

Governance and Management Review (GMR)

Vol.4, No. 2, July-Dec 2019

Descriptive Analysis of Teachers' Perception about Supportive and Defensive Communication Climate along with their Self-Efficacy at University Level

Fozia Fatima

fozia.fatima@mail.au.edu.pk

Assistant Professor, Department of Humanities, Education & Psychology, Faculty of Social Sciences, Air University, Islamabad, Pakistan

Sabir Ali

dr_sabir@outlook.com

Lecturer, Department of Educational Development, University of Baltistan, Sakardu, GilgitBaltistan, Pakistan

ABSTRACT

This study was a descriptive analysis of teachers' perception about supportive and defensive communication climate along with their self-efficacy at university level. University teachers of Islamabad who belong to discipline of social sciences, management sciences and art and humanities were targeted as the population of this study. 508 teachers were selected from both public and private universities as a sample through random sampling techniques. Descriptive design was implemented through the use of survey method. One research instrument regarding supportive ($\alpha=.733$) and defensive communication climate ($\alpha=.766$) along with another questionnaire regarding self-efficacy ($\alpha=.792$) were used for data collection. Results showed that university teachers were more self-protective instead of sympathetic and due to this nature

they had low self-efficacy. Similarly, the teachers' perception about their supportive, defensive communication climate and self-efficacy were not affected by their gender, sector and qualification at university level while their marital status, age, teaching experience, teaching posts and disciplines were effect on the teachers' perception about their supportive, defensive communication climate and self-efficacy.

Keywords: Supportive and Defensive Communication, Self-Efficacy, Demographic Factors

Introduction

Effective communication climate for correspondence inside an organization is considered as the strongest mode of collaboration. Communication was really an internal way of data exchange among the people of an association that brought out through the suggested and sudden linkages of the workforces of an association (Beck, 1999). Diverse specialist clarified this point along with the steadiness and protectiveness of the people that is straightforwardly connected with the progression of communication from higher to lower authorities or vice versa (Brown, 2002). An open and clear atmosphere of correspondence called steady correspondence while when transfer of data is blocked in this method for affiliation then it creates protective correspondence inside an association (Raza, 2010).

People are diverse in their abilities through which they support their adequacy while a recognized standard of self-convictions associated with dissimilar spaces of procedures that effect on their social interactions (Ames, 1992). Authority of every territory of humanoid presence can't be the entire thing in any type of communication climate (Heald, 2017). Low efficacy is a key element in anthropological procedures and may affect on other traits of an individual like contributing nature of aspirations, finishing prospects, disturbing emotion, points and goals, experiences and planned social connections (Bandura, 1997). In educational setting, it is observed that every imminent part of inducing administrative correspondence occurs through the self-adequacy of teachers (Versland & Erickson, 2017). A low degree of self-viability of the teachers has been going with low correspondence and the other way around (Raza, 2010). Taking everything into account, the interest of agent in correspondence that rises inside the organization is as yet an objective to examine with various parts of correspondence along with the self-viability of instructors at higher educational level (Paige, 2016).

Quite a lot of prior researches have revealed that a conversational environment among workforces yields a comfortable working environment in an educational organization and encourages the teachers to act as a contributing factor towards educational system of any country (Fatima, 2019). It produces a varied but steady level of accomplishment and consequently, these elements strengthen the foundation of the said institution (Raza, 2010; Sharma, 2015). Teachers' belief about themselves and their communication climate are directly associated with each-others (Ali, Zamir, Fatima & Fatima, 2018). Social interactions and human nature are considered as the

two main sources that contribute towards and shape human interpersonal communication because it has been observed that whenever individuals interact with one another, the dynamics of their interaction impact their communication and shape their discourse (Heald, 2017). Social interaction of an individual is openly linked with his/her demographic factors (Fatima, 2017). That is why; teaching staff, curriculum developers, master trainers and educators of various teacher education programs will take benefit through this study by apprehending the importance of teachers' opinions about the communication climate and self-efficacy.

Research Problem

Teachers' perception about their work, actions and measures that are compensated and reinforced at their institutes produce a collaborative environment. It has been observed that weak interactions and low levels of self-efficacy in teachers go hand in hand and vice versa; thus, it was important to take into account all approaching features related to an influential administrative environment in the form of supportive and defensive attitude of coworkers and self-efficacy of teachers in an organization in order to understand the phenomenon better. This study was a descriptive analysis of teachers' perception about supportive and defensive communication climate along with their self-efficacy at university level by keeping in view the demographic factors of university teachers

Research Objectives

The objectives of this study were to;

1. To describe teachers' perception about the supportive and defensive communication climate along with their self-efficacy at university level.
2. To determine the differences in teachers' perception on the basis of their demographic factors (gender, age, qualification, marital status, sector, teaching posts, teaching experiences & discipline) regarding the supportive and defensive communication climate along with their self-efficacy at university level

Hypothesis

The hypothesis of this study was as follows;

- H₀₁ There is no significant difference in the opinions of university teachers about their communication climate and self-efficacy on the basis of their gender, marital status; academic qualification; teaching experience; teaching posts; age; disciplines and Islamabad universities.

