The Impact of School Climate on Teachers' Self-efficacy Towards a Comprehensive Program for Professional Development

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Abstract: This study evaluated the school climate and the teachers' self-efficacy with a goal to propose a comprehensive program for teachers' professional development. Based on the findings, the researcher concluded the following: (1) The majority of teacher respondents are female, aged 31 to 40, holding Master's degrees, and collectively possess over ten years of experience across all school departments. (2) School climate, especially student interactions, was highly manifested among the four indicators evaluated by teachers. Teacher relations ranked second, followed by leadership and decision-making. Attitude and culture were rated lowest but still assessed as highly implemented. (3) Teachers expressed highest self-efficacy in digital literacy, followed by instructional strategies, student engagement, and classroom management, indicating confidence in various teaching aspects. (4) School climate significantly impacts teachers' self-efficacy, influencing empowerment, motivation, and confidence in engaging students and using instructional methods effectively. (5) A proposed teacher professional development program aims to enhance teachers' self-efficacy through targeted initiatives focused on school climate improvement. Based on the study's conclusions, the following recommendations are suggested(1) Focus on raising awareness of attitude and culture within the school through initiatives like cultural competence training and diversity workshops. (2) Encourage collaboration among teachers from different departments to enhance understanding of teaching practices and promote a unified school climate. (3) Provide ongoing support and resources for integrating technology into teaching practices, including training on new tools and effective digital resource incorporation. (4) Foster cross-departmental collaboration among teachers to enrich teaching experiences and promote a sense of shared efficacy. (5) Execute a comprehensive teacher professional development program to cultivate a positive school climate, promote collaboration, and empower educators for an enriched teaching environment.

Keywords: School Climate; Teachers' Self-Efficacy; Teachers' Professional Development.

1. Introduction

1.1. Background of the Study

One of the things that sets an organization apart from others is the climate of the school. When using schools as an example, the school climate is compared to a person's personality, and it directly impacts how people behave there, including students, teachers, staff, and administrators. It provides an opportunity to identify areas for improvement in leadership practices and organizational policies that can positively influence teacher confidence and effectiveness.

Every educational institution has distinctive qualities that set it apart from others. Although the physical characteristics, such as the building's construction and amenities may be identical, a number of variables contribute to the uniqueness of a school's features. This is because a school's climate might influence its qualities.

A helpful and cooperative work environment is fostered by a positive school atmosphere. This researcher can establish circumstances that empower teachers, support professional development, and promote a healthy workplace culture by being aware of how this environment influences teacher self-efficacy.

According to Veletic (2023), the climate of the school has a big impact on whether educational management is successful or unsuccessful. It refers to the overall environment, setting, and standard of relationships in the context of a school community. A positive and stimulating school climate is advantageous to all stakeholders, including principals, teachers, staff, and students.

In a school, interactions between students, teachers, staff members, and administrators are governed by a set of common beliefs, values, and attitudes, which influence the school climate. It includes the behavioral guidelines defined by the principles and standards followed by the school community. Organizational practices, the encouragement of positive work habits, and compliance with policies and regulations are all part of the school climate. It develops as a result of social interactions impacted by educational and societal beliefs in the school setting. (Syahril and Hadiyanto, 2018).

The term self-efficacy, as defined in almost all references relates to a person's confidence in their capacity to carry out activities, deal with issues, and handle diverse circumstances. It is important for one's personal growth and can significantly affect their lives.

To relate it to teachers, self-efficacy is the idea that a teacher has faith in their ability to carry out their duties and responsibilities as educators successfully. The ability of teachers to positively influence the learning and engagement of their students is based on their confidence in their abilities, knowledge, and capability. Teaching methods, classroom management strategies, and a teacher's overall performance are all influenced by their sense of efficacy.

When teachers have strong self-efficacy, they are confident in their ability to change the lives of their pupils and support

their academic success. They have a higher propensity to establish difficult objectives, keep going in the face of challenges, and use powerful instructional techniques. Because they believe they can succeed in their positions, teachers with high levels of self-efficacy also experience increased job satisfaction and drive.

The school climate, professional development opportunities, feedback from colleagues and administrators, and past teaching experiences are just a few of the factors that have an impact on a teacher's self-efficacy. (Lacks, et al, 2018).

As described, this study will look into the correlation between teachers' self-efficacy and school climate, which might provide insightful information about how teachers' perceptions of their competence and effectiveness are influenced by the general climate of a school. Encouraging effective teaching methods and developing a positive learning environment depends on growing and supporting teacher self-efficacy.

In recent years, China has gradually placed a greater emphasis on holistic education, emphasizing not only academic success but also character development, practical skills, and personal growth. The importance of fostering students' self-efficacy, confidence, creativity, critical thinking, and problem-solving skills has been acknowledged by Chinese educators.

The researcher used a variety of techniques and procedures to carry out this inquiry effectively. She used questionnaires for the teacher respondents to assess the school climate by examining factors such as teacher relations, student interactions, leadership and decisions, and attitude and culture. Additionally, she gathered data on the teacher's perception of their self-efficacy by examining factors such as student engagement, instructional strategies, and classroom management.

The outcomes of the study have relevance for those who craft and develop educational policies, head teachers, as well as organizations that offer professional development. Recognizing the relationship between school climate and teachers' self-efficacy helps point out areas that require a change to foster conditions that are encouraging and empowering for educators. Educational institutions can help to promote teachers' performance by fostering a positive school climate, which will ultimately improve student outcomes.

1.2. Theoretical Framework

The conceptual framework that is provided below establishes a theoretical foundation for understanding and researching teachers' self-efficacy, supporting the researcher in considering approaches to improving and developing teachers' self-efficacy.

According to Bandura's Social Cognitive Theory, self-efficacy is influenced by four main types of information: mastery experiences, or teachers' self-efficacy is strengthened when they have successful teaching experiences and see positive student outcomes; vicarious learning, or observing others who are successful in similar teaching situations can enhance teachers' self-efficacy; social persuasion, such as verbal encouragement, support, and feedback from coworkers, administrators, and parents; as well as by their Emotional and physiological states, when teachers' anxiety or stress can affect their self-efficacy.

