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Impact of University Climate on Teachers' Morale in Public Sector Universities in Pakistan

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Abstract

An institution that works for individuals or is fretful with fulfilling the requirements of students may have a climate where the teachers sense an assured egotism and self-importance, have their place in that organization. Various factors are involved to get the highest competence and output from the teachers i.e. service safety, positive institutional climate, and good income. The self-confidence of professors and a positive university climate play an important role to give the students a quality education. This study identified the university atmosphere and examined the influence of the university environment on the confidence of professors. A mixed-methods approach was used to perform the study. The initial seven plus ten declarations on the tool signify the exposed environment, and the preceding seven plus ten avowals represent the confined environment. A self-developed morale scale and face-to-face meetings were steered for data collection. The population of the study was 4210 teachers and 350 heads of departments in Punjab province. The sample was 35 leaders, 255 male and 171 female teachers from public sector universities in Punjab, using proportional, and stratified random sampling techniques. Tested the readability test of the revisions with participants, the null hypotheses were tested. Both data were analyzed with quantitative and qualitative analytical tools that followed the content analysis technique. The results showed that most public sector universities in Pakistan have an open climate like a closed university climate. However, it was found that noteworthy variance existed in the ethical level of teachers working in open and closed atmospheres.

Keywords: University Climate, Teacher Morale, Public Sector

Introduction

Teachers are at the heart of every education system. Many see professors as the institute's utmost strength as well as a promoter for program implementation. Professors are also perceived as the main agents of people's progress and as key agents in curriculum delivery and updating (Thapa, Cohen, Guffey, & Higgins-Alessandro, 2013). For professors to show their role and fulfill their everyday jobs and gain educational objectives, it is extremely important to provide teachers with the right atmosphere to perform their duties. Consequently, the management (managers) of public sector universities should strive to create the favorable atmosphere necessary to realize the instructive aims and purposes.

The institutional atmosphere derives from standard organized activities which are relevant to organization and workers working in the organizations (Rafferty, 2003) The institutional climate is the learning atmosphere created by the relationship between personal connection, corporeal conditions, and emotive sensation (Wang, La Salle, Wu, Do, & Sullivan, 2018). Abundant research readings have advocated that organizational linking is a leading exegetist and linked to instructors 'physical circumstance and intellectual produces (Whitlock, 2006), avoiding aggression (Karcher, 2002a, 2002b), teacher satisfaction, and behavioral problems (Loukas, 2007; Ruus et al., (2007) disputes whether the institutional atmosphere is a particular insight of organizations by his peers. This view is that the climate of each member of the institute is different, grounded on the individual

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corporal look, practice, and acumens of the organization. Nevertheless, personal 'climate positions are united to generate a mark of environmentally friendly worth for the organization (Lindell & Brandt, 2000). To recognize the established atmosphere, factors need to be understood as the main forces in culture: peer well-being, relational connections, and the inclusive organizational environment (Cohen et al., 2009). Tableman and Herron (2004) described a hospitable and smoothing carnal atmosphere, a societal atmosphere contributing to interface and communiqué, operative psychosomatic situation that cares for self-assurance and self-worth; and rational or systematic background that provides backings to awareness, understanding, presentation, and self-sufficiency.

The situation of an individual's strength, discovered by self-assurance, contentment, submission, and readiness to accomplish positive actions is decency (Mendel & Charles, 1987). Decency is a sagacity of trust, self-assurance, eagerness, and grace in instructors (Wayne, 2011). Instructor determination is the proficient curiosity and eagerness that instructors display in attaining discrete and cluster objectives in a working place (Bentley & Rempel, 1980). Morality is the emotion that an individual feels for his or her work grounded on how the persons perceive themselves in organization and the degree to which the institution views the individual for fulfilling his or her desires, requirements, and prospects (Washington & Watson 1976). When there is a healthy and encouraging atmosphere, as a result, the teacher's morale rises greatly and the teacher feels superior and at the same time feels the effectiveness and success of the profession (Hoy & Miskel, 1987). Instructor self-assurance is examined based on five moral factors, as found by Bentley and Rempel (1980): head-to-teacher relationship, teacher-to-teacher relationship, teacher satisfaction, teacher status, and teacher burden in terms of their relevance.