LITERATURE REVIEW

Communication Climate

Each corporation has a basic community or a reciprocal arrangement of inner condition that creates a conveying attitude within an institute (Devito, 2008). These concepts of conveying

attitude indicate a single perspective about each other that is communication climate (Fatima & Ali, 2015). This concept can be defined as a responsive attitude towards an association (Putnam & Cheney, 1985). Similarly, the individuals' attitude towards one another and their undertakings that are related to their organizational association is known as communication climate (Adler, Rosenfeld, Proctor & Winder, 2009).

In the same way, communication climate is a technique by which individuals create a connection or develop a specific perception about the strengths and weaknesses of one another (Biswakarma, 2017). A hot, sunny or rumbling like seasonal state of affairs were related to this perception which is symbolically associated with the demonstrative attitudes of individuals (Riede, Keller, Oberrauch & Link, 2017). A productive style of communication is directly related with the flow of information that is produced through creative wisdom and supportive interaction among individuals (Babu & Kumari, 2013; Rosness & Smith, 2010). An approach of conveying attitude accepted by Gibb (1961) which is mostly used in boarder way in many inquiries nowadays. He says that interaction may be supposed as positive or negative (Lunenburg, 2011; Nurlita, 2012). He also clarifies this concept in this way that different means of communication climates enhance individuals' confidence about themselves through an up-gradation of their beliefs and due to this reason, they perceive themselves as a precious part of their organization (Abdussamad, 2015). Furthermore, there are individuals in an organization who see themselves as having a distinct and noble identity and when they realize that their acts are regarded highly by others, they then respond in a confident manner and show a supportive attitude towards other as well (Rudd & Mills, 2015). Likewise, those individuals who sense themselves to be marginalized or maltreated by others in the organization, they then respond destructively towards others and show a defensive attitude within their organization (Ali et al., 2018).

In the same way both supportive and defensive communication have social and distinguishing features apart from this content (Fatima & Ali, 2015). These interactions that endorse and disconfirm communications are referred as a setting of horizontal communication, particularly when persons communicate with others in apologetic and loyal means (Ali & Fatima, 2016). This horizontal communication and supportive collaboration clarify the nature and intent of human interactions, or they may negatively impact human interaction within an organization (Fatima, Zamir, Ali & Fatima, 2018). Similarly, supportive and defensive collaboration of the individuals symbolize as an adoring trend of human relationship that is valued as the chronic asset of an organization (Ahsanul, 2013). These configurations of communication often shape a positive or negative means of human conducts (Abdussamad, 2015). A constructive environment formally inclined to a supportive environment, and on the other side a destructive environment transpires from the individuals within their respective organization (Ali & Fatima, 2016). Practices like saying words of appreciation and endorsing someone's efforts show a culture of appreciation and the positive behavior of the workforces in an organization, which contributes to the development of communication culture there

(Beebe, Beebe & Redmond, 2007; Zalabak, 2002). Pattern of communication can be considered as a spiral form of interaction of individuals and this reciprocal communication can be positive and negative as well (Ames, 1992). This interpretation is based on the observation that an affirmative attitude and form of communication shows the presence of analogous comebacks by individuals through whom they infrequently control their own aggressive behavior (Ali et al., 2018).

Likewise, when a supportive communication climate is nurtured in an organization then it supports the conversion of a hypothetically unpleasant environment into an optimistic one, where interactions are positive and productive in nature (Beebe et al., 2007). On the other side when individuals are preoccupied in dealing with difficult encounters then this friction generates a self-protective form of communication that is destructive in nature for organizational development (Fatima & Ali, 2016). This situation also generates other harmful forms of communications which create a great deal of discomfort, negatively impact interactions, instigate individuals towards showing violence and aggression towards others, and thus, this negative behavior can lead to life-threatening situations (Fatima, Ali & Fatima, 2018). The interactive compartment is known as oral aggressiveness by which the disgruntled employees tend to exhibit traits like quarrelsomeness which in turn create a destructive spiral of communication (Fatima, 2017).

The literature also shows that people begin to defend themselves when their character or intent is questioned or criticized, which also leads to the destructive form of the spiral of interaction (Adler et al., 2009). In other words, people often seek to protect themselves from their own shortcomings, and they also do not want to recognize the efforts of others in the organization (Fatima, 2019). As a result, both the aggressor and the threatened individuals reinforce the defense element in the organization. Nevertheless, operational communication means protecting others and their broad masses and beliefs, confronting the consequences of their actions and carefully monitoring the nature of their interaction (Ali & Fatima, 2015). Devito (2008) explained that defensive problem is present in those individuals who try to blame other people. He also added that whether the observation is accurate or not, the penchant for criticism is futile because it distracts people from the problematic issue (Hosford & O'Sullivan, 2016). A promising solution to a problem that still causes bitterness is probably the result of people's internal hostility (Ali et al., 2018). Even in apologetic communication, if interactive associations impose psychosomatic discomfort that reduces the effectiveness of another, then they are destructive in nature (Adler et al., 2009).