The Teacher Sense of Efficacy Scale (TSES), which was designed by Megan Tschannen-Moran and Anita Woolfolk Hoy to measure teachers' self-efficacy, is the second framework this researcher explored in addition to Bandura's Social Cognitive Theory. The TSES focuses on three aspects of self-efficacy, including efficacy for student engagement, which relates to teachers' beliefs in their capacity to effectively engage students in the learning process; efficacy for instructional strategies which relates to teachers' beliefs in their capability to employ various instructional strategies and techniques to facilitate student learning; and efficacy for classroom management, which relates to teachers' beliefs in their capacity to maintain order in the classroom.

Using social cognitive theory to study teacher self-efficacy allows researchers to examine the complex interactions between beliefs, behaviors, social influences, and emotional experiences. This knowledge will help develop interventions, professional development programs, and supportive environments that increase teachers' self-efficacy and ultimately their effectiveness in the classroom.

Lastly, in the realm of education, the TSES is a useful instrument for both practice and research. The TSES can influence focused interventions and professional development programs aimed at boosting teachers' confidence, abilities, and effectiveness in student engagement, instructional strategies, and classroom management by gaining a knowledge of their level of self-efficacy in these particular areas.

1.3. Statement of the Problem

To design a comprehensive program for teachers' professional development, this study evaluated the school climate and the teachers' self-efficacy at B College, China.

Specifically, it looked for answers to the following questions:

1. What are the respondents' demographic characteristics in terms of:
    1.1 Sex
    1.2 Age
    1.3 Years of Service
    1.4 Department
    1.5 Level of Education

2. What is the assessment of the teacher respondents as regards their school climate in terms of:
    2.1 Teacher Relations
    2.2 Student Interactions
    2.3 Leadership and Decision Making
    2.4 Attitude and Cultureparative correlation design, the relationship between

3. Is there a significant difference in the assessment of the teacher respondents as regards their school climate when their demographic profiles are taken as test factors?

4. What is the assessment of the teacher respondents of their self-efficacy based on the following factors?
    4.1 Student Engagement
    4.2 Instructional Strategies
    4.3 Classroom Management
    4.4 Digital Literacy

5. Is there a significant difference in the assessment of the teacher respondents as regards self-efficacy when their profiles are taken as test factors?

6. Is there a significant relationship between school climate and the self-efficacy of teachers?

7.Based on the findings, what developmental program may be developed to enhance teachers' self - efficacy?

1.4. Hypotheses

The following null hypotheses will be put forth in this study:

Ho1: There are no significant differences in the assessment of the teacher respondents of their school climate when their profiles are taken as factors.

Ho2: There are no significant differences in the assessment of the teacher respondents of their self-efficacy when their profiles are taken as factors.

Ho3: There is no significant relationship between school climate and teachers' self-efficacy.

1.5. Significance of the Study

The persons listed below will gain from this study in a variety of ways:

1.5.1. Educational Leaders

Educational leaders can support teachers' success by improving the school climate, which will ultimately improve student outcomes by boosting teachers' self-assurance, work satisfaction, and general effectiveness. Additionally, by identifying the elements of school climate that influence teachers' self-efficacy, they can concentrate on developing a supportive environment that enables teachers to implement cutting-edge and research-based instructional approaches.

1.5.2. Educational Policymakers

They will be able to identify areas that require improvement in developing conditions that are encouraging and inspiring for teachers.

1.5.3. Teachers

They will be able to articulate the significance of their self-efficacy and enhance this specific positive strength within themselves. Furthermore, they are more likely to feel fulfilled, motivated, and able to advance their careers when they have confidence in their capacity to have a good impact on students' learning.

1.5.4. Human Resource Leaders

To attract and hire new teachers who are enthusiastic to work in an environment that acknowledges their contributions and develops their professional progress, they can establish a positive school climate that supports teachers' self-efficacy.

1.5.5. Students

Students will be assured the success of their academic achievement, motivation, and socioemotional growth since these factors have all been closely associated with teachers' self-efficacy.

1.5.6. Future Researchers

Better insights on the impact of school climate on teacher self-efficacy will be provided by the analysis of the literature and study results.

2. METHODOLOGY

The study's design, participants, research method, data collection process, and statistical data analysis are all covered in this chapter.

2.1. Research Design

Using a descriptive school climate and teachers' self-efficacy was explored. This study design allowed for the description and comparison of variables and the study of their relationships.

2.2. Research Instruments

In order to evaluate school climate in connection to teachers' self-efficacy, the questionnaires were modified.

The standardized Secondary Classroom Climate Assessment Instrument - General (CCAI-S-G) from the Alliance for the Study of School Climate (ASSC) served as the basis for the first section of the questionnaire. The SCAI's item structure, solid theoretical model, and high reliability all work together to produce results that are more valuable and reliable. At a 0.7 level, the SCAI will first correlate with important outcomes like achievement scores. With a validity value of 0.7, a measure's relationship to the construct it is meant to measure is very positive. Validity in the context of psychological evaluations or tests refers to the extent to which a test captures what it purports to capture.

Through an adapted questionnaire called the Teachers' Sense of Efficacy Scale (TSES), the second section seeks to evaluate teachers' perceptions of their own efficacy. The TSES of Tschannen-Moran and Woolfolk Hoy, 2001, was used in this study to assess its factors namely, student engagement, instructional strategies, and classroom management.

The researcher, who also serves as the head of her school's big data division, added digital literacy as a component under teachers' self-efficacy because this questionnaire had been modified to meet the study's objectives. Because of the changing nature of education and the growing use of technology in the classroom, she thought that including digital literacy as a gauge of teachers' self-efficacy is essential.

2.3. Statistical Treatment of Data

Using the Statistical Package for Social Sciences (SPSS) program, the data from the study were evaluated using the statistical techniques detailed below at the significance level of 0.05.

2.3.1. Frequency Count and Percentage

The researcher utilized this technique to evaluate the teacher respondents' sex, age, years of service, and level of education.

2.3.2. Weighted Mean

In the initial stages, the researcher utilized this to evaluate the climate of the school, taking into consideration variables like teacher relations, student interactions, leadership and decision making and attitude and culture. Additionally, using student engagement, instructional strategies, and classroom management as measurement variables, the researcher used these to evaluate teachers' self-efficacy.

