

Statistical Analysis of the Impact of Organizational Pride on Morale: A Case Study of Universities

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Abstract: This study aimed to investigate the relationship between the extent to which academic leaders in Jordanian universities practice organizational pride and its correlation with faculty morale, a descriptive correlation approach was used, employing an electronic questionnaire consisting of two variables: organizational pride, which includes three domains (directive pride, affective pride, and intention to continue working), and faculty morale, which comprises (17) items, the questionnaire was distributed to faculty members from universities in southern, central, and northern Jordan, with (825) faculty members participating, the results showed a high level of appreciation for the extent to which academic leaders practice organizational pride and high morale among faculty members in Jordanian universities, a positive correlation was also found between organizational pride and morale, the study recommends that universities select their academic leaders from among faculty members who enjoy job security and stability.

Keywords: Jordanian Universities, Organizational pride, Faculty Members, level of Morale, Academic Head.

1. Introduction

University management is the strategic pillar for the success and development of the institution by empowering human capital and improving professional growth, promoting a supportive work culture that raises employee morale, enhancing the values of digital communication, strengthening their sense of pride and belonging to the institution, instilling trust and appreciation from management, and consolidating their institutional identity, to ensure the development and advancement of higher education institutions, these institutions work to motivate and employ the competencies of the teaching staff in a way that guarantees exceptional and high-quality performance.

Organizational pride is a vital retention incentive that drives commitment, responsibility, and team spirit. It fosters mutual respect and cooperation, ultimately serving as a direct reflection of an organization's core culture, standards, and values [1].

Organizational pride boosts employee engagement, job satisfaction, and creativity while lowering stress, cynicism, and turnover intentions [2], Workplace pride divides into personal (individual success) and collective (team success), both of which deepen an employee's commitment to the company [3]. "The workplace of the individual is very important for stimulating, developing, and maintaining the pride dynamic"[4].

Drawing on social identity and resource conservation theories, organizational pride is defined as an emotional response resulting from employee-company identification and the evaluation of organizational traits "[5]. Organizational pride constitutes an emotional outcome stemming from employee-company identification and the appraisal of organizational attributes " [6].

Organizational pride is the collective sense of self-worth and belonging that employees feel towards their organization's identity and successes [7]. These elements are a fundamental pillar for ensuring the long-term success and continuity of organizations [8], and promoting an inspiring and positive environment [9].

Employee pride drives continuous motivation. It links their positive self-evaluation, peer performance, and personal connection to the organization [10]. Organizational pride relies on shared values, a respectful team culture, and a positive public reputation. These factors drive the subjective, comparative, emotional, situational, and directional dimensions of pride

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within the workplace [11]. Positive public recognition builds a strong reputation, which in turn boosts employees' pride and self-esteem [12]. By encouraging creative problem-solving and resilience, it strengthens employee retention [13]. This consequently enhances staff morale [14].

Job motivation reflects how satisfied employees are with their workplace [15]. Its presence is invisible, evident only by measuring its outcomes on tasks, peers, and the broader organization [16]. Satisfaction and confidence are key drivers of morale [17]. It promotes employee engagement and positive team dynamics [18]. Organizational pride is an employee's deep sense of belonging and connection to their workplace, reflecting a strong enthusiasm for sharing the university's achievements with others [19].

A key competitive advantage that motivates positive behaviors in the university workplace, leading to increased loyalty and support for it [20]. Academic leaders heavily influence faculty behavior via ongoing professional interaction.

2. Literature Review

Pride is a conscious feeling that is aroused when an individual realizes that they are achieving a result that aligns with their goals and that they are responsible for achieving a result of social value, the experience of pride can affect an individual's behavior, but the expressions associated with it can also trigger behavioral changes in employees. Although pride is a positive feeling that provides individuals with psychological rewards and pleasant feelings, the cumulative empirical results show a wide range of consequences in response to both the experience of pride and its expression in organizations [21].

Othman [12] defined it as “a set of positive feelings and attitudes that individuals have towards the institution, resulting from the institution's achievements, which prompts them to be proud and boast in front of others of belonging to it, and to brag about its achievements and distinguished successes in front of them.” Organizational pride is defined as a set of positive attitudes and feelings that an individual has towards the institution in which he works, which makes the individual boast about his belonging to it, and be proud of its achievements in front of others” [7].

