and self-esteem of teachers. An Open

University climate leads teachers towards highly motivated work performance, higher self-esteem, and a higher level of morale. In an open climate, teachers have more authority, leadership skills, self-evaluation skills, personal and professional development, career change abilities, more life fit skills.

2. Twenty-nine respondents out of thirty agreed that an Open University climate boosts and maintains teacher's morale, motivation, and self-esteem and motivates them towards more efforts and hard work. The open climate produces more dedicated teachers resultantly promote students' ability to exhibit excellent academic achievement. Heads of departments of institutions affect directly on the organizational and academic performance of teachers which resulted to affect students' achievement.

3. Twenty respondents out of thirty agreed that in an open university climate, recognition, and acknowledgment of efforts, positive feedback, professional and fair behavior are the basic techniques that are utilized by heads of departments to enhance the morale, motivation, and self-esteem of teachers.

4. Twenty-five respondents out of thirty agreed that a university climate is very significant in improving or reducing teachers' morale, motivation, and self-esteem. The open climate elevates morale, motivation, and self-esteem in teachers. A closed climate (policies, practices, values, leadership) downgrades the morale, motivation, and self-esteem of teachers and it automatically affects the performance of teachers and achievement of students.

5. Twenty-three respondents out of thirty agreed that a closed climate is the major challenge and reason for low morale, motivation, and self-esteem of teachers in many organizational settings. Some other factors in many organizations included no

recognition, fewer opportunities for promotion, no acknowledgment, lack of professional environment, bias by heads of departments.

6. Twenty-eight respondents out of thirty agreed that opportunities for growth and development, promotions, and recognition, acknowledgment by heads of departments are utilized as mechanisms to increase the morale, motivation, and self-esteem of teachers in the universities.

7. Twenty-one respondents out of thirty claimed that appreciation is a key factor to enhance morale, motivation, and self-esteem level. If efforts are not acknowledged it causes lower morale, motivation, and self-esteem, and lower-level lead to poor level morale, motivation, and self-esteem, and finally poor levels may lead towards worse morale, motivation, and self-esteem. And teachers having the worst level of morale and motivation give poor performance and lesser self-development. Highly motivated teachers are frequently connected with producing motivated students with high achievement.

8. Twenty-seven respondents out of thirty agreed that encouraging organizational culture, managerial regards for teachers' growth, opportunities of growth and development, promotions and recognition, acknowledgment by higher authorities motivates staff more. The heads of departments affect teachers' prospect in various ways such as if a head is objective and supportive and gives recognition to the teachers who put more efforts then situation would be different. Because efforts are always influenced by expectations. If teachers believe with the intention that preferred outcomes are improbable or impossible to comprehend, they possibly will not yet bother to try.

9. Twenty-two respondents out of thirty agreed that an Open University climate involves good internal communication, caring and supportive university culture, availability of professional development opportunities, performance-based evaluation, merit-based promotion, top management's regards for teachers' growth.

10. Twenty-eight respondents out of thirty agreed that trust; good communication and leadership, organizational policies, and an open climate are the elements of a good organizational climate that are important in raising the morale, motivation, and self-esteem of teachers.

11. Twenty-nine respondents out of thirty agreed that rewards, student achievement, administrative encouragement/recognition, community encouragement/recognition, supportive environment, peer support are the sources that motivate teachers more internally.

12. Twenty-two respondents out of thirty agreed that reward, promotion, educational opportunities, incentives, preparing well come programs at the beginning of years play an important role in boosting the level of teachers' morale, motivation, and self-esteem.

13. Twenty-one respondents out of thirty agreed that they have high morale, motivation, and self-esteem as there is an open climate which is supporting them improving high morale, motivation and self-esteem and teachers are satisfied with the organizational set up because the climate is democratic and involving teachers in decision making, policies, and practices.

19. Twenty-two respondents out of thirty viewed that demographic variable like gender, age, experience, and qualification significantly affect morale, motivation, and self-esteem of the teachers in open climate of the universities.