2.3.3. Standard Deviation

Table 1. Standard Deviation

Weight	Scale/Range	Descriptions	Interpretations
4	3.51-4.00	Strongly Agree	Highly Manifested
3	2.51-3.50	Agree	Manifested
2	1.51-2.50	Disagree	Lowly Manifested
1	1.00-1.50	Strongly Disagree	Not Manifested

This statistical metric was used to provide significant insights into the distribution pattern of data points in relation to the mean value, assisting in determining whether they are

uniformly distributed or densely clustered. The result in the end was regarded as described in table 1.

2.3.4. T-test /ANOVA

The researcher applied the t-test, Analysis of Variance, or F-test to see if there are any statistically significant variations in the teacher respondents' perceptions of the school climate and self-efficacy when their profiles are taken into consideration.

2.3.5. Pearson's r Correlation Analysis

To ascertain the connection between school climate and teachers' self-efficacy, the researcher applied Pearson's r correlation analysis.

2.4. Decision Criteria

When analyzing the hypotheses, the significance threshold of 0.05 was applied. The null hypotheses were only deemed valid if the estimated significance value is greater than the cutoff of 0.05; alternatively, they were not considered.

2.5. Ethical Considerations

Listed below are some important ethical points that the researcher will consider.

2.5.1. Confidentiality and Anonymity

Participants should be guaranteed that any information or data collected from them will be handled with the highest confidentiality and respect. Their identity should also be anonymous or devoid of any hint or indication that could encourage third parties to associate or relate personal information with the real individual.

2.5.2. Conflict of Interest

The researcher plans to carry out a thorough investigation into the matter of conflicts of interest, with a particular focus on how conflicts resulting from financial, familial, or proprietary issues are managed.

2.5.3. Privacy and Confidentiality

The researcher's goal is to closely examine confidentiality and privacy, assessing the efficacy of safeguards put in place to preserve participant information while data is being collected, including strategies for data protection.

2.5.4. Informed Consent

All teacher respondents will provide informed consent to the researcher prior to their involvement in the study. In-depth descriptions of the study's goals, procedures, possible drawbacks and advantages, confidentiality measures, and the option to leave the research at any moment without being charged would be provided to them.

2.5.5. Vulnerability

Focusing primarily on vulnerability, the researcher will assess the implications for informed consent when researching study populations that are at risk, such as teachers.

3. RESULTS AND DISCUSSIONS

This section describes the data gathering methods used, as well as later findings and the researcher's analysis, all of which are consistent with the original issue description. The narrative dives further to offer a detailed explanation of the researcher's results and opinions, combining factual facts with insights gained from personal experience.

3.1. The Demographic Makeup of the Employee Respondents in Terms of Their Sex, Age, Years of Service, Department and Level of Education.

Table 2. Frequency Distribution of the Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	92	41.4%
Female	130	58.6%
Total	**222**	**100%**
Age		
21-30 years old	40	18.0%
31-40 years old	125	56.3%
41-50 years old	48	21.6%
Above 50 years old	9	4.1%
Total	**222**	**100%**
Years of Service		
1-5 years	40	18.0%
6-10 years	58	26.1%
11-15 years	64	28.8%
Above 15 years	60	27.0%
Total	**222**	**100%**
Department		
School of Mechanical Electrical Eng'g.	28	12.6%
School of Telecommunication Eng'g.	35	15.8%
School of Aeronautics	7	3.2%
School of Automotive Eng'g.	12	5.4%
School of Integrated Circuits (Artificial Intelligence)	19	8.6%
School of Biological Eng'g.	14	6.3%
School of Economics & Management	65	29.3%
School of Art & Design	42	18.9%
Total	**222**	**100%**
Level of Education		
Bachelor's degree	85	38.3%
Master's degree	113	80.9%
Doctorate degree	24	10.8%
Total	**222**	**100%**

The table shows that a significant majority of the teachers surveyed are female (58.6%), between the ages of 31 and 40 (56.3%), and hold Master's degrees (80.9%). Furthermore, these teachers, who come from all eight of the school's departments, have more than ten years of combined expertise in the subject.

The results indicate that female teachers, ages from 31-40 make up the majority of the surveyed teaching staff, and a significant percentage of that population have master's degrees. These teachers come from each division in the school and have a combined total of more than ten years of expertise teaching the subjects they teach. The teaching team is varied in terms of gender and departmental representation, well-educated, and experienced overall.

3.2. The Teacher Respondents' Assessment of Their School Climate in Terms of Teacher Relations, Student Interactions, Leadership and Decision Making, and Attitude and Culture

Table 3. Teacher Respondents' Assessment on their School Climate in Terms of Teacher Relations

Teacher Relations	Mean	SD	Interpretation	Ranking
1. Teachers frequently work together on teaching-related issues.	3.14	0.76	Manifested	4.5
2. Teachers collaborate as a team to solve problems.	3.18	0.73	Manifested	2
3. Teachers exhibit a great deal of respect.	3.28	0.69	Manifested	1
4. Teachers have the time and desire to interact with one another.	3.21	0.77	Manifested	2
5. Teachers have positive things to say about their administrators and one another.	3.14	0.71	Manifested	4.5
Composite Mean	**3.19**	**0.63**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested;
1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents indicate a significant level of respect, with the highest assessment of 3.28 suggesting a degree of manifestation. However, they also express frequent collaboration on teaching-related matters and positive sentiments toward both their administrators and colleagues, although these were rated lower at 3.14, still indicating a considerable level of manifestation.

The assessment indicates that among teacher respondents, there is a prevalent culture of respect. This shows that the school climate values mutual respect, which fosters helpful work environments and positive interpersonal interactions. The result, which has a composite mean of 3.19, shows that the employees' assessment of the school atmosphere in terms of teacher relations is manifested.

According to Meristo & Eisenschmidt (2014), teachers'

opinions of the school atmosphere are greatly influenced by the person in charge, who serves as the instructional leader. The principal bears the task of fostering a supportive climate that encourages teachers to feel comfortable sharing their thoughts and experiences. Because it affects teachers' capacity to participate in decision-making processes, fostering trust and collegiality from everyday interaction is essential.