Teacher's Self-efficacy

The Instructor's emotions and productivity are surely accompanied by the atmosphere of the educational organization, thus it may not solely be linked with teacher's earning or tiredness (Fatima, 2019). Findings made it clear that the expertise of individuals were strengthened along with the continuation of accomplishments, thus help in achieving aims and it is known as expected self-efficacy according to Bandura in 1997. All the decisions regarding the issue of

academic prominence can be made if the instructor follows a firm and demonstrative manner (Ali et al., 2018). Decades ago, it was contended by Dewey (1903) that teachers' self-efficacy may effect on the whole structure of any educational institute. We can realize the nature of teacher's self-productivity in different areas of education that are following;

1. Instructors are crucial and his/her capability is significant to get the desired outcome of their apprentices or trainees, and to inspire and embolden them during teaching learning process (Pines, 2002).
2. Student's learning and accomplishments are directly depended on the system of methods that used by the teacher (Markley, 2004).
3. Teachers systemize education exceptionally that are related to their effective instructions philosophy (Fatima, 2019).
4. It is assumed that teachers' productivity will decrease when he/she is certain of some dynamics, such as learner's ability and the education given at home, which is more crucial than instructor's inspiration (Ronne & Smith, 2010).
5. When teachers believe in their methodologies, their affectivity increases which is reflected in the development of the learning (Ali & Fatima, 2015).
6. The success of primary Instructor understanding may be related with Instructor's total revenue, as learner-instructor assurance is kept safe in educational organization (Fatima & Ali, 2016).
7. Researchers have proposed that the utmost commanding measure during Instructor training is time management (Ali & Fatima, 2016).
8. Numerous aspects of self-efficacy of teacher's exist, from which having the job specific nature and personality is considered the utmost important (Fatima & Zamir, 2015).
9. Instructors are overwhelmingly experimental in their work when they have strong self-efficacy. Besides this, their productivity can be seen through the learning of their students or trainees and their momentum (Fatima, 2017).
10. With the coalition of apprentice's response and Instructor's effectiveness, utmost educations have been derived, such as success in imagined theories and guidance of Individuals (Fatima, Ali & Fatima, 2018).

It is compulsory to have the concept of intervention in order to make the evolution that is not solely linked with our unusual services but co-existing with the idea of self-efficacy (Ali et al., 2018). Strengthening the innovation is only vital for the benefit and development of humans (Fatima, 2019; Pajares & Valiante, 1997). The compulsory attributes of self-efficacy are listed below;

1. Self-productivity requires an organizational or institute based awareness (Ali et al., 2018)
2. It is linked with imminent behavioral development (Fatima, 2019)
3. It is a functioning theory that understanding is fairly close to life-intimidating compartment (Fatima, 2017).

In conclusion, the principal effort about the theory of teacher's productivity was to bring into consideration the Rotter's (1966) locus of control philosophy which proposed that a pupil's intelligence and motivation were acting as appropriate supporting tools for the institutional success. Both Albert Bandura (1977) and Rotter (1966) worked together and focused over the learning and educator productivity. Explanation given by the examiners of these philosophies have intensely begrimed that the individual's productivity develops because of theoretical construction of the instructor convenience and individual's intellectual liveliness (Fatima, 2018; Pajares & Valiante, 1997). That is why, the present study focus on the demographic factors of teachers that directly or indirectly affect on their self-efficacy and communication climate. Within this study, researchers took opinions from the teachers regarding communication climate and self-efficacy at university level by keeping in view their gender, age, qualification, sector, marital status, discipline, teaching post and disciplines. All the above mentioned literature review shows that the characteristics of teachers are directly impact on their self-efficacy and social interaction in the form of defensive and supportive communication climates.

Research Methodology

Research Design

The quantitative study approach was used to test the self-effectiveness and communication climate of the teachers at university level and the unique attributes of selected group of teachers being investigated by using descriptive research method.

Population and Sample

The study was performed on 10 private and public universities of Islamabad that have 6512 university teachers. The sample range was 508 including 44% female and 56% male teachers.

Instrumentation and Pilot Testing

A self-developed questionnaire that was based on Gibbs model (1961) for investigating the communication climate. Similarly, another standardized questionnaire was used for measuring teachers' self-efficacy. The small survey was performed on small selected sample of population that included 25 male and female faculty members of university before utilizing for pilot testing.