The Importance of Organizational Pride

The topic of organizational pride has received a great deal of attention from those interested in this as a result of its impact on raising the morale of employees and improving their performance levels, which is positively reflected in the performance levels of their institutions, leading to excellence and increased levels of their output, in addition to lowering employee turnover rates and increasing levels of satisfaction and loyalty towards their institutions, thus affecting the quality of the institution's reputation [22]. The practice of organizational pride contributes to the sustainability of the success and continuity of the institution's work, as a result of the feelings that employees feel at high levels of pride, as it provides an encouraging work environment with positive characteristics, as the employee is motivated to give continuously when he feels proud about what he does [23]. Pride is a positive, self-conscious feeling based on success, the word “positive” refers to a level of happiness that individuals feel when they feel proud [38]. Although feelings are short-term reactions to certain events, they can have long-term consequences [24].

Organizational pride motivates employees to become more committed to the organization than high salaries, and contributes to their sense of responsibility towards it, increasing their respect for it, and contributing to achieving higher levels of employee performance. Also, when employees feel proud of the organization, they show greater commitment towards it, and strive to do more than what is expected of them in their jobs and the tasks they perform, and makes them adopt the standards and values of the organization [39]. Organizational pride also contributes to good cooperation and respect with other colleagues, and works to improve team performance [25]. Therefore, organizations seeking to maintain their human resources must adopt organizational pride as a valuable incentive and psychological resource to influence the organizational behavior of employees deepen work values, and the continued desire to remain in it.

Morale: Concept, Importance, Influencing Factors, and Pillars

Hantol [25] defines morale as: “The individual's internal and emotional reactions, consisting of psychological, rational, emotional, and personal aspects, which work to accomplish work and achieve the goals of the institution in which he works (2017, 12).

Morale is an intangible state that can only be seen or observed through its effects and results. It is the individual's feelings towards work, colleagues, and the institution. Morale can be high or low, through the feeling of desire to work, belonging to the institution, maintaining its reputation, and adhering to the implementation of work plans [16]. It is the psychological state of employees and is linked to the degree of satisfaction and confidence, which leads to improving the individual's job performance and developing the institution's performance in general [16].

It is the general feeling of individuals, expressing their level of satisfaction with work. It results from the level of satisfaction

with the workplace. The higher the satisfaction, the more positively it affects morale. Morale is also referred to as the feeling that makes the worker satisfied with his work, enthusiastically accepting it, and in a good relationship with others [18].

The results of Issa's study [11] concluded that the level of organizational pride among employees is high, and that there are statistically significant differences in that level attributed to the gender variable in favor of females, and the variable of years of experience. While the results of Al-Zoubi's study [13] concluded that the level of organizational pride among employees was average, and that there were no differences attributed to academic qualification, but there were differences attributed to the gender variable, and to years of experience.

Widyanti et al., [27] recommended the necessity of raising and enhancing levels of organizational pride as it represents a strong intrinsic incentive for employees, by sharing what the organization achieves, and providing a clear description of employees, and the study of Al-Shabli [28], and the study of Hussein, Ismail, Sevag & Lama [29], and the study of Deepa, Baral and Saini [30] which included employees' pride in their organization compared to other organizations, as they feel that they are more integrated and cooperative in it.

Also, the study, [31] in Nigeria concluded that there was a low level of organizational pride. The study of [32]; [33]; [37] and [34] also recommended the importance of morale and its role in increasing productivity and achieving belonging and loyalty to the institution. Many studies have recommended the importance of organizational pride and morale, such as the study of Abdul [35] on the necessity of feelings of pride by preparing records that include the university's successes and keeping employees informed of them.

The results of study [31] concluded that the level of organizational pride among employees is high, and that there are statistically significant differences in that level attributed to the gender variable in favor of females, and the years of experience variable in favor of those with 5 years of experience or more. [13] Found average levels of organizational pride among employees. While academic qualifications made no difference, pride levels were higher among females and employees with ten or more years of experience.

Providing a democratic and flexible work environment within the university administration, balanced between employee freedom and guidance while minimizing routine interventions, boosts morale, positively impacting their sense of institutional pride and deepening their sense of belonging and loyalty to the university institution they work for.