5.4 Discussion

The determination of this study was to investigate the effect of university climate on the morale, motivation, and self-esteem of teachers in higher education. Simplifications were completed based on both qualitative and quantitative data. The subsequent conversation of results is based on the individual findings of the investigator. When a comparison was made between open climate and closed climates, a valued variation occurred. When male teachers of open climate and closed climate were compared, a mean-variance was revealed in quantitative data. These discoveries maintained the outcomes of (Abazaoglu, & Aztekin, 2016). The qualitative results of current research sustained the results of Converso, Cortini, Guidetti, Molinengo, Sottimano, Viotti, and Loera (2019) that open climate was a well-regarded climate of teachers in maximum universities. There was a mean variation between the equal of the motivation of male teachers employed in an open climate and closed climate. The university climate has a positive effect on the morale, motivation, and self-esteem of teachers. This finding of the study is supported by the studies of Kumar (2019); Lozano-Jiménez, Huéscar, and Moreno-Murcia (2021); Munir, Quraishi, Zafar, and Niazi (2021); and Odey (2021). These qualitative results of the study maintained that staff imitated higher motivation in an open climate. Seppala, and Smith (2020) qualitative results maintained that university teachers have a high level of motivation thus, such discoveries maintained the study of Cattin (2003). University teachers of an open climate were extremely motivated than those

teachers who work in a closed climate. The results of this study held the outcomes of (Orth, & Robins, 2014) who investigated that the universities having an open climate are good as compared to a closed climate system. It could be because of the improved atmosphere, good support system, understanding, and respectable university setup. Qualifications and motivation illustrated a strong connection. The rudimentary cause is that government strategies of education do not stimulate university teachers financially to improve their qualifications. This outcome braced the education of Basim et al. (2013). Credentials did back the teachers' motivation. It is consistent with Peters (2015) who discovered a positive association between motivation and qualifications.

The female university teachers were very motivated to relate to equal kinds of climate when associated with male university teachers. In general university teachers from the female end were highly motivated with the job, self-appraisal, and working situations than male university teachers. These outcomes held in the discoveries of (Willis, Reynolds, & Lee, 2019). There was a mean difference amongst levels of self-esteem of experienced teachers employed in an open climate. These results held the inquiry that staff imitated advanced self-esteem in an open climate (Salman, 2014).

Experienced male university teachers got a higher level of self-esteem. Such conclusions sustained the study of (Orth & Robins, 2014). The intention should be the information around self, self-actualization, and self-regarding. Qualitative results maintained that female university teachers in an open climate got higher self-esteem than university teachers working under a closed climate. These consequences held the conclusions of (Uma Devi, 2012) who analyzed those universities from an open climate fortunate over those universities who have a closed system. It could be because of improved acceptance of self, self-knowledge as well as healthier self-

awareness. When the quantitative evaluation was made between teachers in closed and open climate, they revealed a significant mean-variance in their self-esteem levels.

5.5 Conclusions (Quantitative)

The researcher concluded in the light of findings that:

1. It was concluded that most of the respondents (university teachers were male, from open climate and had experience (1-10 years) from public sector universities of Punjab province.
2. It was concluded from the findings of the study that teachers with the close and open climate of universities showed a significant mean difference in their morale level.
3. It was concluded from the findings of the study that teachers with an open and closed climate of universities showed a significant mean difference in their motivation level.
4. It was concluded from the findings of the study that teachers with an open and closed climate of universities showed a significant mean difference in their self-esteem level.
5. It was concluded that male and female teachers with an open climate of universities showed a significant mean difference in morale level.
6. It was concluded that male and female teachers under a closed climate of universities showed a significant mean difference in their morale.
7. It was concluded that male and female teachers with an open climate of universities showed a significant mean difference in their motivation level.
8. It was concluded that male and female teachers under closed climate of universities showed a significant mean difference in their motivation level.