Teachers Perception about supportive and defensive communication climate

Table 1

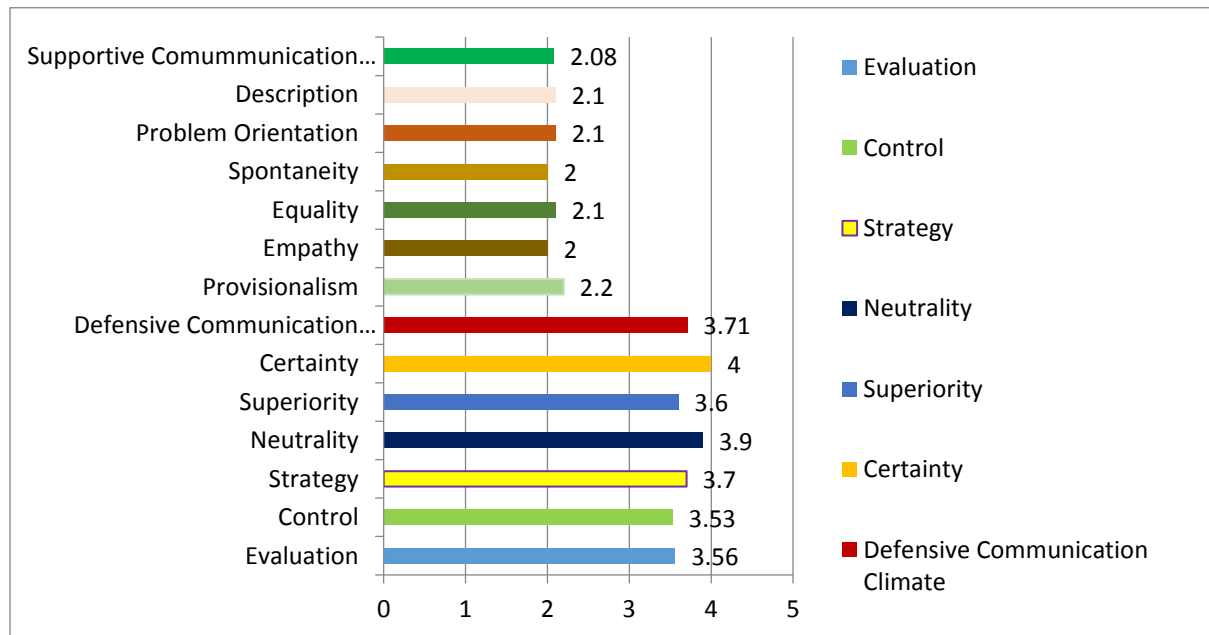
Reliability of Scale

<i>Variable</i>	<i>N of Items</i>	<i>Cronbach's Alpha</i>
Supportive Communication Climate	18	0.733
Defensive Communication Climate	18	0.766
Self -Efficacy of Teachers	10	0.792

In above table Alpha values (0.733, 0.766 & 0.792) show that statements are satisfactory and reliable after pilot testing and it was founded by using reliability method of Cronbach alpha. After collection of data through personal visit of researchers, organized and analyzed by SPSS. Following statistical measures were used that are given below.

1. t-test and ANOVA were used for measuring the effect of gender, marital status; private and public, qualification, groups, teaching posts, age, teaching experiences, and discipline groups of teachers over their self-efficacy and communication climate.
2. Means score used regarding the opinions of teachers about their self-efficacy and communication climate.

Data Analysis & Results

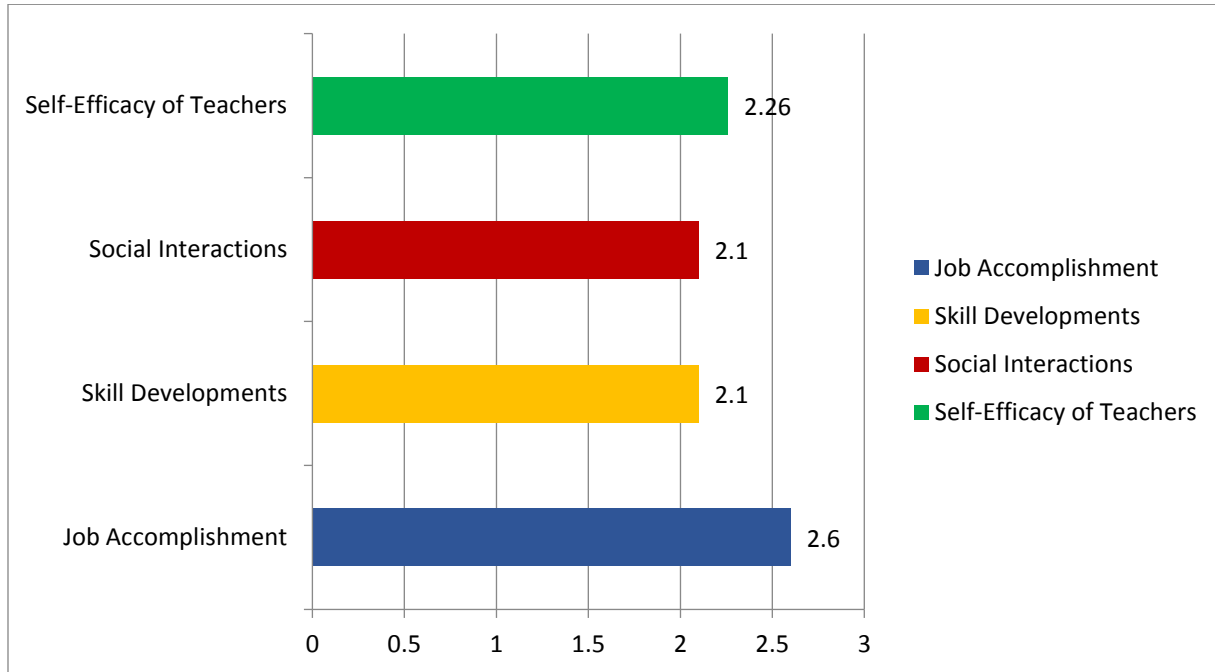


Graph.1 Means Scores of Sub-Factors of Supportive & Defensive Climate

Governance and Management Review (GMR)

Vol. 4, No. 2, 2019

Graph.1 displays mean results of defensive communication climate ($M=3.71$) that means university teachers were mostly experienced defensive attitude from their higher authorities while mean scores ($M=2.08$) shows that university teachers rarely experience supportive attitude from their higher authorities.