3. Study Problem:

Empowering employees, granting them autonomy, and minimizing interference in their routine tasks boost their morale and strengthens their loyalty and pride in the institution, demonstrating their appreciation and respect for their workplace. This study sought to address the motivational gap in universities and reveal the relationship between department heads' pride in the institution and faculty morale in Jordanian universities. Specifically, the study explored how this pride relates to faculty morale by answering the following research questions:

1. What is the level of Organizational pride among academic leaders in Jordanian Universities from the Perspective of Faculty Members?
2. What is the level Morale of faculty Members in Jordanian Universities from their point of view?
3. Is there a statistically significant Correlation at the Significance Level ($\alpha = 0.05$) between the degree of Organizational Pride among academic Leaders and the level of work Morale among Faculty Members at Jordanian Universities?

4. Methodology

This quantitative study utilized a descriptive correlation survey to examine the relationship between organizational pride and faculty morale in Jordanian universities

Sampling

The study population consisted of all faculty members at Jordanian public universities for the 2025/2026 academic year. An electronic questionnaire was randomly distributed to faculty members at three Jordanian universities (North, central, and South) in the Kingdom of Jordan: Yarmouk University, the Hashemite University, and Mu'tah University. A total of 825 faculty members were randomly selected, as shown in Table 1.

Table 1: Study Sample and its Variables

Variables	Category	N	Percentage
Gender	Males	457	%0.55
	Females	368	%0.45

Experience	Less than 5 years	331	%0.40
	From 5 - less than 10 years	346	%0.42
	10 years and more	148	%0.18
Total		825	100%

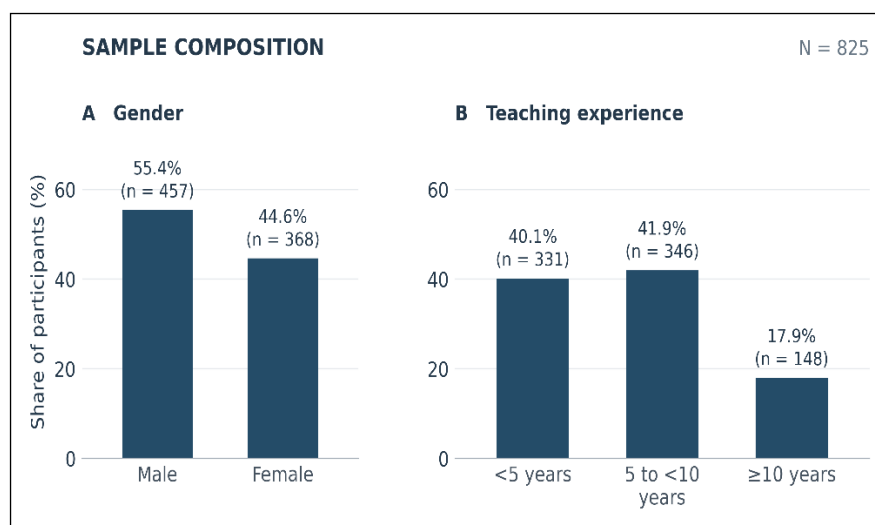


Fig. 1: Participant distribution by gender and teaching experience.

The figure presents the demographic and professional characteristics of the 825 faculty members who participated in the study. Panel A shows 457 males (55.4%) and 368 females (44.6%). Panel B shows 331 participants with less than 5 years of experience (40.1%), 346 with 5 to less than 10 years (41.9%), and 148 with 10 years or more (17.9%). Bar heights indicate percentages; labels show the percentage and number in each category. Both panels use the same vertical scale. Faculty members with 5 to less than 10 years of teaching experience constituted the largest experience group. Percentages were calculated from the reported counts and may not total exactly 100% because of rounding.

5. Research Instruments

The questionnaire used in this study consisted of two parts: The first part focused on measuring organizational pride among faculty members, and was based on previous studies (Widyanti, et al., [27]; Abdul, [35]; [29], the second part measured the level of work morale among faculty members in Jordanian universities and was based on previous studies Al-Sharman [32]; Al-Anzi [33]; Al-Dahli [34]. A five-point Likert scale was adopted (5= strongly agree, 4= agree, 3= neutral, 2=disagree, 1=strongly disagree) and a classification plan was used based on the average computerized scores of the scale belonging to three categories: low (1-2.33), medium (2.34-3.67), high (3.68-5).