9. It was concluded that male and female teachers working under an open climate of universities showed a significant mean difference in their self-esteem level.
10. It was concluded that male and female teachers with closed climate of universities showed a significant mean difference in their self-esteem level.
11. It was concluded that younger and older teachers working under an open climate showed a significant mean difference in their morale level.
12. It was concluded that younger and older teachers working under a closed climate of universities showed a significant mean difference in their morale level.
13. It was concluded that younger and older teachers working under an open climate of universities showed a significant mean difference in their motivation level.
14. It was concluded that younger and older teachers working under a closed climate of universities showed a significant mean difference in their motivation level.
15. It was concluded that younger and older teachers with an open climate of universities showed a significant mean difference in their self-esteem level.
16. It was concluded that younger and older teachers with a closed climate of universities showed a significant mean difference in their self-esteem level.
17. It was concluded that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their morale level.

18. It was concluded that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their morale level.
19. It was concluded that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their motivation.
20. It was concluded that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their motivation.
21. It was concluded that more experienced and less experienced teachers working under an open climate of universities showed a significant mean difference in their self-esteem.
22. It was concluded that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their self-esteem.
23. It was concluded that more experienced and less experienced teachers working under a closed climate of universities showed a significant mean difference in their self-esteem.
24. It was concluded that highly qualified and less qualified teachers working under an open climate of universities showed a significant mean difference.
25. It was concluded that highly qualified and less qualified teachers working under a closed climate of universities showed a significant mean difference.
26. It was concluded highly qualified and less qualified teachers working under an open climate of universities showed a significant mean difference.

27. It was concluded that highly qualified and less qualified teachers working under a closed climate of universities showed a significant mean difference.
28. It was concluded that less qualified and highly qualified teachers working under an open climate of universities showed a significant mean difference.
29. It was concluded morale has average, motivation has below average, and self-esteem has highest level with university climate.
30. It was concluded from the finding that university overall climate has a small effect on the faculty motivation.
31. It was concluded from the finding that university overall climate has a medium size effect on the faculty morale.
32. It was concluded from the finding that university overall climate has a large effect on the faculty self-esteem.
33. It was concluded from the finding that there was a large effect size of demographic variable (qualification, experience, and age) on the overall motivation of university teachers while gender has medium size effect on the overall motivation of university teachers.
34. It was concluded from the finding that there was a large effect size of demographic variable (gender, qualification, experience, and age) on the overall morale of university teachers.
35. It was concluded from the finding that there was a large effect size of demographic variable (qualification, experience, and age) on the overall self-esteem of university teachers.

Conclusions (Qualitative)

1. Majority of the respondents had point of view that the university climate has significant effect on the morale, motivation, and self-esteem of university teachers.
2. Majority of respondents viewed that an Open University climate boosts and maintains teacher's morale, motivation, and self-esteem and motivates them towards higher attainment.
3. Majority of the respondents elaborated that a university climate is very significant in improving teachers' morale, motivation, and self-esteem. The open climate elevates morale, motivation, and self-esteem in teachers.
4. Majority of respondents expressed that teachers have average level of morale and motivation, and highest level of self-esteem in their universities.
5. Majority of respondents communicated that an Open University Climate boosts and maintains teachers' motivation in universities.
6. Majority of respondents articulated that an Open University Climate boosts and maintains teachers' morale in universities.
7. Majority of respondents maintained that an Open University climate boosts and maintains teachers' self-esteem at universities.
8. Majority of the respondents stated that a university climate has a strong effect on teachers' morale, motivation, and self-esteem.
9. Majority of respondents expressed that they have high morale, motivation, and self-esteem as there is an open climate which is supporting them and improving high morale, motivation and self-esteem and teachers are satisfied with the organizational set up because the climate is democratic and involving teachers in decision making, policies, and practices.

10. Majority of respondents viewed that demographic variables like gender, age, experience and qualification significantly affect morale, motivation and self-esteem of the teachers in open climate of the universities.

