

## Comparative Analysis of Communication Climate and Self-Efficacy of Teachers at University Level

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### Abstract

*The main focus of current study was to comparatively analyze communication climate and self-efficacy of teachers in both public and private universities in Islamabad. The objectives of the study were; to explore the teachers' opinions regarding communication climate at university level; to assess the level of self-efficacy among teachers at university level and to explore the relationship between communication climate and self-efficacy of the teachers at university level. All the teachers of Islamabad Universities were the population of the study. Random sampling technique was used in this study. In the sample, 508 teachers were selected from both public and private universities of Islamabad. This study was descriptive in nature. Researchers used the survey method and data were collected through two questionnaires. Communication climate questionnaire was developed by researcher and the questionnaire regarding self-efficacy of the teachers developed by Ralf Schwarzer in 1999. Data were analyzed through mean, percentages, Regression and t-test by using SPSS. Findings of this study showed that teachers generally expressed defensives communication instead of supportive communication climate and they have low degree of self-efficacy at university level. The communication climate and self-efficacy of the teachers were highly correlated with each-others.*

**Keywords:** Communication Climate, Self-Efficacy, University Teachers

### Introduction

The degree of social interactions and the nature of human within any organization are considered as the two main contributing sources of communication within and outside the organization. It may be supportive or defensive in nature because it is directly related with the norms, attitude, feelings and behavior of the individuals that creates a communication climate. It is social tone of relationship that describes how people behave with one another at their particular place. This concept has evolved a lot of attention now-a-days. Its importance has

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increased immensely in educational organization because it comprises many components which shape up an environment of interaction that directly or indirectly influencing individual's attitude and behavior. Whenever, a social unit of people work to meet a need or to pursue collective goals then they formed an organization. Within which people showed both defensive and supportive communication that directly linked with organizational development. That's why communication climate is considered as sub-set of organizational climate. Because it can be said that when an organization encourage employee's involvement, accept comprehensive argument of evidence and enhance productive encounter resolution then a supportive environment produced that excel communication climate for the success. In the opposite direction, an organization that creates a defensive attitude among their employee can produced unproductive individuals who preserve their opinions to themselves and not fully participated in the development of organization. That's why an operative communication is imperative for instituting a cooperative communication environment within an organization while a critical environment has been arose if the defensive communication climate has practiced within any organization. Researchers tried to find this concept in the form of teachers' opinions regarding their communication climate in the context of Pakistan. Because it was observed that teacher's attitude was directly associated with their communication climate and previously it was just a concept whose application was limited but now-a-day it is consider as significant component of any learning organization.

Teachers are the main component of this study because teachers are the catalytic agents of any educational process and it was confirmed through various educational policies of different countries. According to educational policy of Pakistan (2009), the achievement or success of any educational institutes directly related with the strength and capabilities of their teachers because development of our younger generation is in the hands of teachers. They have an ability to shape an attitude and behavior of their students through their own way of teaching. In educational point of view, teaching is considered as one of the most significant contributing factors of student's development. Therefore, teachers act as dominant part of any instructive structure and can make or break the structure of educational institutes. In this matter, the role of teachers' self-efficacy play a significant role because teachers' self-efficacy is supposed to be accompanying through instruction applications and considered as the central part of teaching learning process. Therefore, the belief of teachers concerning with their practices, behavior and procedures that are rewarded and supported in their workplace produced

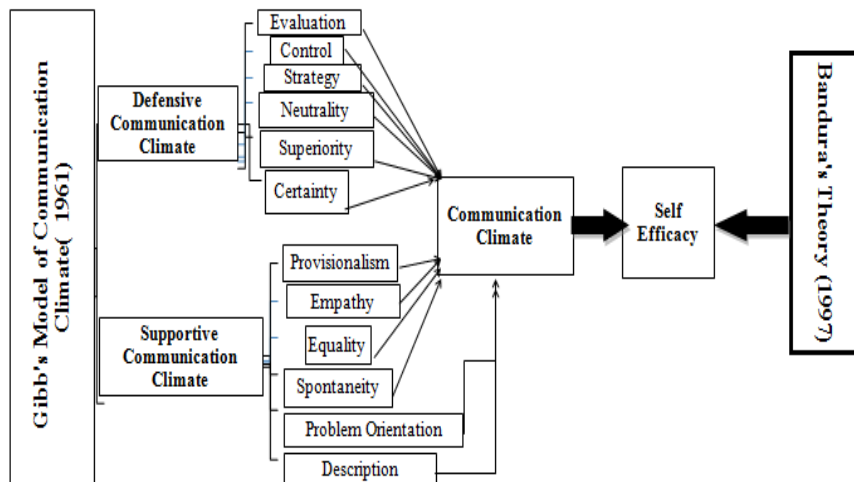
an interactional climate that is called communication climate (Beck, 1999; Chang & Hu, 2017; Wood, 2008). It is significant to apprehend all prospective aspects of persuading managerial communication climate and self-efficacy because low level of self-efficacy of teachers have been accompanying with low communication and vice versa. Quite a lot of investigations have been revealed that conversational environment among workforces produced at diverse level and in the same way teachers play a significant contributing factor in impacting the comfort, accomplishment and smooth running of their foundations of teaching learning process in any educational organization (Abukari & Corner, 2010; Ame, 1992; Chang & Hu, 2017). In conclusion, the curiosity of investigators in communication that emerges inside the institute is still a target to investigate with different aspects of communication because a small number of investigations have been carried out to explore the association between communication climate and self-efficacy of the teachers at higher educational level in Pakistan. That's why current study relatively examined the communication climate and self-efficacy of teachers in both public and private universities of Islamabad.

The objectives of the study were:

1. To explore the teachers' opinions regarding communication climate at university level.
2. To assess the level of self-efficacy among teachers at university level.
3. To explore the relationship between communication climate and self-efficacy of the teachers at university level.

### **Theoretical framework**

Current exploration was related with model of communication climate by Gibb in 1961. Gibb identified six dichotomies that affect the communication climate. Social cognitive theory developed by Bandura (1997) was also used. Given below flowchart was labeled as the theoretical framework of this study in which communication climate and self-efficacy of the teachers were consider as the main variable of the study. As it was shown in the flowchart that the concept of communication climate was extracted from the Gibb's model of communication climate which was divided into two broader terms likes "defensive communication climate" and "supportive communication climate". Similarly, both types of communication climate contained further six categories of interaction through which a supportive and defensive attitude will produced among the workforce of any educational organization. These six divergences of communication climate were considered as the pillar of individual interaction.