To verify the validity of the study instrument:

The instrument, in its initial form, was presented to a number of faculty members in Jordanian universities in the field of educational administration, to benefit from their observations on its suitability, accuracy, clarity of the instrument's items, and the precision of its language. Based on the experts' observations, the questionnaire was reviewed and some modifications were made to reach its final form, to ensure its reliability, Cronbach's alpha coefficient was used to evaluate the internal consistency of the two scale items, where the value of the items related to the level of organizational pride reached 0.88, while the value of the items that aim to evaluate the level of morale reached 0.89.

Data Analysis

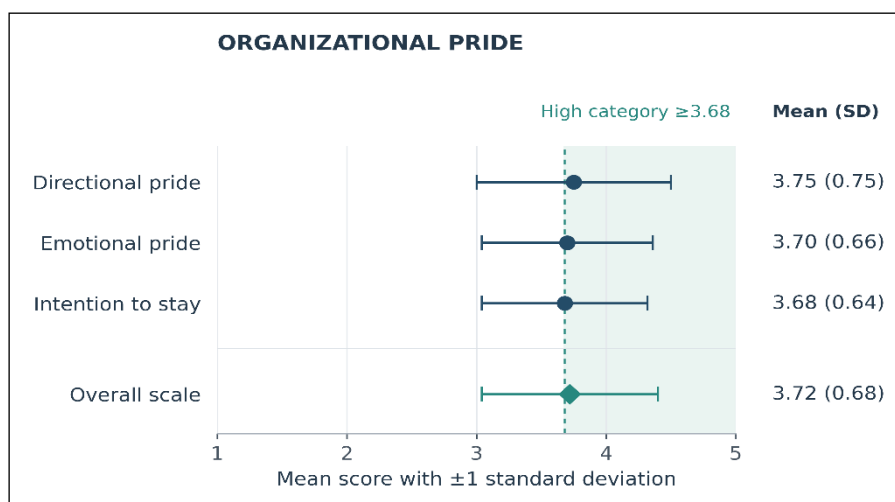
The appropriate analysis tool was adopted for the study.

6. Results and Discussion

Presenting and discussing the results of the first question: What is the level of Organizational pride among academic leaders in Jordanian Universities from the Perspective of Faculty Members? Arithmetic means and standard deviations were extracted to determine the ranking of areas of organizational pride from the responses of participants in the study sample, and Table (2) illustrates these results.

Table 2: Means and SD for the Responses of Study Participants regarding Organizational pride

No.	Field	Mean	SD	Rank	Degree
3	Directional pride	3.75	0.75	1	High
1	Emotional pride	3.70	0.66	2	High
2	Intention to stay in business	3.68	0.64	3	High
Total		3.72	0.68		High

**Fig. 2:** presents the mean organizational pride scores and their dispersion

The results Markers Figure 2 indicate the reported means and horizontal whiskers represent one standard deviation on either side of each mean (± 1 SD). Responses were scored on a five-point scale, with higher scores indicating greater organizational pride. Directional pride had the highest mean (3.75), followed by emotional pride (3.70) and intention to stay (3.68); the overall score was 3.72. The diamond identifies the overall scale. The shaded region and dashed line indicate the study's high-category threshold (3.68). All reported means met this threshold, indicating that faculty members rated organizational pride at a high level across the assessed dimensions. The whiskers describe score dispersion rather than confidence intervals; differences between dimensions should therefore be interpreted descriptively.

The results in Table (2) indicate that the degree of organizational pride among academic leaders in Jordanian universities, from the perspective of the faculty members as a whole, was high in all its areas, with the overall average reaching (3.72) and a high degree. The directional pride area came in first place with a high arithmetic mean (3.75), followed by the emotional pride area with a high degree and an arithmetic mean (3.70), and then the intention to stay in the job area came in third and last place with a high arithmetic mean (3.68). Faculty members attributed this high level of organizational pride among academic leaders to the leaders' role in fostering excellence and innovation, and to the guidance, support, and simplification they provide to staff in a compassionate and supportive manner. This fosters high-quality institutional performance, demonstrating the leaders' belief in the importance of pride in the institution to which they belong, both academically and organizationally. This pride serves as a primary motivator for positive work behaviors and a major driver of competitive excellence in job development, increasing their sense of belonging and work ethic.

