

# Relationship between School Climate with Teachers' Motivation and Self Esteem at Elementary Level

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## ABSTRACT

Present study aim was to investigate elementary level students and relationship of school environment on educators' inspiration and confidence. Self-responsibility, Living consciously, Self-assertiveness, Self-acceptance, Living purposefully, Work and scholarly incitement, Altruism, authority and initiative, Self-assessment, individual and expert turn of events, Career change and working conditions, Nature of work, Life fit and impact of others, Open environment and shut environment were the key factors shrouded in this exploration. This research objectives were to scrutinize the climate of school and its relationship with motivation, Self-esteem of public sector teachers from elementary level and their relationship with school climate. Government elementary schools in Multan District Multan were included in the population of this investigation. Sample of this investigation was comprised of 55 heads and 450 teachers. This investigation was designed on elementary schools in Multan District. A questionnaire was developing for the purposes of data collection. 450 questionnaire were distributed in teachers and 55 questionnaires were distributed amongst school heads. 298 questionnaires were returned back. Five Likert scales was used in questionnaire, after the mean, standard deviation, frequency and percentage ANOVA, T-test and correlation were functional to analyze the views of teachers and heads, the findings reveal that.

**KEYWORDS:** School Climate, Motivation, Self-esteem, school leadership

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## Introduction

School environment is portrayed through the guidelines, goals, values, social associations, instructing and learning practices, and legitimate practices (Cohen, McCabe, Michelli, & Pickeral, 2009). A valuable school environment can support the improvement of understudies, educators, and heads which make up the school organization (Koth, Bradshaw, and Leaf, 2008). There are various components of organizations that play important role in smooth functioning and success. Next to impermanent motivating forces, instructive level, social acknowledgment, and excursion of people of an association, its environment and climate are moreover exceptionally indispensable components for its effective working. The intellectuals Improvement on the earth effectively approved by method of instructors (Koth, 2011). Schools are responsible to empower the teachers and main focus is to empower them in such a manner that the the

process of teaching and learning is enhanced. Although there is a dire need to focus on economic development is linked with teacher motivation and self-esteem and resultant better commitment to teaching and learning processes and their impact on student learning. Very little empirical research has been done in the area. Economic development is increasingly unpredictable, forceful and troublesome world (Jalongo & Heider, 2010). Different author expire that motivation takes roots teacher's from intrinsic enthusiasm of the educators (Johnson & Birkeland, 2002; Preston, 2002; Ramsay, 2000; Santiago, 2007). As indicated by Cole (2000), motivation is a term all around used to indicate increased effective performance, attitudes and commitment through which people feel satisfied and content in their professional roles and responsibilities.

Motivation of employees is necessary for good administration as it is instrumental in achieving institutional targets. It is a purposive

and objective oriented conduct that includes positive attitudes and professional beliefs to continue enthusiastically directing professional conduct (Olochukwu, 2000). External or extrinsic motivation refers to motivation that originates from outside the individual; that is external incentives, such as a reward and award framework (Graham, 2006; Kohn, 2004). Intrinsic motivation primarily is about internal psychological and other inborn abilities encouraging enjoying and valuing personal and organizational achievements (Stipek, 2006). The second main variable focused in this study is Self-esteem, which refers to the perception and feeling of self-worth as individuals and as workers (Wigfield, et al., 2005). Nodding's (2003), has characterized as perhaps the most significant human presence thing in the improvement of a healthy and sound character. Rosenberg (1986) contended that an individual's steadiness and confidence is influenced by their self-esteem. It is the evaluative part of self-awareness (Dembo & Eaton, 2000). The term "high vanity" refers to a very positive opinion of oneself (Baumeister, Campbell, Krueger & Vohs, 2003). By definition, low self-esteem refers to a negative view of oneself (Wentze, 1998). Self-esteem largely based on an accurate because it serves more beneficial and useful purposes (such as life management) rather than exaggerated, appraisal of one's characteristics (Borba & Olvera, 2001).

The main contention of this study is that teachers as members/workers of an educational organization that is schools need to have good self-esteem making them confident and enthusiastic to contribute effectively in the teaching and learning in schools. There are a number of studies that indicate that better self-perception and self-esteem contributes towards better performance of employees. Furthermore, literature on motivation and organizational performance indicated that the more satisfaction with organization the more intrinsically and extrinsically motivated individuals are to achieve organizational goals. This study attempted to find out how school climate (organizational climate) affects the teachers self-esteem and motivation in the schools of public sector to facilitate better teaching and learning at elementary level.