Table 4. Teacher Respondents' Assessment on their School Climate in Terms of Student Interactions

Student Interactions	Mean	SD	Interpretation	Ranking
1. Many students show up for school activities.	3.20	0.69	Manifested	5
2. In the school, students experience a sense of belonging.	3.21	0.71	Manifested	4
3. Diverse cultures and subgroups interact, blend in, and feel like valuable members of the community.	3.23	0.70	Manifested	2
4. Most students believe they are protected from harm.	3.22	0.69	Manifested	3
5. The majority of students want to have the power to decide on matters that will affect them.	3.25	0.71	Manifested	1
Composite Mean	**3.22**	**0.60**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested;
1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that the majority of students want to have the power to decide on matters that will affect them with the highest assessment of 3.25 interpreted as manifested. While they also agree that many students show up for school activities, it was given the lowest assessment of 3.20 interpreted as manifested.

The highest rating (3.25) shows that teachers are aware of students' strong desire to be involved in decision-making. This implies that students value their independence and seek for opportunities to participate in the objectives of their school. Notwithstanding the much lower rating of 3.20, the evaluation nevertheless shows a significant degree of manifestation. Although many students participate in school activities, this shows that there may be potential for improvement in terms of raising participation rates or increasing the range of activities provided in order to better engage students.

The finding suggests that while there is a significant desire among students to have a say in decisions affecting them, there is also a notable level of student participation in school activities. This highlights the importance of incorporating

student input into decision-making processes and fostering opportunities for student engagement within the school community.

Xiao (2023) found that interactions between teachers and students may help students feel more confident about reaching particular learning objectives. Even if students are not as proficient in a specific subject, teacher-student interaction will help them become more proficient in the subject matter through communication, improve their classroom pleasure, and ultimately support their overall wellbeing. Furthermore, effective teacher-student interaction in the classroom may ignite students' passion for learning, which in turn may encourage their interest in learning, provide them with a sense of fulfillment, and give them a sense of accomplishment in the classroom, all of which contribute to their feeling of wellbeing in the learning process.

Table 5. Teacher Respondents' Assessment on their School Climate in Terms of Leadership and Decision Making

Leadership and Decision Making	Mean	SD	Interpretation	Ranking
1. All staff members are committed to the school's vision and mission.	3.14	0.71	Manifested	4
2. The mission is clearly at the center of school decisions.	3.23	0.71	Manifested	1
3. The vast majority of employees say they feel respected and appreciated.	3.14	0.72	Manifested	4
4. Most employees have a high level of respect and trust for the leadership.	3.19	0.70	Manifested	2
5. High levels of accountability are shown by leaders, who also discover ways to "make it happen."	3.14	0.73	Manifested	4
Composite Mean	**3.17**	**0.63**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested;
1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that the mission is clearly at the center of school decisions with the highest assessment of 3.23 interpreted as manifested. While they also agree that all staff members are committed to the school's vision and mission, that the vast majority of employees say they feel respected and appreciated, and that high levels of accountability are shown by leaders who also discover ways to make it happen, it was given the lowest assessment of 3.14 interpreted as manifested.

The evaluation score of 3.23 suggests that teachers believe the school's mission is essential to decision-making. This implies that actions should be in line with the institution's overall objectives and core values. The somewhat lower assessment for accountability, in spite of the favorable assessments, implies that there could possibly be certain areas in need of development. This highlights the importance of constant efforts to strengthen accountability practices and ensure consistency in leadership actions. Based on the composite mean of 3.17, the results generally point to a positive school climate, especially when it comes to leadership and decision-making.

Positive school climate or school culture have also been directly associated with shared decision-making. Teachers who implement this method of management exhibit higher levels of dedication to the educational endeavor, according to a number of favorable correlations. Subsequently collaborative decision-making is said to produce better results and have greater support from the community, in addition to the benefits that instructors see from it. Also, research has demonstrated a favorable correlation between shared decision-making and achievement among students (Williamson & Blackburn, 2019).

Table 6. Teacher Respondents' Assessment on their School Climate in Terms of Attitude and Culture

Attitude and Culture	Mean	SD	Interpretation	Ranking
1. The school is praised and positively described by students.	3.14	0.69	Manifested	3
2. The sense of connection among students is strong.	3.18	0.71	Manifested	1.5
3. Students feel that after graduating, they owe their school a huge debt of gratitude.	2.87	0.83	Manifested	5
4. High standards are held by teachers for every student.	3.05	0.78	Manifested	4
5. The school upholds customs that foster institutional pride and a sense of cultural continuity.	3.18	0.69	Manifested	1.5
Composite Mean	**3.08**	**0.62**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested; 1.00-1.50 Strongly Disagree/ Very Lowly Manifested

Teacher respondents agree that the sense of connection among students is strong, and that the school uphold customs that foster institutional pride and a sense of cultural continuity with the highest assessment of 3.18 respectively interpreted as manifested. Though they also agree that students feel that after graduating they owe their school a huge debt of gratitude, however, it was given the lowest assessment of 2.87 interpreted as manifested.

The high assessment of 3.18 indicates that students have a strong feeling of recognition and belonging in the school community, which is supported by ceremonies and practices that uphold cultural continuity and pride. In contrast to the other factors assessed, students' assessment (2.87) for the belief that they owe their school a significant debt of gratitude is lower, indicating a weaker sentiment. According to teacher respondents, the attitude and culture within the school

atmosphere are manifested, as indicated by the composite mean of 3.08. Thus, according to teacher responders, the school climate's attitude and culture are clearly and actively conveyed, demonstrating a robust and cohesive school community defined by common values and positive connections.

Tus's (2020) study found that schools, together with their professors, play an important role in pushing students to perform and challenging them to achieve their full potential. Furthermore, the study found that clear and fair norms and regulations help students do better academically.

Table 7. Summary of the Teacher Respondents' Assessment on their School Climate

School Climate Indicators	Mean	SD	Interpretation	Ranking
1. Teacher Relations	3.19	0.63	Manifested	2
2. Student Interactions	3.22	0.60	Manifested	1
3. Leadership and Decision Making	3.17	0.63	Manifested	3
4. Attitude and Culture	3.08	0.62	Manifested	4
Composite Mean	**3.16**	**0.56**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested; 1.00-1.50 Strongly Disagree/ Very Lowly Manifested

The result shows that school climate in terms of student interactions was the most highly manifested among the four indicators ranked as first, teacher relations ranked as second, while leadership and decision making ranked third. The least assessed school climate was on attitude and culture based on the assessment of the teacher respondents. The result indicates that the school climate indicators are manifested based on the assessment of the teacher respondents with a composite mean of 3.16.