*Figure.1 Theoretical Framework of Comparative Analysis of Communication Climate and Self-Efficacy of the Teachers*

## Literature Review

### Gibb Model of Communication Climate

The model of communication climate came out through the research work of Jack Gibb in 1961 (Hunt & Ivergard, 2007; Momeni, 2009). He described that communication climate is made up of two types of individual interactions such as defensive and supportive interaction within an organization (Chang & Hu, 2017; Seth Heald, 2017; Susan Hosford, 2016). The supportive environment inspires simplicity while the message progression is controlled through defensive environment (Beck, 1999; Seth Heald, 2017; Susan Hosford, 2016). According to him, a self-protective atmosphere of the individuals frighten the observer and inhibited of the audiophile (Hunt & Ivergard, 2007; Momeni, 2009; Seth Heald, 2017; Susan Hosford, 2016). In this category of communication, the audiophile hardly perceives the communication and misleads the system of belief and intentions of the audiophiles (Momeni, 2009; Syed Ahmad Raza, 2010). It was also defined as self-protective interaction of individuals in which their messages encompass a self-perceived imperfection and an occurrence by alternative individual those emphases on the imperfection (Beck, 1999; Chang & Hu, 2017). In distinction to apologetic environment, sympathetic interaction permits individuals to openly present their philosophies (Beck, 1999; Momeni, 2009). In this atmosphere of support, individual's texture treasured and acknowledged individual interaction (Chang & Hu, 2017; Seth Heald, 2017; Susan Hosford, 2016). Similarly, they amenably present their thoughts and it is the administrator who inaugurates compassionate environment by

immediate positive feedback (Beck, 1999; Beebe et al., 2007; Hunt & Ivergard, 2007; Momeni, 2009). Gibbs (1961) branded six contradictions that distress the communication environment. These contradictions demonstrate the attitude or message styles of administrators which are directly linked with the interaction of administrator and workforces (Beck, 1999; Seth Heald, 2017; Susan Hosford, 2016). Both supportive and defensive climate are divided in following way;

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Supportive climate	Defensive Climate
1. Description	1. Evaluation
2. Problem Orientations	2. Control
3. Spontaneity	3. Strategy
4. Empathy	4. Neutrality
5. Equality	5. Superiority
6. Provisionalism	6. Certainty

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**Source:** Jack R. Gibb, (1961) Defensive Communication, Journal of Communication, XI, hal.143

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According to Gibb's model of communication climate, those individuals who are involved in supportive communication ` climate has following characteristics;

- They are non-judgmental and describe events in terms of what they see and/or hear. They say what they perceive and feel and avoid the use of terms like good or bad.
- They offer suggestions rather than prescriptions for change.
- They work in collaboration with others through defining and solving problems together. They are straight forward.
- They are no hidden agendas because they are not out to *manipulate* or make themselves better. Instead, they are there to help make better whatever is the 'hot issue' at the time. They are truly involved in the session and with others in the process of identifying, respecting, accepting and understanding others. They participate and contribute to the session.
- They work with others with a view to problem solving together. They recognize the contribution and worth of each individual.
- They are open minded to the extent they are willing to explore alternative points of view or plans of action (Gibb, 1988; Hunt & Ivergard, 2007; Momeni, 2009; Seth Heald, 2017; Susan Hosford, 2016).

Similarly, in the case of defensive communication climate, individuals have following characteristics;

- They pass judgments either in the form of criticizing or blaming or alternatively praising. If someone is trying to use a crib sheet against which to assess standards then they have question about the value of the crib sheet if they don't meet the mark.
- They exert their opinions and tell others what to do, what to feel or what to think.
- They are manipulative and have their own hidden intentions. For instance, they may want to only tackle their learning agenda or alternatively want to make themselves look better.
- They're indifferent; remain detached from the session, the discussion and others. They remain aloof.
- They arouse the feelings of inadequacy in others and don't recognize their worth. They feel they know it all and are superior to the rest (and will communicate this verbally and/or non-verbally).
- They resist considering other points of view and are certain they themselves are on the 'right' path. They don't particularly engage in problem solving – but more interested in getting their view across (Gibb, 1988; Hunt & Ivergard, 2007; Momeni, 2009; Seth Heald, 2017; Susan Hosford, 2016).

Therefore, individual interaction is accountable for connecting individuals to accomplish collective goal lines in the progression of working (Chang & Hu, 2017; Seth Heald, 2017; Susan Hosford, 2016; Weihrich and Koontz, 1993). An investigator stressed in relative to self-governing place of work and absorbed forthcoming association between participative pronouncement production, directness, reliance and supportiveness of the individual (Cheney, 1995; Seth Heald, 2017; Susan Hosford, 2016).

#### **Social Cognitive Philosophy**

The philosophies of individuals have a significant effect on the implementation of mechanism and peculiar involvements of the individuals within any activity (Klusmann, Kunter, Trautwein, Lüdtke & Baumert, 2008; Smith et al., 2005). In such situation personages are interacted over and done with the cooperation of procedure and outputs of their peculiar atmospheres within a public organization (Scheerens, 2010; Seth Heald, 2017; Susan Hosford, 2016). These forms of social interactions of the individuals were executed through the work of Bandura who delivered an interpretation of humanistic behaviour in the form social cognitive theory (Pajares, 1992; Shockley-Zalabak, 2002; Scott Paynton, Lance Lippert and Laura Hahn, 2012; Subramanian, 2006). Bandura (1986) explained it as that over and done with the progression of self-reflection; personages are capable to appraise their

proficiencies and believed in their progressions (Shockley-Zalabak, 2002; Scott T. Paynton, Lance Lippert and Laura K. Hahn, 2012; Subramanian, 2006). A researcher introduced a philosophy that was known as social cognitive theory in which he defined the concept of self-efficacy in following way;

- Entities hold a self-organization that empowers them to use a degree of rheostat in excess of their feeling, emotional state, inspiration and whereabouts something (Ame, 1992; Bandura, 1986; Ghesemi&Hashemi, 2011).
- A self –classification of available form of reference tools of individual’s strength and a set of sub-meanings of identification, adaptable and estimating comportment (Seth Heald, 2017; Susan Hosford, 2016). It has a significant effect on the interaction between the structure and conservational foundations of encouragement (Bandura, 1986; Bouffard-Bouchard, 1990).
- A self-controlling purpose of personages’ proficiency that impact on their peculiar intellectual progressions and whereabouts that produced a modify structure of their atmospheres (Bandura, 1986; Ross, Hogaboam-Gray and Hannay, 2001).