Objectives of the study
1. To ascertain the institution of higher education environment in Punjab
2. To investigate the impact of university climate on teachers' morale
3. To examine the influence of university climate on the confidence of teachers

Hypotheses of the study
1. The better is the university climate, the better is the teachers' morale
2. The better is the university atmosphere, the higher is the confidence level of teachers

Literature Review

The Concept of University Atmosphere
The entirety of morals, principles, safety performs, structural edifices within the organization, instructional activities, variety, leader-teacher interactions, teacher-teacher contacts, parent-teacher associations, and student-teacher affairs in the established atmosphere idea establish the climate of university (Loukas, 2007)

Wang and Degol, (2016) argue that the institutional atmosphere is the "heart and soul" of the institution, the factor that motivates students, teachers, and makes them want to be willing and willing to be there every day. The heart and soul have been used as metaphorical terms to highlight the importance of atmosphere change as it motivates members of the institution and feels attracted to them. Bradshaw, Waasdorp, Debnam, and Johnson, (2014) states that although it has been difficult to define a comprehensive definition of institutional atmosphere, researchers agree that atmosphere is a multidimensional construct that includes physical, social, and scientific dimensions.

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societal atmosphere contributing to interface and communiqué, operative psychosomatic situation that cares for self-assurance and self-worth; and rational or systematic background that provides backings to awareness, understanding, presentation, and self-sufficiency.

Types of Institutional Climate

Wang and Degol, (2016) argue that although the institution is not a biological organism in the natural sense of the word, it nevertheless has the characteristics of a living organism in its organizational sense. Halpin (1966) constructed the institutional atmosphere as an organizational personality in the process of conceptualizing the institutional atmosphere, from open to close. The behavior of individuals within an institution affects the climate. Behavioral patterns of different actors, leaders, teachers, and students from the institutional atmosphere. Moreover, the climate prevailing in the institution points to the interaction between the leader and the teachers, the teachers and the teachers, the teachers and the students. Halpin (1966) distinguishes between different climates in schools, including open climate, controlled climate, autonomous climate, paternal climate, family climate, and indoor climate.

Open Atmosphere

Instructor associations are well-informed, reciprocally deferential, friendly, and courteous, and dedicated to learners 'performance in an exposed environment. Leaders do not confine instructors and do not direct them with orders, but are helpful, thoughtful, and expert. Leaders venerate the professionalism of their teachers. Praise is real and common, and criticism is constructive. The leader listens and accepts the teachers 'suggestions. Teachers are generally encouraged to behave in a useful way in an exposed environment. They ordinarily make extra labors. They are helpful and grant sacrifice with good conduct, attitudes, and actions based on self-worth, carefulness, and graciousness. Come forward is the foremost excellence of instructor attitude in an exposed environment. Occupational collaboration develops in instructors. Instructors are fervent, lenient, and reciprocal in proficient capability. They venerate the effectiveness of their co-workers and make their struggles dynamic, amiable, and contented. Teachers are gregarious and love to meet people and make them social.

According to Hoy and Sabo (1998), an open atmosphere reflects the supportive, welcoming, and positive role of the leader (leader) concerning teachers 'ideas, as well as their attachment and devotion to work. According to Halpin (1966), teachers work in teams to guarantee student success. Both the teacher and the leader make it possible to maintain close contact with students and parents. The more open the climate, the more committed, loyal, and satisfied the teachers will be.

Closed Climate

The main features of a closed climate have been identified by Halpin (1966) and deal primarily with a lack of commitment and productivity. There is little commitment, especially from the principal and teachers. Teachers 'relationships are disconnected, isolated, distrustful, and dishonest. The head does not promote and care for teachers 'self-esteem, the climate is dominant and restrained. The rule is followed by Power. The leader strictly and rigorously monitors, controls the performance of all speakers and burdens them. According to Sabo (1998), there is a lack of respect on the part of the heads. Regular work hinders the performance of instructors. Good results depend on teachers' decent performance.