### Research Questions

1. What are the key factors that influence school climate of public sector in the selected elementary schools?
2. What is the relationship of school climate and motivation of elementary school teachers in the selected schools?
3. What is the relationship of school climate and self-esteem of elementary school teachers in public the sector?
4. Is there any difference in male and female elementary school teachers' self Esteem and motivation in relationship with school climate?

### Hypothesis

1. H<sub>0</sub>: There is no significance difference in school climate of female and male schools.
2. H<sub>0</sub>: There is no significance difference in motivation of male and female elementary school teachers.
3. H<sub>0</sub>: There is no significance difference in self-esteem in of male and female teachers.
4. H<sub>0</sub>: there is no relationship between the school climate and self-esteem of elementary school teachers
5. H<sub>0</sub>: there is no relationship between school climate and motivation of elementary school teachers of the selected public schools

### Methodology

#### Population

Government elementary schools in District Multan made up the study's population. The target population of the study included all male and female teachers working in the public schools in District Multan.

#### Sample

Simple random sampling was employed for the purpose of this study. Data was collected from 298 randomly selected teachers, 101 male teachers and 169 female teachers. Moreover, data was also collected from 28 schools heads of randomly selected public elementary schools, using survey method.

#### Development of Research Tool

For the collection of data, two instruments were used: Teachers' Motivation Scale (TMS), School Climate Scale (SCS), and Teachers' Self-esteem Scale (TSS). The school climate was the independent variable, and Teachers' motivation and self-esteem were dependent variables in this study. The MTS (Teachers' Motivation Scale) instrument was

allowed to be used. The School Climate Scale (SCS) is a simplified version known as the Organizational Climate Description Questionnaire (OCDQ) of Halpin and Croft's(1966).

**Close and Open Climate of elementary schools**

School climate type	N	Gender	Mean	Std. Deviation	T	Df	P-value
Close climate	17	Male	66.27	7.444	.629	26	.535
		Female	64.47	7.383			
Open climate	11	Male	61.18	10.600	-.098	26	.923
		Female	61.53	8.186			

There was no major difference in mean climate between males (M= 6.27, SD= 7.444) and females (M=64.47, SD=7.383), t (26) =.629, and open climate between males (M=61.18, SD=10.600) and females (M=61.53, SD=8.186), t (26) =-.098. As a result, there is no discernible difference in mean environment between near and open

**Teacher's Motivation Scale:**

	Gender	N	Mean	Std. Deviation	T	df	p-value
Work and intellectual stimulation	Male	101	33.18	2.833	-2.555	268	.011
	Female	169	34.33	3.971			
Altruism, authority and leadership	Male	101	4.36	.521	-1.894	268	.059
	Female	169	4.50	.628			
Self-evaluation, personal and professional development	Male	101	11.83	1.497	-1.837	268	.067
	Female	169	12.28	2.149			
Career change and working conditions	Male	101	15.91	2.358	.963	268	.336
	Female	169	15.57	3.076			
Nature of work	Male	101	4.47	.687	1.821	268	.070
	Female	169	4.30	.730			
Life fit and influence of others	Male	101	3.57	1.219	-.404	268	.687
	Female	169	3.63	1.121			

The results shown a significant mean difference in motivation dimensions between

**Data Analysis**

**Test results of Hypothesis**

H<sup>0</sup>: There is no significant difference between close climate and open climate.

elementary schools. Heads of schools with a closed or open climate were found to have no major differences. As a consequence, the null hypothesis is accepted.

H<sup>0</sup>: There is no significant mean difference in motivation dimensions between male & female teachers.

male (M=33.18,4.36,11.83,15.91,4.47,3.57,SD=2.8

33,.521,1.497,2.358,.687,1.219) and female teachers

(M=34.33,4.50,12.28,15.57,4.30,3.63,SD=3.971,.628,2.149,3.076,.730,1.121), t (268)=-2.555,-1.894,-1.837,.963,1.821,-.