It means that through this theory of social interaction, individuals’ self-efficacy was consider as the critical component of an individual because they were applied it within their desired tasks or activity of work (Shockley-Zalabak, 2002; Scott T. Paynton, Lance Lippert and Laura K. Hahn, 2012; Subramanian, 2006). Therefore, through this theory we understand in what way individuals take the meaning of significant effect of their particular performance and undertakings that notify and modifies through their atmospheres and their self-philosophies (Momeni, 2009;Pajares and Valiante, 1997).

#### **Relationship between Communication Climate and Self-Efficacy**

A relationship between communication climate and self-efficacy has been point out through previous studies regarding communication climate and self-efficacy in this section. The concept of human motivation and McClelland-Atkinson’s philosophy of motivation were used to build a concept of individual interaction in any organization (Bandura, 1994; Christin Proctor, 2014; Feleica Spicer, 2016). It was explained as that organizational environment acts as the set of measureable process of work atmosphere that is directly or indirectly related with the behaviors of workforces who are consider as the basic contributing factors of communication climate (Christin Proctor, 2014; TenaVersland& Joanne Erickson, 2017). These factors are responsible for the development of actual behavior of their organization (Brown & Brooks, 2002; Chang & Hu, 2017). Organizational environment is an

expression of the administration's philosophy now-a-days (Chang & Hu, 2017; Seth Heald, 2017; Sowpow, 2006; Susan Hosford, 2016). It bonds with the techniques of personnel that brand a suitable atmosphere of communication (Christin Proctor, 2014; Feleica Spicer, 2016; TenaVersland& Joanne Erickson, 2017). As it was observed that we are instinctive in administrations, cultured by officialdoms, and maximum of us devote considerably of our lives to our establishments (Christin Proctor, 2014; Feleica Spicer, 2016). Basically the nature of administrations influence on each characteristic of our lives (Christin Proctor, 2014; Deetz, 1994; Feleica Spicer, 2016; TenaVersland& Joanne Erickson, 2017). It can be said that we consolidate and organized ourselves to attain what we cannot undertake independently while within an organization we proceeds our work over and done with communication (Goldhaber, 1993; Feleica Spicer, 2016; Susan Hosford& O'Sullivan Siobhan, 2015). That's why establishments are actually formed through social interaction that is dependent on communication and execute with particular gradation of efficacy (Chang & Hu, 2017; Seth Heald, 2017; Susan Hosford, 2016). Various studies on the social cognitive theory are responsible for a number of propositions that can be pragmatic in nature in the life of human (Susan Hosford& O'Sullivan Siobhan, 2015; TenaVersland& Joanne Erickson, 2017). Both these concepts have various advantages in the teaching learning environment which are following;

- Both theories of self-efficacy and communication climate hand-me-down in almost every form of work atmosphere with several demographic of personages (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008).
- Both philosophies can be pragmatic in nature and it is an elementary practice or obvious to an administrator's management style (Ame, 1992; Bouffard-Bouchard, 1990; Pajares and Valiante, 1997)
- Both theories are economical manageable and it can be used through an external as well as personnel level of individuals (Ross, Hogaboam-Gray and Hannay, 2001).

It was not enough because it was not considered as worthy or important component of their succeeding achievements (Ame, 1992, Pajares, 1992). These philosophies through which they grasp about their competencies strongly impact on the behavior of working (Ghesemi&Hashemi, 2011; Feleica Spicer, 2016; Susan Hosford& O'Sullivan Siobhan, 2015). As a result, by what means individuals work is negotiated through their philosophies and their competencies and it can be frequently enhanced or predicted through their self-efficacy (Subramanian, 2006; Susan Hosford& O'Sullivan Siobhan, 2015). It has



a significant effect on their aforementioned enactments (Ross, Hogaboam-Gray and Hannay, 2001). It cannot be said that people can undertake responsibilities beyond their competencies only by having self-efficacy that they can complete it (Ghesemi&Hashemi, 2011; Ross, Hogaboam-Gray and Hannay, 2001). On the other hand, knowledgeable working communities required a smooth balance among individual's self-beliefs, crazy skills of working and awareness about different things (Ghesemi&Hashemi, 2011; Pintrich&Schunk, 1995; Ross, Hogaboam-Gray and Hannay, 2001). Relatively, it precedes that self-insight of individual's proficiency support in determining the order of thinking of personages about their social contact (Ghesemi&Hashemi, 2011; Ross, Hogaboam-Gray and Hannay, 2001; Scheerens, 2010; Susan Hosford& O'Sullivan Siobhan, 2015).

Further essential, self-effectiveness of the individual represented as a life-threatening or determining factor in what way successful social contact and proficiency are assimilated in the principal place of working (Ghesemi&Hashemi, 2011; Chang & Hu, 2017; Hoy, 1996; Hunt & Ivergard, 2007; Momeni, 2009; Pajares, 1992). The progression of generating and expending this self-awareness is an intuitive process through which personages participate in any activity of their respective organization (Chang & Hu, 2017; Hunt & Ivergard, 2007; Momeni, 2009). They understand the meaning of their whereabouts and practice through self-efficacy (Ghesemi&Hashemi, 2011; Ross, Hogaboam-Gray and Hannay, 2001; Hackett, 1995; Scheerens, 2010). It helps to engross their succeeding comportments and conduct with respect to their personality and surroundings (Bouffard Bouchard, 1990; Klusmann, Kunter, Trautwein, Lüdtke&Baumert, 2008). Therefore, numerous investigators had recommended a novel indication that was interpreted and related with succeeding comportment of the individuals in the form of communication climate (Bouffard Bouchard, 1990).