Graph.2 Mean Scores of Sub-Factors of Self-Efficacy

In Graph.2, the mean results were shown as that 2.60 for job accomplishment; 2.10 for social interaction and 2.10 for skill development in the case of self-efficacy ($M=2.26$). That's why they showed low degree of self-efficacy ($M=2.26$) at the university level.

Teachers Perception about supportive and defensive communication climate

Table 2

Difference between Male & Female Teachers towards their Communication Climate (Defensive & Supportive) & Self-Efficacy

<i>Variables</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>Sig.</i>
DCC	Male	282	85.5390	12.64349	507	0.316	.752
	Female	224	85.1920	11.74252			
SCC	Male	282	60.8723	7.99319	507	0.679	.498
	Female	224	60.4018	7.42008			
DCC	Married	299	86.4816	13.31128	507	2.287	.023
	Unmarried	208	83.9519	10.53440			
SCC	Married	299	61.8863	8.64088	507	4.134	.000
	Unmarried	208	59.0192	6.03689			
DCC	Public	254	85.1732	12.55	507	-0.496	.620
	Private	253	85.7154	12.05			
SCC	Public	254	60.5000	7.092	507	-0.607	.544
	Private	253	60.9209	8.464			
SEOT	Male	282	32.7872	6.48986	507	0.742	.459
	Female	224	32.3661	6.15421			
SEOT	Married	299	33.5786	6.71893	507	4.076	.000
	Unmarried	208	31.2692	5.57467			
SEOT	Public	254	32.2795	6.23301	507	-1.246	.213
	Private	253	32.9842	6.50029			

(DCC= “Defensive Communication Climate”, SCC= “Supportive Communication Climate”)

(SEOT= “Self-Efficacy of Teachers”)

The probability values ($p=.752$, $p=.498$, $p=.459$) show that gender had no significant effect on the supportive and defensive climate as well as on teachers’ self-efficacy. Similarly, the p-value ($p=.023$, $p=.000$, $p=.000$) described that marital status had effect on the supportive and defensive way of interactions as well as on their self-efficacy. In the same way, the probability values ($p=.620$, $p=.544$, $p=.213$) show that public and private sectors had no significant effect on the teachers’ perception about their supportive and defensive collaboration at their working place as well as their self-efficacy at university level.

Table 3

ANOVA for Qualification, Age, Teaching Experiences, Posts, Discipline and Universities

	<i>FACTORS GROUPS</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
DCC	Between qualification Groups	140.579	2	70.28	.464	.629
	Within qualification Groups	76418.569	506	151.62		
SCC	Between qualification Groups	213.917	2	106.959	1.762	.173
	Within qualification Groups	30588.461	506	60.69		
DCC	Between Age Groups	5076.951	4	1269.23	8.914	.000
	Within Age Groups	71482.197	504	142.395		
SCC	Between Age Groups	2019.427	4	504.857	8.805	.000
	Within Age Groups	28782.951	504	57.337		
DCC	Between teaching Experience Groups	4192.788	4	1048.19	7.271	.000
	Within teaching Experience Groups	72366.36	502	144.156		
SCC	Between teaching Experience Groups	1761.869	4	440.467	7.614	.000
	Within teaching Experience Groups	29040.51	502	57.850		
DCC	Between disciplines Groups	1522.076	3	761.038	5.112	.006
	Within disciplines Groups	75037.072	504	148.883		
SCC	Between disciplines Groups	722.267	3	361.133	6.051	.003
	Within disciplines Groups	30080.112	504	59.683		
DCC	Between teaching post Groups	1984.866	3	661.622	4.463	.004
	Within teaching post Groups	74574.282	503	148.259		
SCC	Between teaching post Groups	1224.138	3	408.046	6.939	.000
	Within teaching post Groups	29578.241	503	58.804		
DCC	Between universities Groups	22327.515	9	2480.83	22.735	.000
	Within universities Groups	54231.633	497	109.118		
SCC	Between universities Groups	10114.483	9	1123.83	26.999	.000

Teachers Perception about supportive and defensive communication climate

	Within universities Groups	20687.895	497	41.626		
SEOT	Between Qualification Groups	116.963	2	58.482	1.443	.237
	Within Qualification Groups	20423.065	506	40.522		
	Between Age Groups	1896.569	4	474.142	12.76	.000
	Within Age Groups	18643.459	502	37.138		
	Between Teaching Experience Groups	460.634	4	115.159	2.879	.022
	Within Teaching Experience Groups	20079.393	504	39.999		
	Between disciplines Groups	1354.938	2	677.469	17.797	.000
	Within disciplines Groups	19185.090	504	38.066		
	Between teaching posts Groups	392.029	3	130.676	3.262	.021
	Within teaching posts Groups	20147.999	505	40.056		
	Between Universities Groups	9730.133	9	1081.12	49.706	.000
	Within Universities Groups	10809.895	497	21.750		

(DCC= “Defensive Communication Climate”, SCC= “Supportive Communication Climate”)

(SEOT= “Self-Efficacy of Teachers”)

No significant difference was observed in defensive ($p=.629$) and supportive mode of communication ($p=.173$). Similarly, significant differences were observed in age ($p<.000$ & $p<.000$); teaching experiences ($p<.000$); discipline ($p=.006$ & $p=.003$); teaching posts ($p=.004$ & $p<.000$) and universities ($p<.000$, $p<.000$) regarding teachers’ supportive and defensive attitude at their respective working environment. In the same way, there was no significant difference in qualification ($p=.237$) while a significant difference in age ($p<.000$); teaching experiences ($p=.022$); discipline ($p<.000$); teaching posts ($p=.021$) and universities ($p<.000$) were observed about teachers’ self-efficacy.