404respectively.Work and scholarly incitement huge contrast of inspiration measurements of female and male educators since p esteem is under 0.05(i-e, 0.11).It was discernible that every one of these measurements had no huge distinction on the

**Teachers Self Esteem**

	Gender	N	Mean	Std. Deviation	T	df	p-value
Living Consciously	Male	101	10.41	1.762	-1.424	268	.155
	Female	169	10.76	2.072			
Self-acceptance	Male	101	13.87	2.082	3.193	268	.002
	Female	169	12.80	2.944			
Self-responsibility	Male	101	14.55	2.105	2.270	268	.024
	Female	169	13.69	3.452			
Living Purposefully	Male	101	4.99	1.694	-4.489	268	.000
	Female	169	6.09	2.081			
Self-assertiveness	Male	101	14.02	2.121	2.527	268	.012
	Female	169	13.23	2.675			

The results shown a significant mean difference in self-esteem dimensions between male

(M=10.41,13.87,14.55,4.99,14.02,SD=1.762,2.082,2.105,1.694,2.121) and female teachers (M=10.76,12.80,13.69,6.09,13.23,SD=2.072,2.944,3.452,2.081,2.675), t(268),= -1.424,3..193,2.270,-4.489,2.527)respectively.

Living consciously there exists no significant difference of self-esteem dimensions of female

**One Way ANOVA on School Climate Scale**

		Sum of Squares	Df	Mean Square	F	Sig.
Open Climate	Between Groups	328.681	3	109.560	1.408	.265
	Within Groups	1867.998	24	77.833		
	Total	2196.679	27			
Close Climate	Between Groups	295.530	3	98.510	2.051	.133

degrees of inspiration among female and male instructors since p esteem is more noteworthy than 0.05(i-e,.059,.067,.336,.070,.687)The mean qualities show that female educators were exceptionally energetic concerning every one of these elements of inspiration when contrasted with guys. Subsequently, invalid theory is acknowledged.

H<sup>o</sup>: There is no significant mean difference in self-esteem dimensions between male& female teachers.

and male teachers, because p value is greater than 0.05(i-e, .155) It was clear that all these dimensions had significant difference on the levels of self-esteem among female and male teachers. Because p value is less than 0.05(i-e .002, .024, .000, .012).Sometime the mean values showed that female teachers and sometime male teachers were with high self-esteem with respect to all these dimensions of self-esteem. Thus, null hypothesis is rejected.

	Within Groups	1152.577	24	48.024		
	Total	1448.107	27			

Table shows that the mean values of respondents. The ANOVA indicates that p-value of open climate and close climate is greater than 0.05 (i.e. .265, .133). So the

difference between mean values is statistically not significant. Therefore, null hypothesis is accepted

**One Way ANOVA on Teachers' self-esteem Scale**

		Sum of Squares	df	Mean Square	F	Sig.
Living Consciously	Between Groups	44.587	3	14.862	3.975	.009
	Within Groups	994.632	266	3.739		
	Total	1039.219	269			
Self-acceptance	Between Groups	49.707	3	16.569	2.305	.077
	Within Groups	1912.090	266	7.188		
	Total	1961.796	269			
Self-responsibility	Between Groups	48.808	3	16.269	1.771	.153
	Within Groups	2443.133	266	9.185		
	Total	2491.941	269			
Self-assertiveness	Between Groups	13.517	3	4.506	.714	.544
	Within Groups	1677.802	266	6.308		
	Total	1691.319	269			
Living Purposefully	Between Groups	36.815	3	12.272	3.097	.027
	Within Groups	1054.152	266	3.963		
	Total	1090.967	269			

Table shows that the mean values of respondents. The ANOVA indicates that p-value of Living Consciously is less than 0.05 (i.e. .009). therefore, the difference between mean values is statistically significant. The ANOVA indicates that p-value of Self-acceptance is greater than 0.05 (i.e. .077). Hence, the difference between mean values is statistically not significant. The ANOVA indicates that p-value of Self-responsibility is

greater than 0.05 (i.e. .153). So the difference between mean values is statistically not significant. The ANOVA indicates that p-value of Self-assertiveness is greater than 0.05 (i.e. .544). So the difference between mean values is statistically not significant. The ANOVA indicates that p-value of Living Purposefully is greater than 0.05 (i.e. .027). So the difference between mean values is statistically not significant.

