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# Relationship of Organizational Climate and Self-Efficacy of Key Stage 1 Teachers

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*Abstract* — This study sought to assess the relationship of organizational climate and self-efficacy of Key Stage 1 teachers in Mexico South District of the Division of Pampanga Division of Pampanga during the School Year 2024-2025. The researcher used quantitative method, specifically a descriptive-correlational design for this study. The respondents of the study were the Key Stage 1 teachers. There were 122 Key Stage 1 teachers in the district who became the respondent of the study and were selected using random sampling. Questionnaires were utilized as instrument. Weighted mean and Pearson R were applied for interpretation. Results revealed that Key Stage 1 teachers provided a strongly agree rating on Supportive Behavior (M=3.33), Directive Behavior (M=3.35), and Restrictive Behavior (M=3.33) for Principal's Behavior. In addition, they rated Teachers' Behavior as strongly agree on Collegial Behavior (M=4.30), Intimate Behavior (M=3.30) and Disengaged Behavior (M=3.33). Also, Key Stage 1 teachers provided a great deal assessment on their efficacy in terms of student engagement (M=3.36), instructional strategies (M=3.45), and classroom management (M=3.40). Furthermore, the relationship between organizational climate and self-efficacy of teachers obtained an r value of 0.6834 and p value of 0.0006. Lastly, an efficacy sustainability plan was proposed based on the results of the study.

***Keywords: efficacy, organizational climate, correlational, behavior***

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## I. INTRODUCTION

Parents and teachers shape the life most of the time when children are growing. Actually, in their early years, students really trust their teachers completely. Learners listen to them most of the time in the same way they interact with their parents at home. This shows the value and influence of a teacher. One particular gift from God are teachers. Acting as the foundation of society, they educate and help people to become better human beings. These are the ones who create respectable countries and help to improve the planet. Our instructor tells us a pen is valuable more than a sword. People respect them much in society since they improve their quality of life. Moreover, teachers greatly affect not only society at general but also the life of their pupils. They are also rather significant in the life of a parent since they shared the obligations with other parents in making sure their children grow up well-educated.

Teachers are ready for their learning objectives in demonstrating their instruction of their pupils. Every day they plan their approach to guarantee best performance. Particularly in their field of expertise, teachers are quite informed about a number of topics. Great teachers never stop learning to give their students top-notch guidance. More than just a friend who helps us through all of our difficulties in a like manner, a qualified instructor develops their own original, non-traditional method of instruction. This helps pupils to study the current topic more effectively. Stated differently, a teacher makes sure their students are performing exceptionally well and learning. Teacher is someone who really cares about us as unique people, not only about our intellectual ability.

Above all, a teacher is someone who worries about our general growth rather than only our intellectual success. Learners then grow to be more mature and open themselves toward at least knowledge acquisition. A teacher's obligation also includes their will to help their students toward their learning goal. To their students, they stress that teachers are someone they can rely on. In the course of learning, the teacher is really important. Apart from imparting knowledge, a teacher also has responsibility for shaping the character, behaviors, and traits of his students. Using the school curriculum, he will be able to reach his learning objectives. Accomplishing all of it depends on the instructor having self-efficacy.

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Teachers will definitely achieve their teaching objective and answer to society expectations only if they possess enough and necessary skills. Self-efficacy (Basileo et al., 2024) among other elements can affect a teacher's success or failure. Self-efficacy values affect goals. People decide how long they will deal with obstacles, how much effort they will put in to reach their goals, and how they will react should they fall short.

Adjei et al. (2023) define teacher self-efficacy as a belief that one can achieve desired student involvement and learning outcomes—even with challenging or apathetic pupils. Furthermore, they asserted that instructors' self-efficacy with respect to their own abilities determines how much they rate themselves. While teachers' efficacy beliefs are related to their views about what will most likely happen if they complete particular tasks or behaviors at particular competency levels, their views about what will most likely happen if they finish particular tasks or behaviors at particular competency levels.

The types of personal objectives people aim for have a bearing on their task performance. Strong self-efficacy teachers, for example, can set challenging task goals which, when coupled with received feedback on their development, result in high task performances (Al-khresheh & Alkursheh, 2024). More especially, cognitive processes and goal-setting help to explain how self-efficacy influences performance and behavior. The kind of personal objectives people pursue affects their success in tasks. High self-efficacy teachers are able to pursue challenging task objectives; when these goals are combined with feedback on their development, the task performances show better.

According to their meta-analysis, self-efficacious instructors had less stress and general burnout and had superior degrees of personal success and professional satisfaction. This was clear in both pre- or in-service of a school environment.

According to Klassen et al. (2011), teacher self-efficacy is quite important for successful classroom practices even with rather modest impact values. Palmer et al. (2015) asserted that educators are more likely to test novel ideas and methods to education in an effort to find more successful teaching tactics and are more ready to handle students who need help or are having problems.

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One may lack self-efficacy in their professional life even if they show confidence. Moreover, self-efficacy and self-esteem are not synonym since the former is an individual's evaluation of their own value in the perspective of others. Outcome-expectancy, then, is a person's degree of belief regarding the probability of a given event happening (Brown et al., 2014).

Code (2020) clarified that one's degree of self-efficacy can be changed by psychological/affective states; vicarious experiences; experienced mastery; and verbal persuasion. "Enactive mastery experiences," or real encounters when one shows that they can efficiently complete the task, are seen to be the most efficient approach to develop self-belief.

Teacher self-efficacy has been linked in many respects to the effectiveness of instruction. Teacher self-efficacy and rates of attrition and retention of teachers were found to have a correlation by Billingsley (2004). Henson (2001) found that a teacher's choice of classroom management strategies depends much on their self-efficacy, which is custom-fit to the demands of students.