Discussion

Teachers were defensive than supportive with their co-workers and due to this reason they showed low level of self-efficacy and this result is relatively parallel to the work of Ali et al., (2018) who also found that university teachers were mostly practice self-protective as a substitute of kind behavior towards others and it cause to produce low degree of self-efficacy. Similarly, no clear distinction was observed in university teachers on the basis of their gender, educational skill, civic and personal institute about mutual understanding and effectiveness of teachers because they faced a similar culture of organization, devising comparable aptitude and also monitored by higher authorities of an institute. This finding was supported through the works of Versland and Erickson (2017); Heald (2017); Hosford and O’Sullivan, 2016; Sharma,

2015 and Raza (2010). Same perception were observed in teachers about their self-efficacy and this finding was quite similar with the work of Bouffard-Bouchard (1990).

Wedded instructors were typically disappointed with whole structures of supportive and defensive means and it also effect on their level of self-effiacy as compared to un-married instructors. Similarly, teachers' self-efficacy is generally related to their job, conditional and status quo specific. This finding was quite similar with the work of Alder et al., (2009), Argenti (2009), Momeni (2009), Ambreen (2015), Proctor, 2014 and Piage (2016) who found that married teachers mostly focus on their job satisfaction instead of their self-belief system of excellence.

Sector wise difference were not observed in both self-efficacy and communication climate of teachers and this finding was supported through the works of Devito (2008) found that teachers of both sectors face correspondent set-up of management system and also keep an eye on the related value and genuine obligation of the institutes. Similarly, it was found that educational level of teachers had no significant effect on their perception about communication climate and self-efficacy. This finding was quite similar to the work of Brown (2002) who found that recruitment and selection of teachers remained similar within the university in the case of academic qualification. That's why qualification of teachers had no significant effect on their opinions about communication climate and self-efficacy.

It was observed that new teachers had no significant idea and awareness about the attitude, work culture or environment of their co-workers as well as their organization. Therefore, they need more supportive environment due to their defensive nature of work while older teachers had more knowledge and they had more valuable skills of communication. They understand and they are more familiar about the advantages or disadvantages of entire achievement of work and therefore, they showed more supportive behavior than young teachers. This result was supported through the investigation of Ambreen (2015).

The works of Beck (1999); Wood (2008) and Chang and Hu (2017) who found that as teaching experience increased the understanding of communication and their self-efficacy also increased that's why it produced a significant effect on the opinions of teachers regarding supportive and defensive communication climate at university level. It was found that discipline had major effect on the opinion of teachers about their communication climate. This finding is quite similar with the work of Raza, 2010 and Nuelita, 2012 who found difference in the attitude of teachers on the basis of their discipline.

Similarly, a significant effect of teaching posts was observed in teachers' perception about their supportive, defensive behavior and belief system. This finding was supported with the work of Zalabak, 2002. The work of Brown, 2002; Hajdaz, 2012 and Alder, Rosefeld, Proctor and Winder, 2008 who found that communication process is higher than the moods of individuals within an organization because the atmosphere of that university represent the whole structure of an organization.

Conclusions

Following conclusions have revealed on the basis of objectives of this study;

1. University teachers mostly perceived defensive behavior from their higher authorities as compared to supportive behaviors within their respective organization.
2. Teachers perceived that they had low degree of self-efficacy due to the defensiveness of higher authorities at university level.
3. Demographic factors such as gender, qualification, sector had no significant effect on the teachers' perception about their communication and belief system while marital status, age, teaching experiences, posts, disciplines and university culture had a significant effect on the teachers' perception about their communication (supportive & defensive) and belief system.

Recommendations

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

1. Teacher confidence regarding their profession, social interaction and skill development may enhanced by practicing supportive strategies such problem orientation, spontaneity, empathy, equality, description and provisionism at training platform and trainer should enhanced this concept among the pre-service and in-service teachers at university level.
2. Through workshops and seminar, higher management and academic managers may be focused to promote performance accomplishment, vicarious experiences, verbal persuasion and physiological state among the university teachers that may help to increase their self-efficacy about the social interaction and skill developments in their teaching process.
3. The support of academic managers and administrators as constructive, encouraging and welcoming co-operations should be strengthen to minimize defensiveness and particularly enhance supportive communication climate at university level.