**One Way ANOVA on Teachers Motivation**

		Sum of Squares	Df	Mean Square	F	Sig.
Work and intellectual stimulation	Between Groups	47.691	3	15.897	1.212	.306
	Within Groups	3488.609	266	13.115		
	Total	3536.300	269			

Altruism, authority and leadership	Between Groups	.521	3	.174	.491	.689
	Within Groups	94.145	266	.354		
	Total	94.667	269			
Self-evaluation, personal and professional development	Between Groups	5.355	3	1.785	.471	.702
	Within Groups	1007.311	266	3.787		
	Total	1012.667	269			
Career change and working conditions	Between Groups	63.295	3	21.098	2.685	.047
	Within Groups	2089.802	266	7.856		
	Total	2153.096	269			
Nature of work	Between Groups	2.183	3	.728	1.421	.237
	Within Groups	136.247	266	.512		
	Total	138.430	269			
Life fit and influence of others	Between Groups	.739	3	.246	.182	.908
	Within Groups	359.428	266	1.351		
	Total	360.167	269			

Table 000 shows that the mean values of respondents. The ANOVA indicates that p-value of Work and intellectual stimulation is greater than 0.05 (i.e. .306). Hence the difference between mean values is statistically not significant. The ANOVA indicates that p-value of Altruism, authority and leadership is greater than 0.05 (i.e. .689). Hence, the difference between mean values is statistically not significant. The ANOVA indicates that p-value of Self-evaluation, personal and professional development is greater than 0.05 (i.e. .702). Hence, the difference between

mean values is statistically not significant. The ANOVA indicates that p-value of Career change and working conditions is less than 0.05 (i.e. .047). So the difference between mean values is statistically significant. The ANOVA indicates that p-value of Nature of work is greater than 0.05 (i.e. .237). Hence, the difference between mean values is statistically not significant. The ANOVA indicates that p-value of Life fit and influence of others is greater than 0.05 (i.e. .908). Hence, the difference between mean values is statistically not significant.

**Correlation of school climates**

		Open Climate	Close Climate
Open Climate	Pearson Correlation	1	.261
	Sig. (2-tailed)		.180
	N	28	28
Close Climate	Pearson Correlation	.261	1
	Sig. (2-tailed)	.180	
	N	28	28

This Table describes the value of coefficient of correlation between open climate and close

climate. Results show that there is positive but weak correlation between open and close climate.

**Correlation of different factors influencing teacher’s self-esteem.**

		Living Consciousl y	Self- acceptan ce	Self- responsi bility	Self- assertive ness	Living Purposeful ly
Living Consciousl y	Pearson Correlation	1	.360**	.497**	.429**	.497**
	Sig. (2- tailed)		.000	.000	.000	.000
	N	270	270	270	270	270
Self- acceptance	Pearson Correlation	.360**	1	.507**	.460**	.264**
	Sig. (2- tailed)	.000		.000	.000	.000
	N	270	270	270	270	270
Self- responsibili ty	Pearson Correlation	.497**	.507**	1	.557**	.479**
	Sig. (2- tailed)	.000	.000		.000	.000
	N	270	270	270	270	270
Self- assertivenes s	Pearson Correlation	.429**	.460**	.557**	1	.316**
	Sig. (2- tailed)	.000	.000	.000		.000
	N	270	270	270	270	270
Living Purposefull y	Pearson Correlation	.497**	.264**	.479**	.316**	1
	Sig. (2- tailed)	.000	.000	.000	.000	
	N	270	270	270	270	270

N 270 270 270 270 270 270

\*\**Correlation is significant at the 0.01 level (2-tailed).*

- Values of this table explains coefficient of correlation between teachers’ self-esteem (Living Consciously) and Self-acceptance (.360), teachers’ self-esteem (Living Consciously) and Self-responsibility (.497), teachers’ self-esteem (Living Consciously) and Self-assertiveness (.429) teachers’ self-esteem (Living Consciously) and Living Purposefully (.497).
- This table indicates that there is a significant correlation among all the influencing factors; Self-acceptance, Self-responsibility, Self-assertiveness, Living Purposefully on the p value of 0.05 with respect to the living consciously.
- This Table describes the value of coefficient of correlation between Self-acceptance and Living Consciously (.360) Self-acceptance and Self-responsibility (.507) Self-acceptance and Self-