Student interactions ranked first amount the 4 school climate indicators. This suggests that teacher respondents perceive a strong presence of positive and constructive interactions among students within the school environment.

Teacher relations ranked second among the indicators as it implies that teacher-staff relationships within the school are also perceived to be positive and conducive to a supportive work environment. This suggests effective communication, collaboration, and mutual respect among teachers.

Leadership and Decision Making ranked third among the indicators. Despite being ranked third, they are still considered to be relatively well-manifested within the school climate. This indicates that teacher respondents perceive leadership practices and decision-making processes to be generally effective, even if they are not as prominent as student interactions and teacher relations.

Lastly, attitudes and culture ranked last among the 4 indicators. The least assessed variable of school suggests that teacher respondents perceive this area to be less prominently manifested compared to other indicators.

Katsantonis (2020) found that the multidimensional construct "school climate" has a significant impact on teachers' self-efficacy and job satisfaction. The findings suggest necessary improvements that need to be made in order to promote job satisfaction through school climate. For instance, it could be said that the fostering of teacher-students' relations and improving teachers' perceptions of disciplinary climate in the classroom (e.g., students' misbehavior) may contribute to raising teachers' job satisfaction. Additionally, it is important to enhance teachers' self-efficacy because the correlation between job satisfaction and teachers' self-efficacy is statistically significantly positive, i.e., higher teachers' sense of self-efficacy may result in higher levels of job satisfaction.

3.3. The Teacher Respondents' Assessment of Their Self-Efficacy in Terms of Student Engagement, Instructional Strategies, Classroom Management and Digital Literacy.

Table 8. Teacher Respondents' Assessment of their Self-Efficacy in Terms of Student Engagement

Student Engagement	Mean	SD	Interpretation	Ranking
1. I can inspire my students who don't seem to care about their schoolwork.	3.17	0.77	Manifested	3.5
2. I can persuade my students that they can succeed in their academic endeavors.	3.15	0.74	Manifested	5
3. I can help my students value learning in many ways.	3.21	0.72	Manifested	1
4. I can contribute a lot to help a failing student's comprehension.	3.17	0.72	Manifested	3.5
5. I can help parents encourage their kids to do well in school.	3.20	0.65	Manifested	2
Composite Mean	**3.18**	**0.63**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that they can help their students value learning in many ways with the highest assessment of 3.21 interpreted as manifested. Though they also agree that they can persuade their students that they can succeed in their academic endeavors, however it was given the lowest assessment of 3.15 interpreted as manifested.

The result indicates that most teacher respondents believe they can play an important role in developing their students' appreciation for learning using a variety of techniques. This assessment is supported by a relatively high assessment score of 3.21, which is taken as a strong indication of their assessed self-efficacy. However, despite their confidence in their ability to foster enthusiasm for learning, teachers attributed a lower assessment score of 3.15 to their ability to persuade students that they can achieve in their academic endeavors. The results indicate that the teacher respondents' self-efficacy in terms of school engagement was found to be manifested, with a composite mean of 3.18.

Persinksi's (2015) research findings indicate a noteworthy correlation between teacher efficacy and student achievement, as well as a favorable relationship between student engagement and achievement.

Furthermore, the positive correlation between achievement and student engagement suggests that academic success is more likely for students who are actively committed in their studies. In general, educators expressed a desire and confidence in their capacity to include more engaging activities in their classes.

Table 9. Teacher Respondents' Assessment of their Self-Efficacy in Terms of Instructional Strategies

Instructional Strategies	Mean	SD	Interpretation	Ranking
1. I can create insightful questions for my students.	3.25	0.64	Manifested	1.5
2. I have access to several assessment techniques.	3.25	0.64	Manifested	1.5
3. When my students have doubts, I can offer an alternative explanation or illustration.	3.24	0.66	Manifested	3
4. I can modify my lessons to reach a suitable level for every learner	3.22	0.68	Manifested	4
5. I'm quite adept at using alternate methods in the classroom.	3.18	0.67	Manifested	5
Composite Mean	**3.23**	**0.58**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested;
1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents believe that they can ask insightful questions to their pupils and that they have access to a variety of assessment techniques, with the highest rating of 3.25 being viewed as manifested. Though they feel that they are quite adept at employing alternative approaches in the classroom, it received the lowest score of 3.18, considered as manifested.

The result implies that teacher respondents usually perceive themselves to be effective at asking insightful questions of students and employing a range of methods for assessment. Despite having belief in established methods of teaching, teachers see the value of using alternative ways in the classroom. While this aspect has a comparatively lower grade of 3.18, it is still regarded manifested, showing that teachers are relatively skilled at incorporating alternate teaching approaches into their instructional practices.

Overall, the findings highlight the importance of pedagogical variety in effective teaching. Teachers understand the need of using a variety of teaching tactics to meet the unique learning requirements of their pupils.

Liu & Huang (2019) stated that strong self-efficacy promotes teacher engagement and fosters a more pleasant learning environment. Compared to teachers with low self-efficacy, those with high self-efficacy are more likely to use creative teaching techniques, have stronger classroom management techniques, and participate in professional development.

Teachers revealed that when administrators provided them with instructional strategies to address some of the challenges they encountered in the classroom, they felt abler to connect with the diversity of students in their classroom. Improving instructional strategies is one way to increase student engagement. While administrators must provide support, direction, and mentorship to teachers in their early years of teaching in order for them to build their sense of self-efficacy, it appears that administrative assistance is crucial throughout a teacher's career (Donaldson and Papay, 2015).