REFERENCES

- Abdussamad, Z. (2015). The Influence of communication climate on the Employees' Performance at Government Agencies in Gorontalo City (An Indonesian Case Study). *Asia Pacific Journal of Multidisciplinary Research*, 3(5), 19-27.
- Adler, R., Rosenfeld, L., Proctor, R., & Winder, C. (2009). *Interplay: The process of interpersonal communication*. Don Mills, Ontario: Oxford University Press.
- Ahsanul, M. I. (2013). The Role of communication climate in organizational effectiveness. *International Journal of Science and Engineering Research*, 4(7), 155-156.
- Ali,S., & Fatima, F. (2016). Teachers' insights about the eminence of performance appraisal and

Governance and Management Review (GMR)

Vol. 4, No. 2, 2019

- its effect on the commitment and job skills of the teachers at university level. *J Socialomics 5: 169*. doi:10.41 72/2167-0358.1000169
- Ali, S., & Fatima, F. (2016). Comparative Analysis of Safety and Security Measures in Public and Private Schools at Secondary Level. *J Socialomics 5: 169*. doi:10.41 72/2167-0358.1000169
- Ali,S., & Fatima, F. (2015). Comparative Study of Public and Private Educational Institutes towards the Recruitment, Retention and Reward of Their Teachers. *Journal of literature, languages and linguistics, An international Peer-Reviewed journal*, 51-56
- Ali, S., Zamir,S., Fatima, F., & Fatima,S. (2018). Comparative Analysis of Communication Climate and Self-Efficacy of Teachers at University Level. *Journal of Management Sciences, 11(3)*, 186-212
- Ambreen, M. (2015). *Communication climate of the organization: Relationship between communication climate and leadership styles* (PhD Thesis). National University of Modern Languages, Islamabad, Pakistan
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 8 (4)*,261–271.
- Argenti, P. A. (2009). *Corporate Communication*. McGraw Hill Higher Education. Retrieved From <https://www.amazon.com/Corporate-Communication-Paul-Argenti/dp/0073403172>
- Babu, Ajay., & Kumari, Mandakini. (2013). Organizational Climate as a Predictor of Teacher effectiveness. *European Academic Research, 1(5)*, 553-568
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*, 191-215.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman. Retrieved from <https://psycnet.apa.org/record/1997-08589-000>
- Beck, C. E. (1999). *Managerial Communication: Bridging Theory and Practice*. New Jersey: Prentice-Hall Publishers
- Beebe, S., Beebe, S., & Redmond, M. (2007). *Interpersonal communication: Relating to others*. Boston: Allyn & Bacon.

- Biswakarma, G. (2017). Internal Communication climate and Employee Engagement in Napalese Services Sector. *International Journal of Innovative Research and Advanced Studies*, 4(10), 167-176.
- Bouffard-Bouchard, T. (1990). Influence of Self-Efficacy on Performance in a Cognitive Task. *The Journal of Social Psychology*, 130(3), 353-363. DOI: [10.1080/00224545.1990.9924591](https://doi.org/10.1080/00224545.1990.9924591)
- Brown, D. (2002). The role of work values and cultural values in occupational choice, satisfaction, and success. In D. Brown (Ed.), *Career choice and development* (4th ed). San Francisco, CA: Jossey-Bass.
- Chang, & Hu. (2017). Computer self-efficacy: Development of a measure and initial test. *MIS Quarterly*, 19, 189-211.
- Devito, A. J. (2008). *Interpersonal messages: Communication and relationship skills*. Boston: Allyn & Bacon. Retrieved from <https://www.amazon.com/Interpersonal-Messages-Communication-Relationship-Skills/dp/0205491111>
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston ; New York : D.C. Heath and Company. Retrieved from <https://www.worldcat.org/title/how-we-think-a-restatement-of-the-relation-of-reflective-thinking-to-the-educative-process/oclc/603884>
- Fatima, F. (2019). *Teachers' Attitude Towards Brain Based Learning and Its Effect on Achievement Motivation of Students At University Level* (PhD Dissertation). Department of Education, Faculty of Social Sciences, National University of Modern Languages, Islamabad, Pakistan. Retrieved from http://prp.hec.gov.pk/jspui/bitstream/123456789/11250/1/Fozia%20Fatima_Edu_2019_N_UML_PRR.pdf
- Fatima, F. (2019). Teachers' Attitude towards teamwork at university level. *Governance and Management Review (GMR)*, 4 (1), 65-79
- Fatima, F. (2017). Teachers' attitude towards Brain based Learning and its effect on the achievement motivation of the students at university level. *Sci.Int.(Lahore)*, 29(1), 315-324

Governance and Management Review (GMR)

Vol. 4, No. 2, 2019

Fatima, F. (2016). Comparative Analysis of National and International Approaches and Acuties

of Child Labour Within UK, USA, India and Pakistan. *American Journal of Educational Research*. 4(18), 1271-1280. doi: 10.12691/education-4-18-5

Fatima, F., & Ali, S. (2017). Attitude of prospective teachers towards the curriculum and

teaching learning process of pre-service education programs in Islamabad, *Journal of Contemporary Teacher Education (JCTE)*, 1(1), 48-64

Fatima, F., Ali, S. (2016). The Impact of Teachers' Financial Compensation on their Job

Satisfaction at Higher Secondary Level. *J Socialomics* 5: 164. doi:10.41 72/2167-0358.1000164

Fatima, F., & Zamir, S. (2015). Teachers' perception about pre-service teacher education

programs at higher secondary level. *Journal of literature, languages and linguistics, An international Peer-Reviewed journal*, 66-75

Fatima, F., Ali, S., & Fatima, S. (2018). Prohibition of child labour leading to delinquent

behaviour in the constitution of Islamic Republic of Pakistan 1973. *Pakistan Administrative Review*, 2 (4), 383-396

Fatima, F., Zamir, S., Ali, S., & Fatima, S. (2018). Effect of Demographic Factors over the

Achievement Motivation of Students at university level in Islamabad. *Journal of Managerial Sciences*, 11(3), 213-236

Gibb, J. (1961). Defensive communication. *Journal of Communication*, 11, 141-148.