Academic leaders recognize that strong relationships across the university and local communities foster a productive, positive work environment. This engagement enhances staff's sense of belonging and deepens their pride in the institution.

Involving faculty in institutional decision-making fosters a deep sense of belonging. This loyalty boosts organizational pride and motivates educators to help the university achieve its goals while pursuing their own career ambitions.

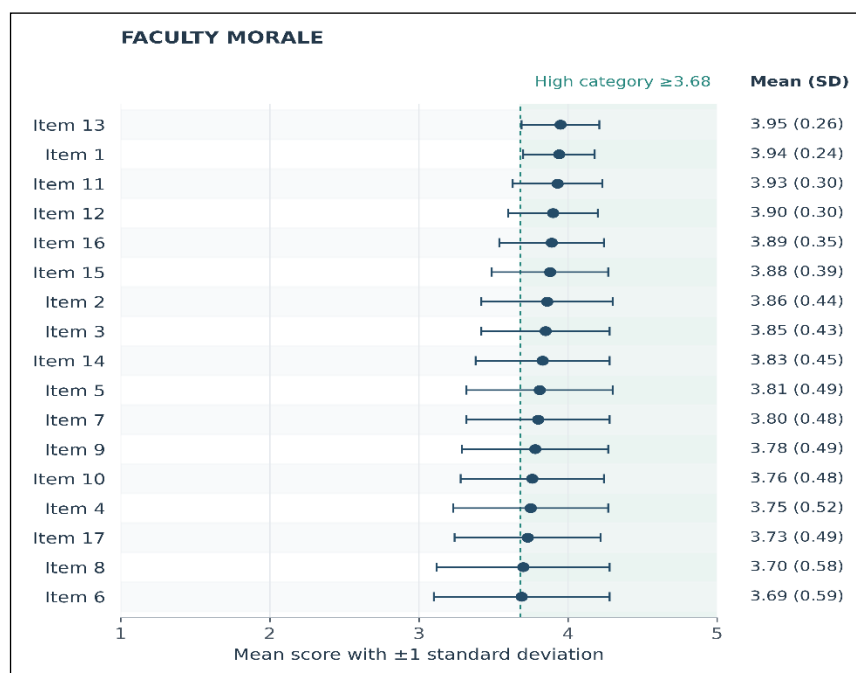
This study aligns with the findings of [11], [28], [29], [36] and [30] all of which demonstrated a high degree of organizational pride in their institutions, these individuals feel more integrated and collaborative with their colleagues to advance the institution.

Results of the Second question: **What is the level Morale of faculty Members in Jordanian Universities from their point of view?**

To answer this question, the arithmetic mean and standard deviation were extracted to determine the level of Morale in work according to the responses of the study sample members, as shown in Table 3

Table 3: Mean and Standard Deviations for the level Morale of faculty Members in Jordanian Universities

N	Paragraph	Mean	SD	Rank	Degree
13	I feel the importance of social standing to my profession.	3.95	0.26	1	High
1	I feel a sense of belonging to my university.	3.94	0.24	2	High
11	I approached teaching my students with enthusiasm and high morale.	3.93	0.30	3	High
12	Make sure I perfect my academic performance in teaching.	3.90	0.30	4	High
16	I make sure to be punctual	3.89	0.35	5	High
15	Adherence to university regulations in their entirety	3.88	0.39	6	High
2	I feel that the university gives me the opportunity to innovate and be creative.	3.86	0.44	7	High
3	I receive appropriate moral recognition at my university.	3.85	0.43	8	High
14	I feel that the tasks I perform in the department are appropriate for my academic career.	3.83	0.45	9	High
5	I feel that I am fulfilling myself in the teaching profession.	3.81	0.49	10	High
7	I receive letters of thanks and appreciation when I excel in my work, serving as both material and moral incentives.	3.80	0.48	11	High
9	I feel that the university administration is fair in evaluating employee performance.	3.78	0.49	12	High
10	I believe the university administration encourages any initiative that leads to improved academic and administrative performance.	3.76	0.48	13	High
4	I feel that my academic leader supports my participation in decision-making related to my institution.	3.75	0.52	14	High
17	I believe my salary provides me with a suitable standard of living.	3.73	0.49	15	High
8	I feel that the material and moral incentives.	3.70	0.58	16	High
6	I receive in my work are appropriate.	3.69	0.59	17	High
Tootle		3.84	0.47	High	