Table 10. Teacher Respondents' Assessment of their Self-Efficacy in Terms of Classroom Management

Classroom Management	Mean	SD	Interpretation	Ranking
1. I can manage troublesome students.	3.12	0.69	Manifested	4
2. I'm good at getting my students to follow the rules in class.	3.23	0.64	Manifested	1
3. I can calm down a noisy student.	3.16	0.68	Manifested	2
4. I am highly skilled at dealing with unruly students.	3.01	0.78	Manifested	5
5. I am very good at establishing a classroom management system with each group of students.	3.14	0.75	Manifested	3
Composite Mean	**3.13**	**0.61**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested;
1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that they are good at getting their students to follow the rules in class with the highest assessment of 3.23 interpreted as manifested. Though they also agree that they are highly skilled at dealing with unruly students, however it was given the lowest assessment of 3.01 interpreted as manifested.

The findings indicate that teacher respondents usually view themselves as skilled at preserving classroom management and ensuring that students follow rules, as evidenced by the high assessment score of 3.23, which is viewed as manifested. Despite their apparent achievement in enforcing rules, teachers recognize the difficulties associated with regulating unruly behavior, as demonstrated by their lower assessment score of 3.01. This implies that teachers understand the complexity of dealing with unruly student conduct. Moreover, the results indicate that the teacher respondents' self-efficacy in terms of classroom management was found to be manifested, with a composite mean of 3.13.

According to Kent & Giles (2017) teachers with high self-efficacy are more likely to implement innovative teaching practices, possess better classroom management skills, and are more likely to engage in professional development than teachers with low self-efficacy.

To relate it to teachers, self-efficacy is the idea that a teacher has faith in their ability to carry out their duties and responsibilities as educators successfully. The ability of teachers to positively influence the learning and engagement

of their students is based on their confidence in their abilities, knowledge, and capability. Teaching methods, classroom management strategies, and a teacher's overall performance are all influenced by their sense of efficacy.

Table 11. Teacher Respondents' Assessment of their Self-Efficacy in Terms of Digital Literacy

Digital Literacy	Mean	SD	Interpretation	Ranking
1. I have an extremely high sense of general confidence in my computer literacy abilities.	3.21	0.70	Manifested	5
2. I am proficient at using specific digital tools that are frequently used in classrooms (such learning management systems and educational apps).	3.28	0.69	Manifested	1.5
3. I have great proficiency with digital communication platforms for professional collaboration and interaction with parents and students.	3.25	0.66	Manifested	3
4. I have the flexibility to adjust to and utilize new technology as they penetrate the educational landscape.	3.28	0.67	Manifested	1.5
5. I think that the learning outcomes of my students in my classroom are positively impacted by my competency of digital literacy.	3.24	0.68	Manifested	4
Composite Mean	**3.25**	**0.60**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested;
1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that they are proficient at using specific digital tools that are frequently used in classrooms, and that they have the flexibility to adjust to and utilize new technology as they penetrate the educational landscape with the highest assessment of 3.28 respectively interpreted as manifested. Though they also agree that the have an extremely high sense of general confidence in their computer literacy abilities, however, it was given the lowest assessment of 3.21 interpreted as manifested.

With a high evaluation score of 3.28, teacher respondents believe they are proficient in using particular digital technologies that are often used in classrooms. This shows that they have a high conviction in their technological abilities and that they are at ease and skilled at incorporating digital technologies into their lesson plans. Although the evaluation score of 3.21 indicates that teachers usually have strong confidence in their computer literacy abilities, this score is somewhat lower than those for competency with specific digital tools and adaptation to new technologies. This shows

that teachers have come to recognize the value of lifelong learning and development, especially in light of how quickly technology is advancing. Furthermore, a composite mean score of 3.25 shows that teacher respondents exhibit a high degree of self-efficacy in digital literacy, according to the data. This implies that educators have an immense amount of confidence in their capacity to use digital tools in learning environments.

Ge (2022) revealed that teachers' self-efficacy and collective efficacy are significantly correlated with work engagement. The predictability power of teachers' self-efficacy was higher than collective efficacy. the findings also hint that self-efficacious instructors tend to be more engaged in their instruction. It is also suggested that teacher educators highlight interactive tools, like mobile applications, which encourage teachers and learners to interact and scaffold that increase efficacy.

Table 12. Summary of the Teacher Respondents' Assessment of their Self-Efficacy

Self-Efficacy Indicators	Mean	SD	Interpretation	Ranking
1. Student Engagement	3.18	0.63	Manifested	3
2. Instructional Strategies	3.23	0.58	Manifested	2
3. Classroom Management	3.13	0.61	Manifested	4
4. Digital Literacy	3.25	0.60	Manifested	1
Over-all Mean	**3.20**	**0.56**	**Manifested**	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested;
1.00-1.50 Strongly Disagree/Very Lowly Manifested

Self-efficacy in terms of digital literacy was the most manifested among the teachers as this ranked first, second in rank was on instructional strategies, third on student engagement, and the last was on classroom management. The result indicates that there is a high manifestation of self-efficacy among teachers based on their own assessment.

Teachers have diverse levels of self-efficacy in different areas of their professional lives. Furthermore, teachers demonstrate the highest level of confidence in their digital literacy skills, indicating that they have confidence in their ability to effectively utilize digital tools and technologies for educational purposes. Overall, despite variances between areas, the data show that instructors have a high overall level of self-efficacy in their own assessments. This indicates their confidence and competency in their teaching skills, while also exhibiting opportunities for future growth and development. Understanding these aspects of self-efficacy can help guide focused professional development efforts and support programs aimed at increasing teacher effectiveness and, eventually, student learning outcomes.

According to Zee et al. (2018), a significant predictor of both teaching effectiveness and students' academic achievement represents the teacher's self-efficacy.

Tus's (2020) research focuses further into the significance of schools in promoting student achievement, highlighting the value of unambiguous standards and active participation from students in enhancing their academic performance. In general, these results demonstrate how closely related teacher efficacy,

school climate, and student engagement are, revealing the comprehensive influence of instructional strategies on learning outcomes.