In the same way, the self-opinions of personages practice a degree of control over the critical situation at their working place (Feleica Spicer, 2016; Susan Hosford& O'Sullivan Siobhan, 2015). Individual always take account their self-efficacy opinions that was defined as the beliefs of one's proficiency which helps to shape and achieve the progressions of achievement (Chacon, 2005; Hoy, 1996; Smith & Lev-Ari, 2005). It also brings out a forthcoming state of affairs (Bandura, 1997; Feleica Spicer, 2016). Similarly, the self-usefulness opinions are fretful with personages' professed competencies that create a domino effect over the accomplished or nominated categories of enactment (Subramanian, 2006; Susan Hosford& O'Sullivan Siobhan, 2015). It fluctuated or associated with the beginnings of peculiar know-

how and practices the fundamental paradigms of other philosophies communication climate (Ross, Hogaboam-Gray and Hannay, 2001). Self-efficacy decisions are act as the supplementary chore and condition because it is circumstantial in the case of communication climate (Ghesemi&Hashemi, 2011). It can be understood as that personages brand to practice their conclusions in orientation to particular category of their goals of life (Subramanian, 2006; Susan Hosford& O'Sullivan Siobhan, 2015). Through this way of thinking, the nature of self-effectiveness principles may be beneficial to enlighten in what way they are assimilated, by what means they impact on the motivational and self-controlling progression and in what manner they are different from comparable or interrelated originations of communication climate (Ame, 1992; Chang & Hu, 2017).

Through the understanding of self-efficacy application and usefulness opinions can be transformed through the specific state of affairs and undertaking or a personage's preceding understanding (Ghesemi&Hashemi, 2011; Seth Heald, 2017; Susan Hosford, 2016). It can be considered as eye-catching property of administration (Chang & Hu, 2017). It can be functional because through this concept, administrator can hold any type of individual who possessed different personality traits (Bandura, 1982). The concept of enthusiasm and performance of the individuals will boost over and done with accumulative self-efficacy of workforces (Chang & Hu, 2017; Seth Heald, 2017). Similarly, it was suggested by the self-efficacy theory because motivation and strong individual interaction are determined by how efficacious individuals have confidence in themselves and these concepts can produced this rudimentary awareness in areas of social cognition of the individual (Susan Hosford& O'Sullivan Siobhan, 2015). The communication climate of any organization can progress and develop self-efficacy dogmas in their personnel by concentrating on the four principal foundations of self-efficacy because these foundations are extremely useful in the workplace (Subramanian, 2006; Susan Hosford& O'Sullivan Siobhan, 2015). The enactment consequences, mediated understandings, oral persuading and demonstrative provocation can expand underling's determination, perseverance, goal setting and presentation on specific responsibilities over and done with the utilization of these sources of self-efficacy (Chang & Hu, 2017). Oral encouragement can be used by presenting recommendation for an employment well done or by humanitarian constructive response on an obvious task (Paige Kindley Lacks, 2016). Verbal inducement can be hand-me-down at whichever time and demands for the development of employee within an organization without any exertion (Susan Hosford,

2016). The assumptions of Bandura's work (1982) can be categorized into three ways and these three ways of application are directly or indirectly linked with communication climate (Christin Proctor, 2014; Feleica Spicer, 2016; Paige Kindley Lacks, 2016). There are following ways;

- Employees choose their goals that are related to their self-efficacy.
- Self-efficacy influences on the learning as well as the determination that personnel put forth on the employment.
- Self-usefulness will impact on the perseverance through which an individual will endeavor to acquire a novel and challenging undertaking (Ghesemi&Hashemi, 2011; Ross, Hogaboam-Gray and Hannay, 2001).

These applications can be understood as when an underling observed supportive environment within an organization then he/she has high self-efficacy through which they are more prospective to work tougher (Ghesemi&Hashemi, 2011). They can also acquire an innovative undertaking through which they are self-possessed in their capabilities than those individuals who have low self-efficacy in an organization (Ame, 1992). Similarly, personnel with low level of self-efficacy are further probable to set inferior goals for themselves than workforces with advanced self-efficacy (Paige Kindley Lacks, 2016). Within supportive communication climate, employees who have high self-efficacy are supposed to be more self-reliant in following situations;

- They will keep it up in their exertions when teaching of a new task has been carried out.
- They can handle a problematic issue of learning
- They controlled their performance issue within their respective organization (Ghesemi&Hashemi, 2011).

Therefore, through support of the applicability of supportive communication climate, the concept of self-efficacy has been recognized by abundant revisions that accomplished with different organizational backgrounds (Chang & Hu, 2017). A pragmatic association between communication climate and self-efficacy level of individuals can be achieved through speculative enactment and accomplishment of the individuals (Ghesemi&Hashemi, 2011; Feleica Spicer, 2016). It has been practically protected through the numerous investigations on self-efficacy philosophies in hypothetical backgrounds that have been carried out in the last two decades and these act as prosperous theories of self-development (Ame, 1992). At the present time, different recommendations will support in determining the relationship between communication climate and self-efficacy along with new directions and

approaches that will be related to real-world situations and speculative discernments of the individuals that are following;

- Specificity of individual self-efficacy and communication climate (Ame, 1992; Chang & Hu, 2017; Christin Proctor, 2014).
- Supportive communication climate and generality of self-efficacy (Pajares and Valiante, 1997; Paige Kindley Lacks, 2016).
- Defensive communication climate and power or precision of personal effectiveness (Ghesemi&Hashemi, 2011; Feleica Spicer, 2016; Smith et al., 2005).
- Communication climate and locating foundations of personal effectiveness (Susan Hosford& O'Sullivan Siobhan, 2015).
- Nature of communication climate and causal predominance of self-efficacy (Bouffard-Bouchard, 1990; Christin Proctor, 2014; Feleica Spicer, 2016).
- Refining of teacher efficacy and communication climate (Ame, 1992; TenaVersland& Joanne Erickson, 2017).
- Communication climate and collective efficacy (Ross, Hogaboam-Gray and Hannay, 2001).

The category of valuation quantified by the philosophies and inquiries that have revealed with exclusive conclusions of proficiency and a recovering predictor of interrelated enactments of the individuals and further indiscriminate decisions guessed with such assessments that are applicably and handled within their respective communication climate (Bandura, 1997). As a result, the purposes of a reconsideration of growth prediction of high self-efficacy were supported through the indiscriminating exploration or interrogations that ought to be communicated with an eye of computing communication climate of any organization (TenaVersland& Joanne Erickson, 2017). It is appropriate and beneficial that is correspondingly improves through the communication between self-efficacy and standards variables of the self-development of the individuals (TenaVersland& Joanne Erickson, 2017). The real-world effectiveness of the individual excessively achieve by creating tolerance and supportive communication climate within an organization (Christin Proctor, 2014; Feleica Spicer, 2016). On the other hand, it is conceivable that it is not possible to enhance the specificity of self-efficacy of the individual through communication climate (TenaVersland& Joanne Erickson, 2017). Various investigators reprovved that ground specificity of education of the individual that ought to be getting the wrong idea about a life-threatening situational specificity which moderates usefulness valuation of individual at educational setting of the individuals is produced through defensive attitude of the individuals (Ame, 1992; Chang & Hu, 2017; Christin Proctor, 2014;