- Self-responsibility (.460) Self-acceptance and Living Purposefully (.264) respectively.
- The value of coefficient of correlation between Self-responsibility and Living Consciously is (.497) similarly, following are the values of correlation between Self-responsibility and Self-acceptance (.507) Self-responsibility and Self-assertiveness (.557) Self-responsibility and Living Purposefully (.479).
- The value of coefficient of correlation between Self-assertiveness and Living Consciously (.429) similarly, following are the values of correlation between Self-assertiveness and Self-acceptance (.460) Self-assertiveness and Self-responsibility (.557) Self-assertiveness and Living Purposefully (.316).
- The value of coefficient of correlation between Living Purposefully and Living consciously (.497) similarly, following are the values of correlation between Living purposefully and Self-acceptance (.264) Living Purposefully and Self-assertiveness (.316) Living Purposefully and Self-

responsibility (.479). Thus, null hypothesis is rejected because correlation values is

less than 0.01.

**Correlation of different factors influencing teacher’s motivation.**

Work and intellectual stimulation =1, Altruism, authority and leadership = 2, Self-evaluation, personal and professional

development = 3, Career change and working conditions = 4, Nature of work = 5, Life fit and influence of others = 6.

		1	2	3	4	5	6
Work and intellectual stimulation	Pearson Correlation	1	.417**	.561**	.536**	.198**	.365**
	Sig. (2-tailed)		.000	.000	.000	.001	.000
	N	270	270	270	270	270	270
Altruism, authority and leadership	Pearson Correlation	.417**	1	.345**	.240**	.196**	.123*
	Sig. (2-tailed)	.000		.000	.000	.001	.044
	N	270	270	270	270	270	270
Self-evaluation, personal and professional development	Pearson Correlation	.561**	.345**	1	.575**	.214**	.276**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	270	270	270	270	270	270
Career change and working conditions	Pearson Correlation	.536**	.240**	.575**	1	.109	.354**
	Sig. (2-tailed)	.000	.000	.000		.073	.000
	N	270	270	270	270	270	270
Nature of work	Pearson Correlation	.198**	.196**	.214**	.109	1	.171**
	Sig. (2-tailed)	.001	.001	.000	.073		.005
	N	270	270	270	270	270	270
Life fit and influence of others	Pearson Correlation	.365**	.123*	.276**	.354**	.171**	1
	Sig. (2-tailed)	.000	.044	.000	.000	.005	
	N	270	270	270	270	270	270

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*

Correlation is significant at the 0.05 level (2-tailed).

- This Table describes the value of coefficient of correlation between teachers ‘motivation (Work and intellectual stimulation) and Altruism, authority and leadership (.417), teachers ‘motivation

(Work an intellectual incitement) and Self-assessment, individual and expert turn of events (.561) teachers ‘motivation (Work and intellectual stimulation) , and Career change and working conditions (.536) educators 'inspiration (Work and scholarly incitement) and Nature of work(.198)

instructors 'inspiration (Work and scholarly incitement) and Life fit and impact of others (.365).

- This table indicates that there is a significant correlation among all the influencing factors; Altruism, authority and leadership, Self-evaluation, personal and professional development, Career change and working conditions, Nature of work, Life fit and influence of others on the p value of 0.05 with respect to the Work and intellectual stimulation.
- This Table describes the value of coefficient of correlation between Altruism, authority and administration and Work and scholarly incitement (.417) Altruism, authority and initiative and Self-assessment, individual and expert turn of events (.345) Altruism, authority and authority and Career change and working conditions (.240) Altruism, authority and initiative and Nature of work (.196) Altruism, authority and administration and (.123)
- The estimation of coefficient of relationship between's Self-assessment, individual and expert turn of events and Work and scholarly incitement is (.561) also, following are simply the estimations of connection assessment, individual and expert turn of events and Altruism, authority and initiative (.345) Self-assessment, individual and expert turn of events and Career change and working conditions (.575) Self-assessment, individual and expert turn of events and Nature of work (.214) Self-assessment, individual and expert turn of events and Life fit and impact of others (.276).
- The value of coefficient of correlation between Career change and working conditions and Work and intellectual stimulation (.536) Career change and working conditions and Altruism, authority and leadership (.240) similarly, following are the values of correlation between Career change and working conditions and Self-evaluation, personal and professional development(.575) Career change and working conditions and Nature of work (.109) Career change and working conditions and Life fit and influence of others (.354).
- The value of coefficient of correlation between Nature of work and Work and

intellectual stimulation (.198) similarly, following are the values of correlation between Nature of work and Altruism, authority and leadership (.196) Nature of work and Self-evaluation, personal and professional development (.214) Nature of work and Career change and working conditions (.109) Nature of work and Life fit and influence others (.171)