3.4. The Relationship between School Climate and the Self-efficacy of Teachers

The assessed school climate in terms of teacher relations were found to be significantly correlated to a high degree with teachers' self-efficacy in terms of student engagement, instructional strategies, classroom management, and digital literacy. A working environment where teachers feel valued, respected, and empowered is fostered by a positive and encouraging school climate defined by strong teacher relations. Teachers who work in these environments are more likely to demonstrate higher levels of self-efficacy because they believe they can engage students in the classroom, employ a variety of instructional strategies, keep the classroom orderly, and improve learning experiences with digital tools. Positive interpersonal interactions and teacher self-efficacy are correlated, which emphasizes how social and cognitive aspects influence teaching practice. Moreover, the implications of these findings go beyond individual teacher views to more general educational outcomes. Teachers with higher self-efficacy are better positioned to establish engaging and effective learning environments that promote student engagement and academic accomplishment. As a result, investments in building strong teacher relationships and creating a supportive school atmosphere have far-reaching consequences for teacher professional development and student performance.

According to the study of Li, Chengcheng (2021), the results indicated that teacher self-efficacy significantly and partially mediated the relationship between school climate and teaching practices; that is to say, school climate was significantly and positively associated with teaching practices, and teacher self-efficacy functioned as a partial mediator between school climate and teaching practice. Teachers tended to have higher teacher self-efficacy in a positive school climate, which was more likely to reinforce their teaching practices.

Student interactions was found to be significantly correlated to a very high degree with teachers' self-efficacy in terms of student engagement and instructional strategies, and to a high degree in terms of classroom management and digital literacy.

Leadership and decision making was found to be significantly correlated to a very high degree with teachers' self-efficacy in terms of student engagement, instructional strategies, and classroom management, and to a high degree in terms of digital literacy. The strong correlation between leadership and teacher self-efficacy across multiple domains of teaching practice suggests that leadership practices are strongly connected to key educational goals such as strengthening student engagement, improving instructional effectiveness, and developing digital literacy. Effective leadership fosters an engaging and supportive school climate that allow teachers to flourish in their responsibilities. Furthermore, it highlights the significance of leadership development and support for improving teacher self-efficacy and efficacy in teaching. Investing in leadership training programs and providing resources for instructional leadership may enable school leaders to implement policies and practices that promote teacher growth and development.

Attitude and culture were found to be significantly correlated to a very high degree with teachers' self-efficacy in terms of student engagement, instructional strategies, and classroom management, and to a high degree in terms of digital literacy. The strong relationship between attitude and culture in the school environment and teacher self-efficacy implies that prevalent attitudes and cultural norms in educational settings play an important role in molding teachers' judgments of their own effectiveness. A supportive and encouraging school culture, characterized by shared values, beliefs, and norms, establishes a setting in which teachers feel empowered and confident in their ability to engage students, execute successful instructional practices, manage classrooms, and use digital technologies. Furthermore, teachers with greater levels of self-efficacy are better able to establish dynamic and engaging learning environments that encourage student achievement. Thus, a good school culture that boosts teacher self-efficacy is likely to have a positive effect on student learning outcomes. Teachers who feel supported, respected, and appreciated by their school community are significantly more inclined to acquire a sense of effectiveness in their teaching practices and sought professional development opportunities.

The over-all result indicates that the school climate is significantly correlated with the with the teachers' self-efficacy to a very high degree indicating a very strong relationship. The relationship that has been identified, which reveals a high level of association, highlights the significant impact that the school environment has on teachers' self-perceptions of efficacy. A positive environment, teamwork, and a common goal characterize a healthy school climate, which is strongly associated with higher levels of teacher self-efficacy. Teachers working in such supportive settings are more likely to feel empowered, driven, and self-assured in their ability to engage students, use instructional practices that work, effectively manage dynamics in the classroom, and use digital tools to improve teaching and learning. Therefore, the findings place emphasis on the significance of developing a pleasant and supportive school climate as a method of increasing teacher self-efficacy and, eventually, boosting educational outcomes. Rizing the complex relationship between the school climate and teacher efficacy is critical for influencing efforts to create optimum learning settings and promote educator empowerment and success.

4. Conclusion and Recommendations

4.1. Findings

Based from the results, significant relationships were found between school climate in terms of teacher relations, student interactions, leadership and decision making, attitude making, and the teachers' self-efficacy in terms of student engagement, instructional strategies, classroom management, and digital literacy. The results highlight the significant impact that the school climate has on teachers' self-efficacy. Teachers working in such supportive settings are more likely to feel empowered, driven, and self-assured in their ability to engage students, use instructional practices that work, effectively manage dynamics in the classroom, and use digital tools to improve teaching and learning.

4.1.1. Profile of the Respondents

The majority of the teacher respondents are female, falling between the age range of 31-40 years old, holds a Master's degree. Furthermore, these teachers, who come from all eight of the school's departments, have more than ten years of

combined expertise in the subject.

4.1.2. The Teacher Respondents' Assessment of Their School Climate in Terms of Teacher Relations, Student Interactions, Leadership and Decision Making, and Attitude and Culture.

Teacher relations was manifested based on the assessment of the teacher respondents. It appears that there is a prevalent culture of respect among teachers.

Student interactions was manifested based on the assessment of the teacher respondents. This suggests that there is a significant desire among students to have a say in decisions affecting them, there is also a notable level of student participation in school activities.

Leadership and decision making was manifested based on the assessment of the teacher respondents. This generally points to a positive school climate which is directly associated with shared decision-making and consistency in leadership actions.

Attitude and culture was manifested based on the assessment of the teacher respondents. This suggests that the school climate's attitude and culture are clearly and actively conveyed, demonstrating a robust and cohesive school community defined by common values and positive connections.

4.1.3. The Teacher Respondents' Assessment of Their Self-efficacy in Terms of Student Engagement, Instructional Strategies, Classroom Management and Digital Literacy.

Student Engagement:There is a manifestation of self-efficacy among teachers in terms of student engagement. The indicates that most teacher respondents believe they can play an important role in developing their students' appreciation for learning using a variety of techniques.

Instructional Strategies:There is a manifestation of self-efficacy among teachers in terms of instructional strategies. This shows that teacher respondents usually perceive themselves to be effective at asking insightful questions of students and employing a range of methods for assessment.

Classroom Management:There is a manifestation of self-efficacy among teachers in terms of classroom management. This shows that teacher respondents usually perceive themselves to be effective at asking insightful questions of students and employing a range of methods for assessment. Teacher respondents usually view themselves as skilled at preserving classroom management and ensuring that students follow rules

Digital Literacy:There is a manifestation of self-efficacy among teachers in terms of digital literacy. This shows that teacher respondents usually perceive themselves to be effective at asking insightful questions of students and employing a range of methods for assessment. This implies that educators have an immense amount of confidence in their capacity to use digital tools in learning environments.