Integration of Quantitative and Qualitative findings

1. The first finding of quantitative analysis that 65% of teachers were male, 80% were from open climate and 64% had experience (1-10 years) from public sector universities of Punjab province. Similarly significant mean differences were found in the mean scores of motivations, morale, and self-esteem from the perspective of climate (open and closed), gender (male and female), age (younger and older), experience (more experienced and less experienced) and qualification (highly qualified and less qualified). This finding was supported by the finding of qualitative analysis that majority of the respondents agreed that the university climate reflects teachers experiences of university life, Open University climate boosts and maintains teacher's morale, motivation, and self-esteem and motivates them towards more efforts and hard work and University climate is very significant in improving teachers' morale, motivation, and self-esteem.
2. The finding of the quantitative analysis was that there was an average level of morale, motivation, and highest level of self-esteem of teachers in Open University climate. This quantitative finding was favored by the qualitative finding of the study that majority of the respondents viewed average (morale and motivation) and highest level (self-esteem) in their university's climate.
3. Quantitative finding was that university overall climate has a small effect on the faculty motivation. This finding was favored by qualitative finding that

majority of the respondents were of the view that Open University Climate boosts and maintains teachers' motivation in universities.

4. It was found quantitatively that university overall climate has a medium size effect on the faculty morale. This finding was backed by qualitative finding that majority of respondents viewed that an Open University climate increases and upholds teachers' morale at universities.

5. The quantitative finding (university overall climate has large effect on the faculty self-esteem) was strengthened by the qualitative finding (majority of respondents maintained that an Open University climate boosts and maintains teachers' self-esteem at universities; a university climate has a strong effect on teachers' morale, motivation, and self-esteem; teachers have high morale, motivation, and self-esteem as there is an open climate which is supporting them improving high morale, motivation and self-esteem and teachers are satisfied with the organizational set up because the climate is democratic and involving teachers in decision making, policies, and practices).

6. This quantitative finding that there was a large effect size of demographic variable (qualification, experience and age) on the overall motivation of university teachers while gender has medium size effect on the overall motivation of university teachers; there was a large effect size of demographic variable (gender, qualification, experience and age) on the overall morale of university teachers; and there was a large effect size of demographic variable (qualification, experience and age) on the overall self-esteem of university teachers while gender has small size effect on the overall self-esteem of university teachers was supported by qualitative finding that majority of respondents viewed that demographic variables like gender, age, experience and

qualification significantly affect morale, motivation and self-esteem of the teachers in open climate of the universities.

5.6 Recommendations

Based on the findings and conclusions drawn, the following recommendations were formulated from an operational perspective:

1. Analysis of both quantitative and qualitative data indicated that an Open University climate largely affects morale, motivation, and self-esteem of teachers, therefore it is recommended that all the universities may provide an open climate to enhance morale, motivation, and self-esteem of teachers, to boost and maintain teacher's morale, motivation, and self-esteem and motivates them towards more efforts and hard work for higher achievement.
2. As study results showed that that there was an average level of morale, motivation, and highest level of self-esteem of teachers in Open University climate. This quantitative finding was favored by the qualitative finding of the study that majority of the respondents viewed that they have high level of moral, motivation and self-esteem as they are provided with the open climate, therefore strong training programs, materials, mentoring modules, guidance projects regarding the significance of university climate may be evolved to enhance the understanding of the heads in producing an open university climate setting. Management may utilize the strategies to enhance the level of morale, motivation, and self-esteem of teachers as average level of morale and below average level of motivation was highlighted by the finding of the quantitative study.

3. Quantitative finding was that overall university climate has a small effect on the faculty motivation. This finding was favored by qualitative finding that majority of the respondents were of the view that Open University Climate boosts and maintains teachers' motivation in universities. Therefore, it is recommended to initiate seminars, workshops, training programs, group discussion among faculty member and watch motivational speakers through YouTube and other channels to enhance the motivation level of faculty to further encourage the proposed professional for higher attainment in the field of life.