Autonomous Atmosphere

It is the environment, in which teachers offer their colleagues the planning of action, self-dominance, and creativity. They are independent in thinking. According to Halpin (1966), an autonomous climate is a climate that presents an atmosphere in which teachers have a significant degree of freedom to act in institutions. The leader embodies a model of enthusiasm and zeal. There are no external threats or influences. Teachers are very eager to teach and students are motivated to learn. There is a close relationship between leaders, teachers, and students.

Familiar Climate

The familiar climate is more socio-oriented and liberal, with a primary focus on staff needs and social relationships. Employee productivity is not the main concern, and consequently, they do not strive to achieve their full future. According to Silver (1983), the usual institutional atmosphere is described as a kind of "laissez-faire" atmosphere (let it be done). The head is very interested in maintaining a social atmosphere that is conducive to the performance of any given task. Thus, a significant proportion of teachers do not commit to their main task.

Controlled Climate

They use more controls and offer less freedom to teachers in a controlled atmosphere. Teachers are usually worried about graduation. Instead of taking advantage of teachers ' interests, controlling the uppermost leadership is taught. A well-ordered environment does not upkeep about emotions towards others. The main features of a controlled climate are increasingly reflected in the way we work. Although in this case, the head is far from a model of commitment, importance is attached to the performance of tasks and little time is spent on social life. Teachers seem to be fully committed to their work and devote significant chunks to doing it. Therefore, in most cases, there is little time to allow interaction with each other. According to Halpin (1966) and Silver (1983), the head tends to distance itself from teachers and students to avoid all levels of familiarity.

Paternal Climate

According to Salman (2014), top management acts in a paternalistic way in such an atmosphere and does not motivate teachers, consequently teachers 'behavior and behavior become unfair and hypocritical. According to Costley and Todd (1987), the paternal climate is described by an atmosphere in which the head is a hard-working man but does not reach the staff; for them, the label "diligent" is not such a familiar word. There is some degree of accessibility between leaders and teachers, but teachers 'expectations of teachers are quite impractical. The head is full of life and vibrant, but his management style tends to rely on the autocratic side. As a result, most teachers tend to keep a cautious distance from the leader.

The Concept of Teacher Morale

The situation of an individual's strength, discovered by self-assurance, contentment, submission, and readiness to accomplish positive actions is decency (Mendel & Charles, 1987). Decency is a sagacity of trust, self-assurance, eagerness, and grace in instructors (Wayne, 2011). Instructor determination is the proficient curiosity and eagerness that instructors display in attaining discrete and cluster objectives in a working place (Bentley & Rempel, 1980). Morality is the emotion that an individual feels for his or her work grounded on how the persons perceive themselves in organization and the degree to which the institution views the individual for fulfilling his or her desires, requirements, and prospects (Washington & Watson 1976). When there is a healthy and encouraging atmosphere, as a result, the teacher's morale rises greatly and the teacher feels superior and at the same time feels the effectiveness and success of the profession (Hoy & Miskel, 1987). Instructor self-assurance is examined based on five moral factors, as found by Bentley and Rempel (1980): head-to-teacher relationship, teacher-to-teacher relationship, teacher satisfaction, teacher status, and teacher burden in terms of their relevance.

Factors Affecting Teacher Morale

Abazaoglu and Aztekin, (2016) believe that certain factors are believed to affect teachers 'morale. These factors include the institutional environment, teachers 'perceptions of students and student learning, administrative support and leadership, and favorable workplace conditions. A healthy institutional atmosphere is associated with high morale in teachers, where there is a positive atmosphere. They believe that the atmosphere created by organizational leadership has a significant impact on employee motivation and behavior. It has also been found that stress is a factor that can affect teachers 'morale. They further described that stress can result in emotional and physical fatigue, which can lead to decreased workplace motivation, involvement, and satisfaction. The main and fundamental reason for low morale is the lack of a constructive institutional atmosphere. A careful and supportive environment increases teachers 'morale and endows them with high self-esteem. Insufficient support from subject counselors, peers, management, and the community, administrative issues, including appointment to senior positions without consideration of merit, favoritism, educational workload, and relationship problems, include staff lethargy; lack of unanimity among teachers; jealousy at a professional level.