Ghesemi&Hashemi, 2011; Feleica Spicer, 2016). It can ascertain advantageous in the case of research ground as problem-solving and assessment that implements through the teachers and psycho therapists with information regarding students' temperaments during teaching learning process is possible when teachers work in supportive communication climate (Ghesemi&Hashemi, 2011). The research interrogation should edict about the applicable level of communication climate and self-efficacy that restrained at various levels of specificity is related with the type of communication climate (Seth Heald, 2017; Susan Hosford, 2016; TenaVersland& Joanne Erickson, 2017). By reducing stress and encouraging operative working situations through various grounds of self-efficacy can enhanced generalizable managing skills of work in the educational context (Chang & Hu, 2017; Christin Proctor, 2014). Finally, an amplified determination and perseverance result in speculative development and superior understanding in arithmetic area; it is to be expected that analogous acquaintances may be completed with other theme areas in teaching learning process (Bandura, 1997; Chang & Hu, 2017; Christin Proctor, 2014; Ghesemi&Hashemi, 2011). In the same way, through the pragmatic exploration that would support in tracing the beginning of self-beliefs as well as their conceivable inter-connections within organizational communication climate (Seth Heald, 2017; TenaVersland& Joanne Erickson, 2017). It assumed a state of affairs that underneath with the decisions of the proficiency of the individual that ought to generalize across wide-ranging happenings and spheres of learning (Chang & Hu, 2017; Seth Heald, 2017; Susan Hosford, 2016). These are responsible for rich occasion for the expansion of constructive self-efficacy of the individuals (Ross, Hogaboam-Gray and Hannay, 2001). Because apprentices have phenomenal energy in transferring a specific line of attack and they required innumerable categories of acquaintance across the theoretical dominions within their specific communication climate (Ame, 1992; Bouffard-Bouchard, 1990;TenaVersland& Joanne Erickson, 2017). It means the nature of communication climate is directly associated with the self-efficacy of the individual.

On the other hand, there were particular indications that exhibited efficacy beliefs which take a broad view along with the communication climate of any educational organization (TenaVersland& Joanne Erickson, 2017). Simiarly, Bandura also recommended the same thought in his theory of social cognitive theory about the individual interaction and their belief system (TenaVersland& Joanne Erickson, 2017). Such philosophies that guide these perceptive progressions may further straightforwardly portable and it is conceivable only when the use

of strategies or information meanings is straightforwardly handover from one situation to another situation of the individuals (Ghesemi&Hashemi, 2011; TenaVersland& Joanne Erickson, 2017). It can be said that cognitive and knowledge-based tools are mandatory to boom out an action that make an educational individual interaction which came out from one task to another greater difficulty of learning within an organization(Klusmann, Kunter, Trautwein, Lüdtke, &Baumert, 2008; TenaVersland& Joanne Erickson, 2017). Other inspiration hypotheses came out from those studies that would inform theoretical arguments among above mentioned variables and formed a proper communication climate in any educational organization (TenaVersland& Joanne Erickson, 2017). These experiential consequences verified that the effectiveness of beliefs take a broad view through communication domains which produced a strong impact on the comparable intellectual sub-skills or strong self-regulatory efficacy that ought to aid enactment in wide-ranging grounds of self-efficacy (Chang & Hu, 2017; Seth Heald, 2017).

A philosophy such as mastery understanding, mediated know-how, oral encouragements and functional catalogues as well as foremost indicants within every foundation was directly linked with individual's interaction (TenaVersland& Joanne Erickson, 2017). It can be said that the role of temperament engage with recreation of the individuals that came out through their hard work and mastery understandings (Chang & Hu, 2017; Ghesemi&Hashemi, 2011). Similarly, the fluctuating inspiration of the mediated know-how provided by altered representations of individual's communication that and impact on the oral inducements (Ross, Hogaboam-Gray and Hannay, 2001). All the above sources have been reconnoitered and corroborated although a number of others still need to be tested (Seth Heald, 2017; Susan Hosford, 2016). Some superior understandings industrialized other sources of self-efficacy that are still under investigation by different researchers. They also need to scrutinize in what way information from these altered foundations are assimilated with the foundation of efficacy conclusions (Ghesemi&Hashemi, 2011). There are two main issues of communication climate highlighted by different researchers which were related with the found sources of self-efficacy and those are following;

- By what means mediated familiarities and open encouragements have emotional impact on the construction and improvement of speculative self-efficacy (TenaVersland& Joanne Erickson, 2017).
- In what manner imprecise self-discernments are industrialized and why they can persevere even in the face of consequent realizations

and durable enactment accomplishments (TenaVersland& Joanne Erickson, 2017).

Individuals cannot achieve rewards beyond their proficiencies by merely having faith in themselves (Ghesemi&Hashemi, 2011). Their philosophies came out by their in-house rules and by their interpersonal relationship through which they decide their determination, perseverance and bravery (TenaVersland& Joanne Erickson, 2017). These possessions are commonly evaluated through following approaches;

- Direct observation rather than individual's self-reports (Bouffard-Bouchard, 1990).
- The additional is related to increase the practice of investigational procedures so as to operate foundations and a possession of individual's self-efficacy and his/her communication climate (Bouffard-Bouchard, 1990; TenaVersland& Joanne Erickson, 2017).

Therefore, the conception of communication climate has been appointed predominantly over and done respondents' insights about the communicative behaviour and attitude in the direction of communications climate of their respective organization (Chang & Hu, 2017). In the same way, any educational institute, whether it is a profit constructing or a social provision institute desires to pattern an atmosphere which would expedite operative communication in the consolidating profession that is associated with the self-efficacy of the individual (Chang & Hu, 2017, Seth heald, 2017). These authoritative characteristics of an association are the ability to interconnect the characters, prospect, goals and vision of the administrative system and the belief system of the individuals (Seth Heald, 2017; TenaVersland& Joanne Erickson, 2017). This continuing supposition is that the healthier the communications assistances, the healthier the aftermaths for both the member of staff and the institute (Chang & Hu, 2017, Seth heald, 2017). Thus the applications of communication may be varied and can be able to enhance the conversational comportment or environment in work associated accomplishments of any organization (Chang &Hu, 2017). Managerial environment has been acknowledged as a life-threatening constituent between the adherents of an institute (Ame, 1992). Administrative communication climate has been considered distinctly from managerial environment because it has progressively turned out effective communication among the individuals and produced an operative association between the workforces of an organization (TenaVersland& Joanne Erickson, 2017). It has numerous significant educational outcomes that ultimately shape the academic proficiencies (Beck, 1999; Wood, 2008). In the educational context of communication climate, teachers develop an environment of communication along with