- The value of coefficient of correlation between Life fit and influence of others and Work and intellectual stimulation (.365) Life fit and influence of others and Altruism, authority and leadership (.123) Life fit and influence of others and Self-evaluation, personal and professional development (.276) Life fit and influence of others and Career change and employed circumstances (.354) Lifetime appropriate and influence of others and Nature of work (.171)

### Conclusion

Sixty one percent of school heads fall in close climate and thirty nine percent of school heads fall in open climate. Sixty four Percent principals were females and 36% were males working in open climate. Fifty three percent principals were females and 47% were males working in close climate. The statistical study of male and female teachers reveals a substantial disparity in motivation levels. In comparison to male teachers, extremely motivated in female teachers were all of these dimensions.., express greater mean value There is a large mean gap in motivation levels between female and male public sector elementary school teachers. Female elementary school teachers were more inspired than male elementary school teachers, as shown by their higher mean value. Work and scholarly incitement, unselfishness, authority and administration, self-assessment, individual and expert turn of events, vocation change and working conditions, life fit and effect of others, and nature of work all had a considerable mean hole in inspiration levels among female and male educators, as per the discoveries. When contrasted with guys, the mean worth showed that female instructors were exceptionally energetic as far as inspiration measurements. Work and scholarly incitement, unselfishness, authority and administration, self-assessment, individual and expert development, life suit, and impact of others were all propelling elements for female

educators. There was a large mean gap in self-esteem levels between female and male public elementary school teachers. Male elementary school teachers had higher self-esteem than female elementary school teachers, with a higher mean value. Living consciously; self-acceptance, self-responsibility, self-assertiveness, and living purposefully had a substantial mean gap in self-esteem levels between female and male teachers, according to the findings. When male teachers were compared to female teachers, the mean value showed that male teachers had high self-esteem with dimensions of self-esteem. Due to self-acceptance, self-responsibility, and self-assertiveness, male teachers had high self-esteem.

### Discussion

1. The investigation's point was to give a more clear picture of the impact of school environment on educators' inspiration and confidence at the rudimentary level. Based on the information, speculations were made. Coming up next is a derived conversation of explicit discoveries:
2. In open area grade schools close environment was prevailing with 61% and just 39% heads fall in open environment. These discoveries negated the earlier exploration that uncovered 81% heads fall in open environment and 19% fall in close environment (Muhammad Aneess-Ul-Husnain Shah 2011). The two explores represented a hellfire of distinction. The purpose for may be that this examination was led in District Multan government schools and earlier exploration was directed in situation of Pakistan in open area.
3. Teachers from female side were highly motivated with respect to all these dimensions of motivation as compared to male teachers.
4. On average, female teachers were more motivated than male teachers in terms of job and scholarly incitement, unselfishness, authority and administration, self-assessment, individual and expert development, vocation change and working conditions, life fit and effect of others, and nature of work. Janit's perceptions were sponsored up by these discoveries (2000).
5. Teachers from male side were with high confidence concerning every one of these elements of confidence when contrasted and instructors from female side.
6. On the entire instructors from male side were with high confidence with self-assertiveness, self-acceptance, self-responsibility, while female teachers' high self-esteem with living purposefully and living consciously. These outcomes upheld the discoveries of Andrew (2004)
7. Among male and female teachers in public elementary schools, there was a large mean gap in self-esteem dimensions. All of these factors seemed to have a substantial effect on the among female and male levels of self-esteem elementary school teachers in the public sector. However, when living actively, there is no substantial difference in the dimensions of self-esteem female and male public school teachers.
8. There was a substantial gap in motivation dimensions between male and female elementary school teachers. Female and male elementary school teachers in the public sector have substantially different incentive dimensions due to job and intellectual stimulation. However authority, altruism and self-valuation, leadership, professional and personal alteration, vocation change and functioning circumstances, life fit, and the effect of others had no critical impact on inspiration levels among female and male grade teachers.
9. There was no statistically significant variance in the environment of public elementary schools depending on whether they were closed or open.

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