4.2. Conclusion

The study's presented findings led to the researcher's formation of the following conclusions.

1. The study reveals that the majority of the teacher respondents are female, aged between 31 and 40 years old, and hold a Master's degree. Additionally, these experienced teachers, representing all eight departments of the school, collectively possess more than ten years of expertise in their respective subjects.

2. The study found that among the four indicators, school climate, particularly in terms of student interactions, was the most highly manifested, ranking first. Teacher relations ranked as second, while leadership and decision making ranked third. The least assessed aspect of school climate, based on the evaluation of teacher respondents, was attitude and culture. Despite variations in rankings, all aspects of school climate were assessed as highly implemented by the teacher respondents.

3. The study reveals that there is no significant difference in the teacher respondents' assessments of their school climate when considering sex, age, years of service, department, and level of education as test factors. The uniformity in perceptions across these demographic variables suggests a consistent and homogeneous evaluation of school climate among the surveyed teachers.

4. Teachers expressed the highest self-efficacy in digital literacy, followed by instructional strategies, student engagement, and classroom management. Despite variations in rankings, the study reveals a uniformly high perception of self-efficacy among teachers, with all dimensions considered highly implemented by the respondents. This collective confidence underscores a positive self-assessment in various teaching aspects.

5. The research findings underscore a lack of statistically significant differences in how teacher respondents assess their self-efficacy, regardless of variations in sex, age, years of service, department, and level of education. This uniformity in self-evaluations suggests a cohesive and consistent perception of their own efficacy among the surveyed teachers, reinforcing the notion of a shared confidence in their abilities across diverse demographic factors.

6. The findings underscore the substantial impact of school climate on teachers' self-efficacy. Teachers operating in supportive environments are more inclined to experience heightened empowerment, motivation, and self-assurance in effectively engaging students, employing successful instructional practices, managing classroom dynamics, and utilizing digital tools to enhance teaching and learning. This correlation highlights the crucial role that a positive school climate plays in fostering and reinforcing teachers' confidence and effectiveness in their educational roles.

7. The proposed teacher professional development program aims to provide a multifaceted approach to enhancing teachers' self-efficacy through targeted professional development initiatives centered around school climate.

4.3. Recommendations

Drawing conclusions, the subsequent suggestions are presented.

1. Implement mentorship programs that leverage the extensive expertise of experienced teachers with over ten years of service. This can facilitate knowledge-sharing, skill development, and a supportive environment for newer teachers.

2. Despite being the least assessed aspect, focus on raising awareness and understanding of attitude and culture within the school. Implement initiatives such as cultural competence training, diversity workshops, or activities that promote a positive and inclusive school culture.

3. Encourage collaboration and knowledge exchange among teachers from different departments. This can foster a comprehensive understanding of teaching practices and contribute to a more unified and positive school climate.

4. Offer ongoing support and resources for integrating technology into teaching practices. This can include access to the latest educational technologies, training on new tools, and guidance on effective ways to incorporate digital resources in the classroom.

5. Encourage collaboration and knowledge exchange among teachers from various departments. This cross-departmental interaction can provide diverse perspectives, enriching the overall teaching experience and fostering a sense of shared efficacy.

6. Provide leadership training for school administrators to equip them with the skills necessary to create and sustain a positive school climate. Effective leadership plays a crucial role in shaping the overall environment, influencing teacher morale, and, consequently, their self-efficacy.

7. Execute the recommended comprehensive teacher professional development program to cultivate a positive school climate, foster collaboration, and empower educators, enhancing their self-efficacy for an enriched teaching

5. Rationale

The proposed program is designed to address the identified impact of school climate on teachers' self-efficacy. By fostering a positive and supportive school environment, teachers are expected to experience increased confidence and effectiveness in their teaching roles. The rationale behind this program is to empower educators with the knowledge, skills, and resources necessary to contribute positively to school climate and, in turn, enhance their own self-efficacy.

Table 13. The Comprehensive Program for Professional Development

KPI	KRA	Target Schedule	People Involved	Budget	Expected Outcome
Conduct workshops on understanding and fostering positive school climate.	**Professional Development Workshop**	Monthly, spanning over a year	Program Facilitators School Administrators Teachers Educational Consultants(if necessary)	CN¥ 20,000	Increased awareness of the importance of school climate among teachers.
Provide specialized leadership training for administrators focusing on creating and maintaining a supportive school environment.	**Leadership Training**	Bi-monthly	Program Facilitators School Administrators Teachers Educational Consultants(if necessary)	CN¥ 10,000	Improved instructional practices and strategies aligned with positive school climate.
Develop and deliver modules addressing specific aspects of school climate identified in the study.	**Customized Training Module**	Quarterly	Program Facilitators School Administrators Teachers Educational Consultants (if necessary)	CN¥ 15,000	Enhanced collaboration and knowledge-sharing among educators.
Establish forums for teachers to engage in peer learning, sharing experiences and successful strategies.	**Peer Learning Communities**	Ongoing	Program Facilitators School Administrators Teachers Educational Consultants (if necessary)	CN¥ 5,000	Increased involvement and commitment of teachers in decision-making processes.
Encourage teachers to undertake action research projects related to school climate and self-efficacy.	**Action Research Project**	Six months	Program Facilitators School Administrators Teachers Educational Consultants (if necessary)	CN¥ 25,000	Positive impact on teachers' perceptions, job satisfaction, and self-efficacy.
Create an online repository for resources, articles, and case studies related to school climate and self-efficacy.	**Resource Sharing Platforms**	Ongoing	Program Facilitators School Administrators Teachers Educational Consultants (if necessary)	CN¥ 8,000	A repository of resources and best practices for ongoing reference.
Establish a system to recognize and reward teachers who positively contribute to school climate.	**Recognition and Rewards Program**	Annually	Program Facilitators School Administrators Teachers Educational Consultants (if necessary)	CN¥10,000	Recognized and rewarded contributions to a positive school climate.

Acknowledgments

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