**Fig. 3:** The correlation coefficients reported in are displayed

Markers show Figure 3. The means for the 17 morale items, ordered from highest to lowest, and horizontal whiskers display $SD \pm 1$ standard deviation. Item numbers refer to Table 3. On the five-point response scale, Item 13 had the highest mean (3.95, $SD = 0.26$), while Item 6 had the lowest (3.69, $SD = 0.59$). All item means fell within the high category (3.68–5.00), indicated by the shaded region and dashed threshold line. This pattern indicates consistently high reported morale across the questionnaire items, alongside variation in the dispersion of faculty members' responses. The numerical column reports each mean and SD. Whiskers show response dispersion rather than confidence intervals; comparisons between items are

descriptive.

The results in Table (3) show that the arithmetic means of the study sample's ratings on the items related to faculty morale ranged from (3.95-3.95) and were at a (high) level. Item (13), which states, "I feel the importance of social standing to my profession," came in first place with the highest arithmetic mean of (3.95), while item (17), which states, "I receive in my work are appropriate," came in last place with the lowest arithmetic mean of (3.69). The overall arithmetic mean for the instrument was (3.84) and was at a high (high) level.

This may be attributed, according to the estimates of the study sample of faculty members from Jordanian universities, to their sense of the importance of their profession's social standing in academic performance, and to their sense of belonging and pride in working at their respective universities.

The result may also be attributed to their enthusiasm and high morale in their interactions with students, and their commitment to excellence in their teaching, while adhering to the university administration's schedules, regulations, and laws with pride and dedication. This is evidenced by the high scores in items (15, 2, 12, 13, 16, and 17).

This may also be attributed to faculty satisfaction with their assigned tasks and to the university administration's role in providing them with opportunities for creativity and innovation in teaching and scientific research.

Items (4, 7, 9, 5, 10, and 14) received high scores. This result may be explained by the university administration's fair evaluation criteria for outstanding employees and its appreciation of their achievements through material and moral incentives. This serves as a model of excellence and creativity for their colleagues, boosting their morale and pride in their institution and its staff.

At the bottom of the list, items (6, 8, and 17) received high scores. This result may be explained by the administration's focus on improving academic, administrative, and financial performance to provide a suitable standard of living for faculty members.

This high result aligns with the findings of Sharman [41] and the study by Jamous and Al-Harabsheh [40], both of which reported high levels. However, it differs significantly—and by a notable margin—from the results of studies conducted by Salameh and Battoush-Al [42], Al-Enezi [33], and Al-Dahli [34], which found only a moderate level of morale.

Presenting and discussing the results of question 3: Is there a statistically significant correlation ($\alpha = 0.05$) between the degree of organizational pride among academic leaders and the morale level of faculty members at Jordanian universities?

To answer this question, Pearson's correlation coefficient was used to analyze the sample responses and determine the relationship between the degree of organizational pride and the morale level of faculty members at Jordanian universities, the results are presented in Table 4:

Table 4: Results of the Pearson Correlation Coefficient between the Degree of Organizational pride and the Level of Morale for Faculty Members in Jordanian Universities

Variable	Directional pride	Emotional pride	Intention to stay in business	Morale in work
Organizational pride	0.66*	0.59*	0.75*	0.80*