students, parents, co-workers and administrators in any educational organization (TenaVersland& Joanne Erickson, 2017). So, teachers with a sense of less effectiveness have a habit of holding a protective alignment that precedes a doubtful interpretation of apprentices' impetus, emphasizes inflexible mechanism of teaching space comportment (Seth Heald, 2017; TenaVersland& Joanne Erickson, 2017). They depend on outdoor encouragements and destructive authorizations to acquire apprentices' success within their controlled environment of teaching (TenaVersland& Joanne Erickson, 2017). Personal effectiveness of the teachers is related with different aspect of students in their teaching learning process such as;

- Mastery experiences of students will be enhanced through those teachers who have high degree of efficacy whereas teachers with low instructional effectiveness reduce apprentices' intellectual progress (Chang & Hu, 2017, Seth heald, 2017; TenaVersland& Joanne Erickson, 2017).

- Learner accomplishment and apprentices' success philosophies across innumerable extents and echelons also imagines through the degree of teachers' personal effectiveness (Chang& Hu, 2017)

If the communication climate of any educational institute is supportive then both instructional applies and apprentices' philosophies are directly linked or influenced by self-efficacy of the teachers. Therefore, there is prerequisite to determine supplementary associates of teacher effectiveness as well as to apprehend by what means these dogmas impact on other didactic upshot variables (Ame, 1992). In further most revisions, instructors' logic of effectiveness has principally been measured with two aspects which were following:

- Logic of peculiar instruction usefulness
- Logic of instruction effectiveness (Ghesemi&Hashemi, 2011)

Teachers' potentials can impact on the student learning (Chang & Hu, 2017). These two influences resemble not to a peculiar as opposed to a wide-ranging teaching effectiveness alignment but as an alternative to an in-house competition with marginal individuality (Chang & Hu, 2017; Seth Heald, 2017). Such procedures of instructor effectiveness are impervious to framework and may abate the authentic impact of instructors' philosophies on instructional applies (Seth heald, 2017; TenaVersland& Joanne Erickson, 2017). It was noted that when apprentice conclusions were associated with the Bandura's (1986) restraints then evaluation of teachers should be conducted on the basis of communication of certainty and standards of instruction (Ghesemi&Hashemi, 2011; Seth Heald, 2017). It can be easily justified in the case of supportive communication climate (Chang & Hu, 2017;



Seth Heald, 2017). In the same way when students' expectations were constant with Bandura's strategies then investigators in this extent have a duty to attempt or to evaluate the instructor philosophies that resemble to the conditions of attentiveness of the individual (Ghesemi&Hashemi, 2011; Seth Heald, 2017). It means the nature of communication climate effect on the assessment or evaluation of teachers and students in the context of their particular learning environment (Ame, 1992).

A group's mutual credibility in its proficiency to conquer their goals and undertake anticipated responsibilities is called collective efficacy (Ghesemi&Hashemi, 2011). It means self-assurance act as a strange and a joint paradigm of individual's interaction that combined structures such as teaching space, groups of instructors, institutes and institute areas that improve a wisdom of mutual effectiveness of the individuals within their specific working conditions (Pajares and Valiante, 1997). It was delivered as a treasured comprehension through the work of Bandura (1986). Apprentices, instructors, and conservatory bureaucrats function mutually as well as independently work together (Seth Heald, 2017). As a consequence, universities progress cooperative philosophies about the proficiency of their apprentices to acquire, effective ways of communication and to increase the strength of their learners (Seth Heald, 2017; TenaVersland& Joanne Erickson, 2017). Through this technique of interaction, managers and representatives of any organization generated a positive atmosphere that encourages their individuals towards their responsibilities within their specific working situations (Bouffard-Bouchard, 1990; Pajares and Valiante, 1997). Universities with a robust sense of cooperative usefulness workout authorizing and stimulating encouragements on their components and these possessions are profound and people directly pronounced the universities' environment or atmosphere as operative institutes (TenaVersland& Joanne Erickson, 2017). The impact of apprentices' socioeconomic reputation, previous academic accomplishment and instructors' stability on the theoretical attainment of apprentices in numerous intermediate institutes arbitrated as cooperative effectiveness (Susan Hosford, 2016). The mutual effectiveness of instructors is interrelated to peculiar instruction efficiency and the institute management that recommends the confirmation of this association positively (Ame,1992).

Therefore, the concept of personal effectiveness in the form of self-efficacy can be summarized in this way that it was a co-operative and peculiar interference of the individuals (Ame, 1992). It was directly linked with respective environment of interaction (Seth Heald, 2017). The most relevant philosophy with this concept was social cognitive theory of Bandura that is directly or indirectly associated with the Gibb's model of

communication climate (Chang & Hu, 2017; Seth Heald, 2017). This mutual reasoning approach of the individual contained various principles of personal effectiveness of the individual that is not only associated with their enlightening consequences but also directly related with every aspect of their lives (Chang & Hu, 2017; Seth Heald, 2017; TenaVersland& Joanne Erickson, 2017). That's why this thinking approach of individual is also called an inspirational paradigm of an individual (Pajares and Valiante, 1997). It has four basic pillars in the form of commanding nature of the individual, mediated understandings, voiced inducements and functional circumstances (Ghesemi&Hashemi, 2011; TenaVersland& Joanne Erickson, 2017). The whole work of previous researches about the personal effectiveness focused over the cooperative effort of the individuals that increase individual's adeptness within their respective working environment (Seth Heald, 2017; Susan Hosford, 2016). It can be understood as that individual's peculiar beliefs about themselves have notable role in their improvement because it provides a direction of aim leaning behavior along with their temperament (TenaVersland& Joanne Erickson, 2017). Therefore, it is concluded as that communication climate is developed by individuals' defensive and supportive attitude within their organization and this type of attitude of the individuals are directly related with their belief system. So, it can be said that both these concepts are directly related with each-others.