4. It was found quantitatively that university overall climate has a medium size effect on the faculty morale. This finding was backed by qualitative finding that majority of respondents viewed that an Open University climate increases and upholds teachers' morale at universities. Therefore, it is recommended to initiate morale increasing measure like appreciation, encouragement, prizes, rewards, respect, best environment, a healthy institutional environment, teachers' perception of students and student learning, administrative support and leadership, and favourable workplace conditions, recognition of human dignity, reflective practices, job satisfaction, mutual transparent relationship, professional development activities may be provided to faculty member by heads of the institutions to enhance their morale level for the achievement of goals.

5. The quantitative finding (university overall climate has large effect on the faculty self-esteem) was strengthened by the qualitative finding (majority of respondents maintained that an Open University climate boosts and maintains teachers' self-esteem at universities; a university climate has a strong effect on

teachers' self-esteem; teachers have high self-esteem as there is an open climate which is supporting them improving high morale, motivation and self-esteem and teachers are satisfied with the organizational set up because the climate is democratic and involving teachers in decision making, policies, and practices). Therefore, it is recommended that Heads of Higher Educational institutions (HEIs) may build up teachers' self-esteem by empowering them, connecting them into decision making regarding practices and policies, and accepting and appreciating their capabilities.

6. Findings show that teachers' low morale, motivation, and self-esteem automatically affect the overall performance of teachers. Each University may take initiatives to institute its own multiple guidance services in the university climate, and teacher guidance services, as an integral part of Quality Enhancement Cells (QECs). In this perspective, an inter-institutional linkage system with outstanding overseas universities would be highly suitable to include inter-institutional faculty programs as well as disseminating research and flow of information.

5.7 Suggestions for Future Research

The following suggestions for the scholars who want to conduct the study in university climate are made:

1. The researcher conducted mixed methods approach in this study. Future research may be undertaken in the form of qualitative work based on group discussion and informal interviews to get maximum understanding and for developing rich resource materials, for producing them conducive to university climate.

2. This study explored motivation, morale and self-esteem in connection to university climate. The upcoming research may also be carried out on other variables (classroom management, teaching techniques, students' performance, students' morale) associated with the organizational climate in the universities.
3. This study investigated the Public Sector University of Punjab. The studies like this (University Climate) in private sector universities may also be investigated to gain awareness about the situation of the private sector.
4. The researcher made gender-wise, climate–wise, age-wise, experience, qualification-wise comparative study of university climate effect on motivation, morale, and self-esteem. Therefore, a comparative study may be conducted to compare the organizational climate sector-wise i.e., of the public sector and private sector universities.
5. The researcher conducted the study in Punjab Universities. Similarly, another study may explore the effect of university climate in other parts of the country like ICT, Khyber Pakhtunkhwa, and Sindh etc. for building up national scenarios.
6. The researcher conducted this study with explanatory sequential mixed methods design. The future research may conduct such type studies with exploratory sequential or concurrent triangulation mixed methods designs, to get deep understanding of the phenomena
7. Future research may focus on the effect of university climate on a lower level school or college or supporting staff.
8. Quantitative study is also recommended on the effect of university climate on morale, motivation and self-esteem at different levels.

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Appendix 1

List of Universities

S. No.	Universities
1.	Government College University, Faisalabad (2002)
2.	University of Sargodha, Sargodha (2002)
3.	University of Education, Lahore (2002)
4.	University of Health Sciences, Lahore (2002)
5.	University of Veterinary & Animal Sciences, Lahore (1882) (2002)
6.	University of Gujrat, Gujrat (2004)
7.	Pakistan Institute of Fashion and Design, Lahore (1995)
8.	University of Arid Agriculture, Rawalpindi (1994)
9.	Baha Uddin Zakary University, Multan (1975)
10.	Islamia University, Bahawalpur (1975)
11.	National Textile University, Faisalabad (1959-1976)
12.	University of Agriculture, Faisalabad (1906)
13.	University of Engineering & Technology, Lahore (1921)
14.	King Edward Medical University, Lahore (1860)
15.	Government College University, Lahore (1864)
16.	University of the Punjab, Lahore (1882)

Appendix 2

University Climate Scale

Name: _____ Age: _____

Gender: _____ Qualification: _____

Experience: _____ University: _____

Faculty: _____

Please provide fair answers. Select the most appropriate choice. (Tick only one box)