Effects of Teachers' Low Morale

Wadesango (2012) contended that low instructor self-assurance manifests when there is little interest and enthusiasm for work, while high morale is evident when teachers are interested and enthusiastic about work. Teachers with low morale see that their professional lives make little sense out of frustration and inability to change the disadvantaged situation. He branded ten dimensions that can drive to truncated confidence among teachers, such as overwhelming office duties, lack of support and cooperation from administration, lack of collaboration with staff, and excessive educational

workload. He told further that low levels of instructor self-assurance can lead to decreased teacher productivity, loss of anxiety about learners, distancing from classmates, downheartedness, and amplified illness, which can lead to absenteeism, general fatigue, and burnout on some workdays.

Effects of Teachers' High Morale

Great instructor self-assurance is linked with internal prizes i.e. student attainment, recognition of others, acquisition and advancement, and constructive dealings (Dinham, 1994). According to Washington and Watson (1976), teachers 'great optimism can be professed by displaying more behaviors. The moral behavior of teachers is manifested when teachers are eager to go to toil in the dawn and are in no haste to give up their jobs in the eleventh hour, instructors who recognized ten dynamics are concerned about the direction of institutional programs and actively participate in committees. Organizations perform a variety of tasks in addition to the assigned tasks and gain satisfaction as a fellow of the institution and the instructional occupation. Furthermore, there is a great optimism in instructors who upkeep the institution, its aims and values, and are keenly involved in refining communal associations. Hourchard (2005) linked the great optimism of instructors to the fact that the administration valued teachers, the administrator's trust in teacher competence, administrative support, and teacher participation in institutional policymaking, appropriate teaching loads and tasks, fair curricula distribution, tasks, training and staff development. Instructor self-assurance has sweeping suggestions not only for student learning but also for the vigor of the institute and the strength of instructors (Mendel & Charles, 1987). As stated by Abazaoglu, and Aztekin (2016), instructor self-assurance proceeds elsewhere mere educator production or learner performance. Furthermost, instructor self-assurance helps to establish the nature of the institution. The university climate provides an appropriate learning environment that positively influences teachers 'morale and supports enhanced teaching and learning. (Oriafo, 2002, Ajaja, 2009; Eboka, 2015). Teachers 'morale is greatly enhanced by a positive institutional atmosphere. Teachers feel more at work if they recognize the significance of their involvement and the support of their views which has a noteworthy relationship with performance. A decent atmosphere in higher education encourages instructors to face outward force. Gratified instructors mount the morale of the organization as well as other colleagues (Belenardo, 2001) Great instructor self-assurance is linked with internal prizes i.e. student attainment, recognition of others, acquisition and advancement, and constructive dealings (Dinham, 1994). According to Washington and Watson (1976), teachers 'great optimism can be professed by displaying more behaviors. The moral behavior of teachers is manifested when teachers are eager to go to toil in the dawn and are in no haste to give up their jobs in the eleventh hour, instructors who are concerned about the direction of institutional programs and actively participate in committees. Organizations and organizations perform a variety of tasks in addition to the assigned tasks and gain satisfaction as a fellow of the institution and the instructional occupation. Furthermore, there is a great optimism in instructors who upkeep the institution, its aims and values, and are keenly involved in refining communal associations. Hourchard (2005) linked the great optimism of instructors to the fact that the administration valued teachers, the administrator's trust in teacher competence, administrative support, and teacher participation in institutional policymaking, appropriate teaching burdens and tasks, fair curricula distribution tasks, training and staff development. Instructor self-assurance has extensive inferences not only for student knowledge gain but also for the wellbeing of the institute and the wellbeing of instructors (Maria Cristina, Viotti, Guidetti, & Converso, 2016). Conferring Abazaoglu, and Aztekin, (2016), instructor self-assurance drives yonder mere instructor efficiency or learner performance. Most prominently, instructor self-assurance helps to establish the nature of the institution. The university climate provides an appropriate learning environment that positively influences teachers 'morale and supports enhanced teaching and learning (Converso, Cortini, Guidetti, Molinengo, Sottimano, Viotti, & Loera, 2019). Teachers 'morale is greatly enhanced by a positive institutional atmosphere.