#### **Methodology/Materials**

##### **Research Design**

Teachers' opinions about communication climate and self-efficacy of university were tested through quantitative way of investigation and the distinguishing features of target population being tested through descriptive design of research. That's why survey was accompanied through questionnaire in this study. There are 19 public and private universities of Islamabad and these universities contained 9660 faculty members while in this research work, 10 public and private universities of Islamabad were considered as the targeted populations on the basis of delimited disciplines (social sciences, art and humanities, management sciences) in this study that contained 6512 faculty members. The size of sample was 508 in which 56% male and 44% female teachers were taken as the sample.

##### **Description of Communication Climate Instrument**

Communication climate questionnaire developed by researcher by keeping in view the objectives of study. This questionnaire was developed after a thorough study of literature. Its parts were used in different articles and extracted through the work of Gibb in 1961. He originated a replica about the communication climate and explained it in

this way that it has two forms like supportive and defensive communication climate. Each form of communication climate contained six dimensions of individual interaction. He described the concept of supportive and defensive communication environment through its characteristics like when an individual having an attitude of explanation, provisionalism, superiority, openness, spontaneity and tricky alignment within their interaction then they mostly practice supportive behavior at their working place. However when individual having an attitude of following mechanism, assessment, tactic, dominance, neutrality, and certainty then they mostly practice defensive way of interaction within their respect organization.

Therefore, both concepts of communication climate were used in research instrument in this way that negatively constructed statements of the instrument explained the defensive attitude of the individual which were 26 in numbers. First 21 statements about defensive communication climate were reversely coded during data analysis expect statement number 2, 3, 4 and 5. Positively constructed statements of the questionnaire explained the supportive attitude of the individual within their respective communication atmosphere. These are 18 in number in which only 27<sup>th</sup> statement was reversely coded because it was negatively constructed. Both positive and negative statements about the individuals' interaction were combined into a single instrument that was called questionnaire of communication climate. This questionnaire consists of 44 statements. Through these 44 statements were used to measure the perception of university teachers about communication climate.

#### **Description of Self-Efficacy Instrument**

An instrument of self-efficacy of the teachers was developed by Ralf Schwarzer in 1999. This standardized questionnaire was freely available on the net while researcher had taken proper permission from the developer through email. This questionnaire contained ten items which were divided into three sub-scales such as job accomplishment, social interactions and job skills. These three dimensions of self-efficacy merged into a single research instrument. Selected participant express their opinions through "5-point Likert" that extend from "Never True" to "Always true".

Before its usage for data collection, questionnaires were collected from a small sample of 25 male & female university teachers. For evaluating the consistency of the questionnaires, pilot testing was conducted.

**Table .1: Reliability According to Dimensions of Communication Climate**

Dimensions of Communication Climate	Cronbach's Alpha
1. Defensive Communication Climate	.736
Evaluation	.656
Control	.659
Strategy	.882
Neutrality	.554
Superiority	.507
Certainty	.831
2. Supportive Communication Climate	.766
Provisionalism	.667
Empathy	.781
Equality	.576
Spontaneity	.725
Problem Orientation	.516
Description	.806

Table.1 shows Reliability of supportive (.766) and defensive communication climate (.736) were divided into twelve characteristics and their reliability values were found that .656 for evaluation; .659 for control; .882 for strategy; .554 for neutrality; .507 for superiority; .831 for certainty; .667 for provisionalism; .781 for empathy; .576 for equality; .725 for spontaneity; .516 for problem orientation and .806 for description. These twelve characteristics were found reliable for testing.

**Table 2: Reliability According to the Dimensions of Self-Efficacy of Teachers**

No	Dimensions of Self-Efficacy	Cronbach's Alpha
1	Job Accomplishment	.631
2	Skill Developments	.604
3	Social Interactions	.789

Table.2 shows that all the elements of self-efficacy of teachers were included into three dimensions in which job accomplishment was .631; skill development which was .604 and social interactions were .789. Each dimension of self-efficacy contained three statements except job accomplishment that was measured through four statements over and done with a questionnaire of self efficacy.

**Data Analysis**

When data from different universities were received then it were scored and entered in computer. Data were analyzed through software SPSS and following statistical measures were used to analyze data.

- Teachers' opinions about communication climate and self-efficacy were determined by mean scores
- Association between communication climate and self-efficacy of

teachers was measured by Regression analysis.

**Result and Findings**

**Table 3: Means of Communication climate and Self-Efficacy Factors**

Sr.No	Variables	Means
01	Evaluation	3.1
02	Control	3.3
03	Strategy	2.7
04	Neutrality	3.3
05	Superiority	2.6
06	Certainty	2.0
07	Provisionalism	2.2
08	Empathy	2.0
09	Equality	2.1
10	Spontaneity	2.0
11	Problem Orientation	2.1
12	Description	2.1
13	Job Accomplishment	2.6
14	Skill Developments	2.1
15	Social Interactions	2.1
16	Defensive Communication climate	2.8
17	Supportive Communication Climate	2.1
18	Self-Efficacy of Teachers	2.1

Table.3 shows means of sub-scales of communication climate and self-efficacy of teachers. Mean scores were 3.1 for evaluation; 3.3 for control; 2.7 for strategy; 3.3 for neutrality; 2.6 for superiority; 2.0 for certainty; 2.2 for provisionalism; 2.0 for empathy; 2.1 for equality; 2.0 for spontaneity; 2.1 for problem orientation and 2.1for description as the factors of communication climates while 2.6 for job accomplishment; 2.1 for social interaction and 2.1 for skill development as the factors of self-efficacy.

**Table. 4: Multiple Linear Regressions between Communication Climate and Self-Efficacy of Teachers**

Model	R	R Square	Adjusted R Square	df	F	Sig.
1	.895 <sup>a</sup>	.801	.796	12	165.28	.000 <sup>a</sup>

a) Predictor: Evaluation, control, spontaneity, neutrality, superiority, certainty, provisionalism, problem orientation, description, empathy, equality, Strategy

b) Self-efficacy of the teachers

Table.4 shows R-value that is 0.895 which means that communication climate and self-efficacy of the teachers are highly correlated with each-others.

**Table.5a: Mean Differences of Defensive Communication Climate & Self-Efficacy**

Variables	Mean	B	T	Sig
Evaluation	10.9325	.151	.457	.048
Control	11.2026	-.735	-3.309	.001
Spontaneity	10.7621	-.423	1.837	.067
Neutrality	11.3505	-.063	-.199	.043
Superiority	11.0900	-.141	-.898	.030
Certainty	11.0032	-.045	-.137	.001
Defensive Communication Climate	56.3409	-1.568	5.504	.000
Self-Efficacy	37.8000			

Table.5a shows the mean differences of defensive communication climate along its factors and self-efficacy of the teachers. The mean of defensive communication climate was 56.3409 and self-efficacy was 37.8. B values such as -.735 for control; -.423 for spontaneity; -.063 for neutrality, -.141 for superiority; -.045 for certainty and -1.568 for defensive communication climate, it means defensive communication climate factors (control, spontaneity, neutrality, superiority & certainty) were negatively associated with the self-efficacy of the university teachers except evaluation (B=.151).