Strongly Disagree SD= 1

Disagree D= 2

Agree A= 3

Strongly Agree SA= 4

S. No.	Statements	SD= 1	D= 2	A= 3	SA= 4
17.	The teachers work vigorously, passionately and are faithful to the institution under my supervision				
18.	I work as representative of my staff.				
19.	I focus on teamwork in university.				
20.	I don't depend on using authority.				
21.	I resolve conflicts among my staff urgently.				
22.	I keep good relations with my staff				

23.	I delegate authority to my staff in their university work.				
24.	The environment of university under my administration looks caring and friendly.				
25.	I plan carefully for my office work.				
26.	I allow my staff members to decide themselves.				
27.	I am ready to change in university administration when it is needed.				
28.	I stand up for my staff wellbeing.				
29.	I maintain pace of work in university matters.				
30.	I keep my teachers united for better performance.				
31.	I equally behave with my staff.				
32.	I encourage subordinates for doing work.				
33.	I offer/delegate my administrational authority partially to my subordinates when it is needed.				
34.	All important decisions are practiced at managerial level in my university.				
35.	I myself supervise classes.				
36.	I assign specific tasks to specific persons in my staff members.				
37.	I believe in making decisions for all tasks by myself.				
38.	I deliver clear instructions to my staff.				
39.	I openly know who is responsible for what type of				

	task.				
40.	I myself decide standards and aims.				
41.	I mostly like to depend upon using professional authorities.				
42.	I like to give orders only.				
43.	I like absolute obedience by my staff members.				
44.	I decide it what to do and how to perform.				
45.	I do perform without counseling with my subordinates.				
46.	I do not elaborate strategies for my tasks.				
47.	I ensure that the teachers work hard.				
48.	Daily matters are performed according to my expectations.				
49.	I don't allow my subordinates to work independently.				
50.	Teachers are asked to obey rules and regulation on even schedule day to day work.				

Appendix 3

Teachers' Self-esteem Scale

Name: _____ Age: _____

Gender: _____ Qualification: _____

Experience: _____ University: _____

Faculty: _____

Please provide fair answers. Select the most appropriate choice. (Tick only one box)

Strongly Disagree SD= 1

Disagree D= 2

Agree A=3

Strongly Agree SA=4

S. No	Statements	SD= 1	D= 2	A=3	SA=4
51.	I am satisfied with myself on the whole.				
52.	I feel that the job I do gives me a good status				
53.	I think that I have various qualities.				
54.	I can perform any task as better as other one can.				
55.	I have positive attitude towards myself.				
56.	I respect myself if others do not pay do to me.				
57.	I don't bother others what they think about me.				
58.	I think I have high morale.				
59.	I feel that I have a number of good qualities				

60.	I am inclined to feel that I am completely successful				
61.	I often consider myself good for nothing.				
62.	I think that I am not valuable.				
63.	All in all I think that I am unsuccessful completely.				
64.	I often think that I am non-deserving				
65.	I think that I have no attraction				
66.	I struggle with feelings of inferiority complex.				
67.	I feel myself alone.				
68.	I feel that I have not enough of something to be proud of.				
69.	I wish I could have more respect for myself.				
70.	I often criticize and condemn myself.				

Scoring: SA=4, A=3, D=2, SD=1. Items with 11-20will be reverse scored, that is, SA=1, A=2, D=3, SD=4. Sum the scores for all the items. The higher the score, the higher the self esteem

Appendix 4

Teachers' Motivation Scale

Name: _____ Age: _____

Gender: _____ Qualification: _____

Experience: _____ University: _____

Faculty: _____

Please provide fair answers. Select the most appropriate choice. (Tick only one box)