Methodology

The study was mixed methods in nature i.e. explanatory sequential design. To conduct the research, zero hypotheses were tested: Ho1 There is no noteworthy variance between the average moral scores of teachers working in exposed and sealed climates. The independent variable was the university climate, and the dependent variable was the level of morale of the teachers as shown by the teachers. The study was delimited to public sector universities in the province of Punjab, an open and tight climate, and university leaders and regular teachers. The researcher used the Organizational Climate

Scale (OCS) of Halpin (1996) to gather information from respondents. The tool comprised 34 statements based on exposed and sealed climate.

Analysis of the data

Investigator-made tool including 36 statements to get data from instructors. The tool, to which they responded on a four-point scale — from complete agreement to strong contradiction. The scoring of the elements was as follows: SA = 4, A = 3, D = 2, SD = 1. Reverse scoring was used in Figures 22-36. Based on the scales, partakers were classified into two groups that have small and great moral levels. The greatest value was 145; the smallest score was 36 and the cut-off score was 90. Participants with more than 90 points have high morale and participants with less than 90 points have low morale. A higher score means a higher moral level. Moreover, both tools were employed for data collection. Interviews conducted by instructors were conducted to gain in-depth information and opinions about their morale and university atmosphere. In this research work, the scholar used face-to-face meetings and asked questions to facilitate and clarify communication whenever an ambiguity arose. To know the consistency of the tools, Cronbach Alpha was employed, and for the accuracy of the instruments, a group of skilled persons was utilized for uncertainty, important issues, sensitive topics, traumatic issues, and so on to reduce. The readability test of the revisions was tested with the participants of the research. The investigator used diverse methods to gather information by using automated, printed, face-to-face communication in institutes employing quantitative and qualitative tools with teachers. For the analysis of the gathered data, quantitative statistics were employed. A two-sample t-test was employed to examine whether the variance between the means of two independent variables was equivalent to a beset score. For qualitative data analysis, the thematic analysis method was used. Themes were identified by using content analysis or key-words-based technique. 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 so you can get a concise overview of the main and common points that recur in the data. The researcher then turned the codes into topics. The researcher then reviewed the topics to make sure the topics accurately represented the data. The researcher then defines the topics by putting together each topic with short topics. It is worth mentioning the findings of the quantitative data: Ho1 compared the average moral score of instructors functioning in exposed and sealed atmosphere. The outcomes presented no noteworthy mean-variance of open climate (M = 81.11, SD = 6.61) and closed climate (M = 91.79, SD = 6.81), t-value (379) = 60.299. Consequently, the non-directional hypothesis that "there is no substantial variance of the average moral scores of teachers with working in open and closed climates" was accepted. Thus, it turns out that the close and open atmosphere teachers of the universities did not show a significant average difference. It was found that the moral scores of teachers working under the open climate did not differ significantly from the open climate based on moral scores (F = 1,939, sig = .043). The study examined whether the moral scores of teachers working in the open climate did not differ significantly from the closed climate based on moral scores (F = 7.479, sig =, 000). The qualitative results of the study showed that more public sector universities in Punjab have an open climate than a closed climate. Teachers working in public sector universities have a high level of morale. In open/closed climate universities, most teachers agreed that their heads were supportive and guiding.