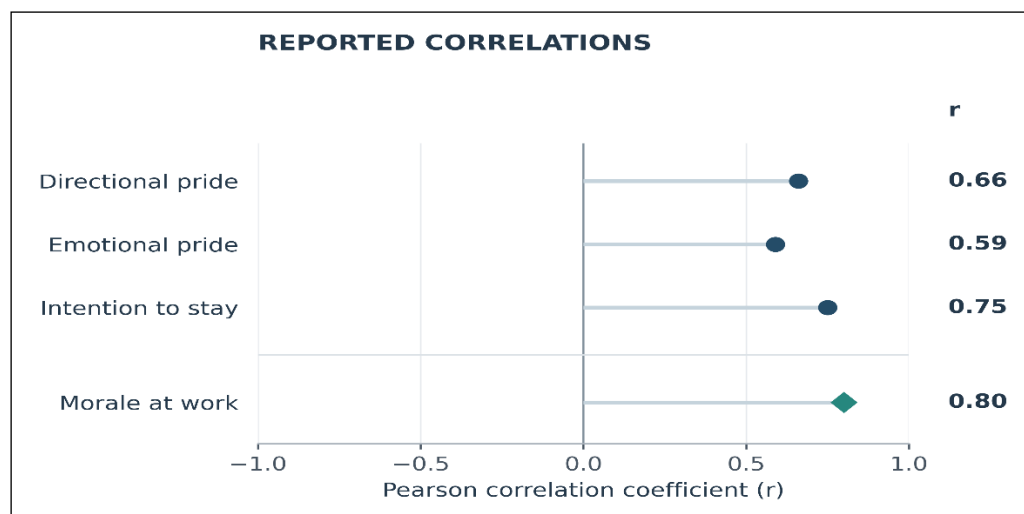


Fig. 4: The correlation coefficients reported in Table 4.

Markers Figure 4 reproduce the coefficients in the organizational pride row of Table 4 under the respective column labels: directional pride ($r = 0.66$), emotional pride ($r = 0.59$), intention to stay ($r = 0.75$), and morale at work ($r = 0.80$). The diamond distinguishes the morale coefficient. All displayed coefficients are positive; the horizontal axis shows the full possible range of Pearson's r (-1 to $+1$). Lines connect each coefficient to zero for visual reference and do not represent confidence intervals. The positive coefficient for morale at work indicates that higher organizational pride scores were associated with higher faculty morale scores. This relationship should be interpreted as an association rather than evidence of a causal effect. Exact p values and confidence intervals are not displayed because they are not provided in Table 4.

Table 4 presents the Pearson correlation coefficient results for faculty members' responses regarding organizational pride among academic leaders and faculty morale at Jordanian universities. The results showed a strong, positive, direct, and statistically significant relationship between all aspects of organizational pride and work morale, with an overall correlation coefficient of 0.80. Based on the study sample's assessments, this result can be interpreted as indicating that organizational pride is a fundamental characteristic distinguishing institution capable of responding effectively to environmental changes and sudden challenges, whether internal or external.

7. Conclusion

Organizational pride refers to an institution's ability to adapt to changes and reformulate its strategies, structures, and procedures to align with new developments, without compromising its cohesion or institutional identity.

Adaptability drives organizational success and fosters deep employee pride. When staff sees their resilient company overcome challenges and grow, they feel a stronger sense of belonging, this pride builds a respectful, collaborative culture that boosts team morale and loyalty

Employees thrive and feel a strong sense of belonging when their organization demonstrates crisis resilience, adaptability, and a commitment to growth. Furthermore, when academic leaders take pride in their institution, it boosts faculty morale, collaboration, and commitment. Ultimately, this organizational pride creates a positive feedback loop: resilience drives pride, which in turn fosters deeper job loyalty, commitment, and a better work environment.

Professional faculty exhibit high job satisfaction, which boosts institutional pride and belonging, especially in empowering environments. However, departmental supervisors can sometimes hinder teaching creativity. For academic leaders in Jordanian universities, organizational pride—particularly directive and emotional—along with job retention intentions are strong. Finally, demographic factors like gender and experience influence these perceptions, and job pride strongly correlates with overall faculty morale.

Academic leaders should be selected from tenured or highly stable faculty members. Furthermore, department heads should participate in job-pride workshops and seminars to promote awareness of their roles.

In light of these findings, the following recommendations can be made:

- Universities should select academic leaders optimally from among faculty members who enjoy job security and stability.
- Academic leaders should increase their participation in courses, seminars, and lectures related to job pride to raise awareness of this topic.
- University administrations should select academic leaders from among faculty members who enjoy job security and stability.

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