Strongly Disagree SD= 1

Disagree D= 2

Agree A= 3

Strongly Agree SA= 4

S. No	Statement	SD= 1	D= 2	A= 3	SA= 4
71.	My university climate allows me to experience the love and respect from others.				
72.	I love my university climate.				
73.	I have enjoyed working in university climate.				
74.	University climate gives me a chance to serve as a positive role model for students.				
75.	My university climate is intellectually stimulating.				
76.	I have a desire to impart knowledge to less				

	opportune				
77.	I have a lifelong opportunity to learn in this climate.				
78.	I would like to solve some of the problems in the educational field.				
79.	My job gives me chance to make an impact on society.				
80.	My university climate gives an opportunity to be in authority.				
81.	My university climate gives me a chance to be my own boss.				
82.	I have the best working environment among those I am most suited for.				
83.	My university climate fits well with my personality.				
84.	My university climate helps me to develop character.				
85.	My head gives me immediate feedback about the effectiveness of my performance.				
86.	I like the work hours and vacation time.				
87.	I have a pleasant working environment.				
88.	The time schedule is compatible with my home situation.				
89.	It is the working environment where I can balance the demands of work and family.				

90.	My university climate offers me an opportunity to meet with a lot people.				
91.	I trained for another field but could not get a job.				
92.	I trained for another field but did not feel competent in that field.				
93.	I dislike my university climate.				
94.	My university climate is not motivating.				
95.	I feel uninteresting and boring in this climate.				
96.	I dislike the working hours and vacation time.				
97.	I want/need to have more university holidays.				
98.	It is the working environment where I can't balance the demands of work and family.				
99.	I don't find opportunities for advancement in this university climate.				
100.	In my university there is lack of fair amount of team spirit.				
101.	My university climate doesn't suit with my personality.				
102.	My university climate doesn't facilitate me to develop character.				

103.	My head doesn't give me immediate feedback about the effectiveness of my performance.				
104.	I have the worst working environment.				
105.	The time schedule incompatible with my home situation.				

Scoring: SA=4, A=3, D=2, SD=1. Items from 21-35 will be reverse scored, that is, SA=1, A=2, D=3, SD=4. Sum the scores for all the items. The higher the score, the higher the motivation level

Appendix 5

Teachers' Morale Scale

Name: _____ Age: _____

Gender: _____ Qualification: _____

Experience: _____ University: _____

Faculty: _____

Please provide fair answers. Select the most appropriate choice. (Tick only one box)

Strongly Disagree SD= 1

Disagree D= 2

Agree A= 3

Strongly Agree SA= 4

S. No	Statement	SD=1	D=2	A=3	SA-4
106.	High level of support is available for me.				
107.	The team works together cooperatively.				
108.	On the whole I am satisfied with the responsibility and role that I have in my work.				
109.	My good quality work is valued and acknowledged by my head.				
110.	Proper guidance is given to me.				
111.	Head gives high standard of care and respect to all.				

112.	I am feeling informed about even general initiatives/small decisions within my department.				
113.	There is high level of teachers' participation in policies/practices.				
114.	Relations between teachers and management are smooth.				
115.	Ratio of teachers to students is suitable in my department.				
116.	My head gives appropriate level of autonomy to all.				
117.	Status of my job is appropriate to my qualification				
118.	My institution gives reward and appreciation for outstanding work.				
119.	Supportive organizational climate for my initiatives increases my morale.				
120.	People I am working with are very friendly.				
121.	I receive all the information I need to do the job.				
122.	I feel my head listens to my ideas.				
123.	My head recognizes my contribution to this department.				
124.	I can talk to my colleagues about work-related problems				

125.	I have sufficient resources to meet the objectives of this institution				
126.	I can ask head for training when needed				
127.	Ratio of teachers to students is not suitable in my department.				
128.	There are a lot of conflicts in my department.				
129.	Head is not committed towards teachers' training and development				
130.	Head doesn't consult about recruitment needs				
131.	My head doesn't support me to improve my performance.				
132.	Head insults on small errors and doesn't care for feelings of others				
133.	Management doesn't involve teachers in decision making which are connected to our department.				
134.	There is increased workload only for some.				
135.	I am in a state of tension at work.				
136.	I feel status of my job is not credible				
137.	There is no sufficient praise for my work				
138.	There are a vast proportion of emergency or interceded admissions.				
139.	There is no participation of teachers in policies/practices.				