Retrieved from <https://doi.org/10.1111/j.1460-2466.1961.tb00344.x>

Heald, S. (2017). Climate Silence, Moral Disengagement, and Self-Efficacy:

How Albert Bandura's Theories Inform Our Climate-Change Predicament, Environment. *Science and Policy for Sustainable Development*, 59 (6), 4-15.

DOI: [10.1080/00139157.2017.1374792](https://doi.org/10.1080/00139157.2017.1374792)

Hosford, S., & O'Sullivan, S. (2016). A climate for self-efficacy: the

relationship between school climate and teacher efficacy for inclusion. *International Journal of Inclusive Education*, 20(6), 604-621.

DOI: [10.1080/13603116.2015.1102339](https://doi.org/10.1080/13603116.2015.1102339)

Teachers Perception about supportive and defensive communication climate

- Hunt, B., & Ivergard, T. (2007). Organizational climate and workplace efficiency Learning from performance measurement in a public-sector cadre organization. *Public Management Review*, 9(1), 27-47.
- Markley, T. (2004). *Defining the effective teacher: Current arguments in education*. Retrieved From <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.549.7407&rep=rep1&type=pdf>
- Momeni, N. (2009). The Relation between Managers' Emotional Intelligence and the Organizational Climate They Create. *Public Personnel Management*, 38(2), 35–48. <https://doi.org/10.1177/009102600903800203>
- Nerlich, B., Koteyko, N., & Brown, B. (2010). Theory and Language of Climate change communication. *Advanced Review*, 1, 97-110.
- Nisbet, C.M. (2009). Communicating climate change: Why frames matter for Public Engagement Environment. *Science and Policy for Sustainable Development*, 51(2), 12-23.
- Nurlita, I. (2012). Investigation of Organizational Communication Climate at Bhooyangkara Surabaya University using communication climate inventory (CCI) method. *Educational Sciences*, 3(2), 259-264.
- Pajares, F., & Valiante, G. (1997). Influence of self-efficacy on elementary students' writing. *The Journal of Educational Research*, 90(6), 353-360
<http://dx.doi.org/10.1080/00220671.1997.10544593>
- Paynton, T.S., Lippert, L., & Hahn, K.L. (2012). *Survey of Communication Study*. Retrieved from http://en.wikibooks.org/wiki/Survey_of_Communication_Study
- Paige, K. L. (2016). *The relationships between school climate, teacher self-efficacy, and teacher beliefs* (PhD Thesis). Liberty University. Lynchburg, Virginia
- Proctor, C. (2014). *Effective organizational communication affects attitude, happiness, and job satisfaction* (Master Thesis), University of Georgia. Retrieved from <https://www.suu.edu/hss/comm/masters/capstone/thesis/proctor-c.pdf>
- Raza, S.A. (2010). Impact of organizational climate on performance of college

- teachers in Punjab. *Journal of College Teaching and Learning* 7: 47-51. Retrieved from <http://pr.hec.gov.pk/Thesis/201S.pdf>
- Riede, M., Keller, L., Oberrauch, A., & Link, S. (2017). Climate change communication beyond the “ivory tower: A case study about the development, application and evaluation of science education approach to communicate climate change to young people. *Journal of Sustainability Education*, 12, 1-23
- Roness, D., & Smith, K. (2010). Stability in motivation during teacher education. *Journal of Education for Teaching*, 36, 169–185
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28. <http://dx.doi.org/10.1037/h0092976>
- Rudd, D., & Mills, R. (2015). Communication climate and culture in the hospitality Industry. *American Journal of Management*, 15 (4). 11-21
- Schwarzer, R. (1992). *Self-efficacy: Thought control of action*. Washington, DC: Hemisphere.
- Scheerens, J., & Slegers, P. J. C. (2010). *Conceptualizing Teacher Professional Development as a Means to Enhancing Educational Effectiveness*. European Union, Luxembourg. Retrieved from <https://research.utwente.nl/en/publications/conceptualizing-teacher-professional-development-as-a-means-to-en>
- Sharma,R.Pri. (2015). *Organizational Communication: Perceptions of Staff Members Level of Communication Satisfaction and Job Satisfaction* (PhD Thesis). East Tennessee State University.
- Versland & Erickson (2017). Leading by example: A case study of the influence of principal self-efficacy on collective efficacy. *Cogent Education*, 4: 1286765 <http://dx.doi.org/10.1080/2331186X.2017.1286765>
- Wood, J.T. (2008). *Communication Mosaics: An introduction to the Field of Education*(Fifth Ed.). Belmont, USA: Thomson Higher education.
- Zalabak, S.P. (2002). *Fundamentals of Organizational Communication, Knowledge Sensitivity, Skills, Values*. Boston: Allyn and Bacon Publishing Company