Discussion

The research work aimed to examine the impact of the university environment on the determination, inspiration, and self-worth of instructors in tertiary education. The explanations are based on gathered statistics. Subsequent discussion of the outcomes is constructed on the individual findings of the detective. When an evaluation was completed of open with closed climates, an assessed contradiction happened. An evaluation of the head of the open environment and the closed environment did not reveal a significant standard deviation. These discoveries maintained the findings of Morley (2001). The results of current research have maintained (Converso, Cortini, Guidetti, Molinengo, Sottimano, Viotti, & Loera, 2019) that open climate was a well-regarded climate for individuals at maximal universities. The findings of the study showed that more public sector universities in Punjab have an open climate than a tight one. In open-climate universities, most teachers agreed that their heads were supportive and guiding. This showed that these front-runners displayed backing for professors and were also anxious about the well-being of their teachers. However, this refutes the findings of Bradshaw, Waasdorp, Debnam, and Johnson (2014) that in an open/positive atmosphere, the head is

more supportive than guiding, because in exposed / constructive environment in universities, teachers have noticed that their head behaviors are both guiding and direct support. Qualitative data revealed that esteem is a key factor in raising moral standards. If the effort is not acknowledged, lower morale results in lower levels leading to poor morale, and eventually bad levels can lead to worse morale. And teachers with the worst morale perform poorly and are less able to improve themselves. He agrees with (Abazaoglu, & Aztekin, 2016), who stated that the positive atmosphere is characterized by increased staff performance, higher faculty confidence, and better student performance. However, it was found that the organizational atmosphere was not significantly affecting teachers 'morale. The part of a constructive atmosphere is close to significant instruction and scholarship due to an encouraging atmosphere ordinarily has optimistic emotional and logical results for learners. Instructor self-assurance can only be enhanced and maintained in a constructive university atmosphere. The results of the findings also showed that one of the examined teacher self-insurance factors, the teacher workload reached the least at the level of teacher self-insurance compared to the teacher self-insurance factors. This indicates that this area needs to be addressed as it does not significantly raise the morale of teachers. This is not related to the fact that in addition to teaching the content of the subject, teachers also deal a lot (e.g., records, diaries, class notes), office work, curriculum workload, and community needs for teachers must be up to date and professionally latest. This degrades professors 'self-worth and contributes greatly to the performance of their work.

Conclusion

The results showed that the climate of public sector universities is open and positive. Teachers working in public sector universities have a high level of morale. Nevertheless, the effect of the administrative atmosphere on instructor self-assurance was not substantially important. Taking into account the moral aspects of teachers, the qualitative data showed that the workload of teachers and the lack of recognition resulted in the lowest level of instructor self-assurance. Teachers argued that esteem was a key factor in raising moral standards. Teachers argued that esteem was a key factor in raising moral standards. Recommendation Based on the findings and conclusions drawn, the recommendations were formulated from an operational point of view. Analysis of the data showed that a highly supportive university atmosphere plays an important role in raising instructor self-assurance, so it is recommended that managers offer a supportive atmosphere to increase teacher productivity. As learning outcomes have shown that institution leaders directly influence teachers 'organizational and academic performance, which can affect student performance, strength training programs, materials, mentoring modules, guidance projects on the importance of the university climate can be developed to better understand positive climate change in the production of conditions. Leaders can train to increase and maintain the moral level of teachers. The results show that a tight atmosphere is the biggest challenge for teachers and the cause of low morale in many organizational settings, so it is recommended that management create autonomy for teachers to take initiative and allow them to participate in important tasks. Setting decisions about department policies and practices. The study maintained that the gay reception program played an important role in raising instructor self-assurance from the beginning, and therefore suggested that educational institutions organize some welcome programs for teachers to feel special from the beginning.

The results show that low instructor self-assurance automatically affects teacher performance and student performance. Each university can initiate the creation of its multiple counseling services in the university atmosphere, as well as teacher counseling services, as an integral part of Quality Improvement Cells (QECs). In this respect, an inter-institutional network with prominent overseas universities would be very suitable for involving inter-institutional faculty programs and disseminating research and information flow.

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