**Table.5b: Mean Differences of Supportive Communication Climate & Self-Efficacy**

Variables	Mean	B	T	Sig
Description	6.6	.017	.042	.000
Problem Orientation	6.0	1.007	2.687	.008
Strategy	6.3	.075	.206	.037
Empathy	6.0	.234	1.905	.048
Equality	6.3	.878	2.943	.004
Provisionalism	6.3	-2.249	-7.419	.000
Supportive Communication Climate	37.8	.388	3.456	.001
Self-Efficacy	37.8			

Table.5b shows the mean differences of supportive communication climate along its factors and self-efficacy of the teachers. The mean of supportive communication climate was 37.8 and self-efficacy was 37.8. B values such as .017 for description; 1.007 for problem Orientation; 0.75 for strategy, .234 for empathy; .878 for equality and .388 for supportive communication climate, it means supportive communication climate factors (description, problem orientation, strategy, empathy, & equality) were positively associated with the self-efficacy of the university teachers except provisionalism (B=-2.249).

### **Discussion & Conclusion**

Teachers generally revealed defensives communication instead of supportive communication climate at university level because the means scores showed that respondents were generally agreed with defensive communication climate in the case of assessment, mechanism, tactic, impartiality, dominance and job accomplishment while teachers were hardly agreed with supportive communication climate in the case of certainty, professionalism, understanding, fairness, impulsiveness, tricky alignment and explanation. It was observed through the descriptive analysis of communication climate that teachers mostly expressed defensive behavior when their head of department was in-charge of the situation; evaluate their actions; self-confident; increase his/her own reputation by their work; feel superior to them; cannot admit mistake, permit flexibility on the job and when talking to head. This conclusion was supported through the works of different researchers such as Cahn and Tubbs (1983) who found that defensive attitude of the individual is most common than supportiveness in their respective communication environment; Gibb (1961) found that apologetic conducts are conceded out when an individual senses exposed in the course of communication and when they want to shield him or herself during evaluation process ; Stamp et al., 1992 found that individual usually feel self-protective when criticism arise and relevant to the exact actions of the individuals; Cupach and Messman (1999) originated that correspondent defend the face necessities of others as well as their own; Beck (1999) found that due to the dread of assessment, workforces may sense hesitant and cautious towards their superiors; Beebe et al., 2007 brought into being that individuals those who sense themselves as insignificant member of the organization then they respond adversely; Wood (2007) said that due to the deficiency of affections and considerate behavior of the individuals within an organization caused defensive communication climate; Devito (2008) and Adler et al., 2009 investigated that way of communication and actions in the direction of one another produced defensive attitude and correspondingly Lee (2013) also acknowledged defensive communication between workforce and administrators of an organization.

Similarly, this study found that teachers showed low degree of self-efficacy at university level because the means of skills development and social interactions in the case of self-efficacy were very low. It was also found through the descriptive analysis of self-efficacy that described as that teachers mostly showed strong self-efficacy only when they response to their students; carrying out innovative projects; maintain their composure; capable to address according to students' needs; to cope

with system constraints and have constructive impact on both peculiar and speculative expansion of the learners in the form of their job accomplishment. This finding was supported with the social cognitive theory of Bandura (1997) who found that the self-system of the individual is responsible for allusion utilization and a sub-set for recognizing, adaptable, and appraising comporment.

Third major finding of this study was that communication climate and self-efficacy of the teachers were highly correlated with each-others. The intent of refutation was that the beliefs of individuals about themselves are significant constituent in the application of control and peculiar intervention of their peculiar environs and their social structures of an organization. Similarly, their nature of opinions brand them as filter and stresses over the importance of workers' communications, specifically superiors' assertiveness and comporment in their respective organizational interactions. It was also found that defensive communication climate factors (control, spontaneity, neutrality, superiority & certainty) were negatively associated with the self-efficacy of the university teachers and supportive communication climate factors (description, problem orientation, strategy, empathy, & equality) were positively associated with the self-efficacy of the university teachers because mostly people were hesitant or controlled to share their emotional state and attitudes that would lead to a negative or defensive communication climate. This conclusion was supported with the various works of scholars and researchers such as Bandura, 1997 and Ambreen 2015 who found that defensive communication climate was negatively associated with self-efficacy of the teacher while supportive communication climate was positively associated with the self-efficacy of the teachers.

### **Conclusion**

On the basis of objectives and findings of this study, following conclusions have been drawn;

1. Teachers generally expressed defensives communication instead of supportive communication climate at university level.
2. Teachers generally expressed low degree of self-efficacy at university level.
3. Both communication climate and self-efficacy of the teachers were strongly interconnected with each-others however defensive communication climate was negatively associated with self-efficacy of the teacher while supportive communication climate was positively associated with the self-efficacy of the teachers.



### **Recommendations**

On the basis of conclusions, following recommendations have been revealed;

1. Findings of this study showed that university teachers generally expressed defensive communication climate, so higher authorities may overcome this problem through practicing the basic strategies of supportive environment such as professionalism, empathy, fairness, spontaneity, problem alignment and explanation of the individuals at university level.
2. Administrators as well as academic managers must be trained and motivated to use coping strategies of defensive communication climate through designing of supportive strategies that may help to eliminate or reduce the intensity of defensiveness among teachers in their working environment.
3. Higher management may organize orientations, seminars, regular communication strategies, guidance and counseling services to meet the needs of university teachers, administrators and head of departments or academic managers.
4. Exertions would be engrossed to brand atmosphere of public and private subdivisions of advanced schooling institutes as constructive, encouraging and welcoming because communication co-operations should be strengthen to minimize defensiveness and particularly enhance supportive communication climate at university level.
5. Conclusions of this study showed that university teachers have low degree of self-efficacy, so teacher education program may help to develop self-esteem and self-confidence regarding their profession, social interaction and skill development because teacher efficacy acts as imperative paradigm in instructor training platform and trainer should enhanced this concept among the pre-service and in-service teachers at university level.

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