140.	My head doesn't listen to my ideas.				
141.	Adequate resources are not available to meet the objectives of this institution				

Scoring: SA=4, A=3, D=2, SD=1. Items with 22-36will be reverse scored, that is, SA=1, A=2, D=3, SD=4. Sum the scores for all the items. The higher the score, the higher the morale

Appendix 6

Semi Structured Interview Questions

1. In your opinion how do you explain university climate in relation to teachers' morale, motivation and self-esteem?
2. What is the level of teachers' morale, motivation and self-esteem in your university(s)?
3. According to your perspective, do a good conducive university climate boost teachers' morale, motivation and self-esteem?
4. How important is a university climate in improving or reducing teachers' morale, motivation and self-esteem?
5. What are complained raise by teachers about university climate and their morale, motivation and self-esteem?
6. What attempt had been made by heads to enhance morale, motivation and self-esteem of teachers in university(s)?
7. What do you considered to be the major challenges for teachers' low morale, de-motivation and low self-esteem?
8. What are the possible mechanisms (strategies) that could increase teachers' morale, motivation and self-esteem in relation to university climate?
9. In a situation, where you are provided great salary package and work according to your preference, but the climate is neither conducive nor supportive of your actions and initiatives. How would that impact on your morale, motivation and self-esteem?
10. What do you think which organizational factor motivates the teachers more?
11. What are your perceptions of a good, healthy, conducive institutional climate?
12. What are the most important causes of high morale, motivation and self-esteem?

13. What is the significance of trust, good communication and leadership, organizational policies and climate in a good organizational climate?
14. In your view, what are the most important external sources of internal motivation for teachers?
15. What type of motivational techniques applicable in your university?

Thank you

Appendix 7

List of Experts for Tools Validation

1. Dr. Tanvir Afzal
Associate Prof. Department of Secondary Education, Allama Iqbal Open University Islamabad

2. Dr. Fazzal-ur-Rehman
Chairman/Associate Prof. Department of Early Childhood Education, Allama Iqbal Open University Islamabad

3. Dr. Athar Hussain
Assistant Prof. Department of Early Childhood Education, Allama Iqbal Open University Islamabad

4. Dr. Naveed Sultana
Chairperson Department of Secondary Education, Allama Iqbal Open University Islamabad

5. Dr. Azhar Mumtaz Saadi
Assistant Prof. Department of Educational Policy Planning Studies and Leadership

6. Dr. Muhammad Idrees
Dy. Dir Higher Education Commission Islamabad

7. Hashim Abbasi
Visiting Lecturer International Islamic University Islamabad

8. Dr. Rehmat Ullah Bhatti
Assistant Prof. Department of Early Childhood Education, Allama Iqbal Open University Islamabad

Appendix 8

Consent Form

Dear Sir/Madam

You are invited to participate in a study, entitled "Effect of university climate on morale, motivation and self-esteem of teachers in higher education". The study is being conducted by **Nosheen Swar, Ph.D. Education** scholar Department of Education, under the supervision of **Professor Dr. Samina Malik and Professor Dr. N.B. Jumani, Dean,** FSS, International Islamic University Islamabad. The purpose of this research study is to examine the university climate of public sector universities and to explore the effect of university climate on motivation, morale and self-esteem of teachers. Accordingly, the information you provide has a vital importance to safe genuine information for the study and will be used for academic purpose. I need your full co-operation in data collection undertaking. I assure you that all information that you provide through your participation in this study will be kept confidential. Further, you will not be identified in the thesis or in any report or publication based on this research. There are no known or anticipated risksor discomforts to participate in this study. Thus, the researcher believed that respondents are honestly read each item (statements) carefully and give their own responses freely without any hesitation. It would be appreciated if you would return the completed questionnaires.

Thank you in advance for your co-operation in my research.

Yours Sincerely,

Nosheen Swar

Ph.D. scholar IIUI