In terms of academic performance, students of teachers who showed high degrees of self-efficacy perception performed better than those of teachers who had low levels of self-efficacy perception according to Muhtadi et al. (2022).

According to Kaufman and Sawyer (2004), students' excellent performance in the classroom is a result of their teachers' self-efficacy; so, when kids show improvement in their academic performance, this is exactly related with a higher teacher self-efficacy.

Higher self-efficacy vision teachers monitor their students more throughout given group projects, cooperative assignments, and lectures, according to Good and Brophy (2003), which helps to explain why their students participate more. Increased teacher self-efficacy reflects the more time one spends observing student work.

Researchers found that a teacher's feeling of self-efficacy might be influenced by their own view of the company they work for as well as by their long-term perspective of the workplace and organizational culture. Long-term impressions of the workplace and corporate culture may shape

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an employee's feeling of self-efficacy. One's self-efficacy is said to be much influenced by the culture of an organization.

Overlooking great obstacles, companies are working tirelessly. These problems affect every company and are not exclusive of one industry or kind of business. The organizational contexts of today provide continuous difficulties for companies; also, employee performance has changed significantly. While assessing the influence on the institution, especially the effect of the leaders we have in place or the impact they have on human resources, curricula and instruction are put under review. The teaching-learning process depends on the surroundings or workplace.

An important phrase with great consequences for understanding people in any company is organizational climate. It captures the atmosphere of the workplace, its surrounds, and its influencing elements including human interactions (Smolarek & Sipa, 2015).

Owens and Valesky (2015) define organizational climate as the analysis of opinions inside companies. Taguiri and Litwin (2010) characterized the organizational environment as a component of the internal environment of the company that its employees encountered, shaped their behavior, and reflected by organizational concepts.

According to research on Moghimi and Subramaniam (2013), organizational environment is principles and values that affect employees' behavior and actions. Proposed by Aiswarya and Ramasundaram (2012), the organizational climate is seen as "recurring patterns of behavior, attitudes, and feelings that are indicative of life in the organization and are more related to atmosphere and values".

Miner (2015) underlined that organizational climate has four main effects on over-all performance of workers which are: (1) it is associated with major units which have some unique characteristics; (2) it characterizes an organizational unit instead of evaluating it; (3) it is the outcome of organizational practices; and (4) it influences members' behavior and attitudes.

Bhagat and Steers (2012) claim that there are two approaches to understand organizational climate: depending on management conduct and depending on the interaction between organizational activities and based on both of them.

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Arif et al. (2020) came to the conclusion that the organizational environment consists of several elements, including a climate that is people-, rule-, goal-, and innovative. The corporate culture is shaped much in part by autonomy, cohesion, trust, pressure, support, fairness, recognition, and many other factors.

Many studies have rightly shown how much organizational atmosphere affects the performance of a company. Organizational climate basically shows how employees view their working environment (Zhang & Liu, 2010).

Mei (2013) compiled the value of organizational environment in creating strategies to improve the offered services by companies. This way of view makes the workplace what distinguishes one company from another. A dynamic system of development depends on a conducive organizational environment.

Moreover, theories and empirical data have connected the relevance of organizational environment and leadership approaches. Managerial approaches thus have to pay close attention to employee expectations and the evolving character of their incentives. Actually, one of the main factors influencing members' levels of involvement and performance in every company is the organizational environment (Gibson & Hodgets, 2013).

Winn et al. (2010) claim that a leader's responsibility is to establish an environment and atmosphere that let their subordinates grow. Thus, the way a leader leads influences the organizational environment he creates.

DeRoche (2011) noted that changes in the organizational culture of an entity affect its climate as well. He came to the conclusion that workplace climate and culture have a relationship, or have existed in past times. The comparison assumes that culture is like the batteries and that the surroundings are like a nuclear power plant. Thus, the organizational environment becomes rather important for the business.

The rich information regarding studies and literature on organizational culture and self-efficacy are vast. It was also presented that most of the studies are on international setting. Even though there are local studies, the researcher still found it needed to have another investigation

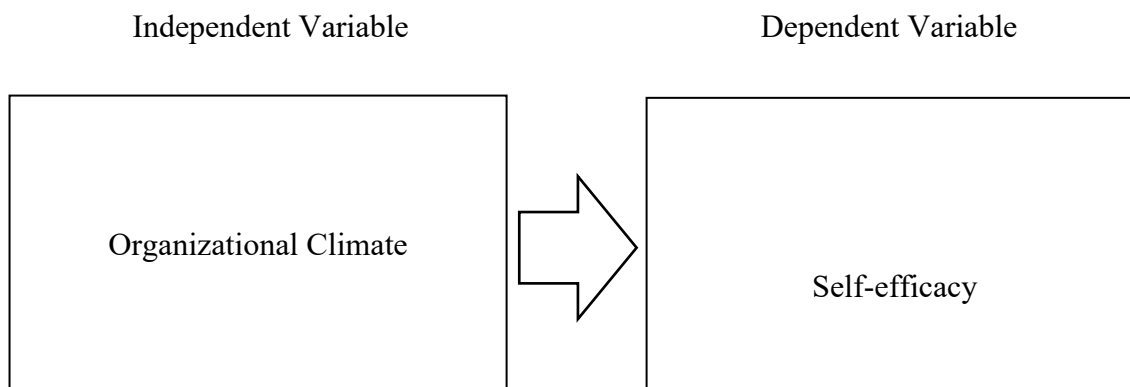
because there are many variables that were tested in the study. This helped the researcher to conduct a study that aimed to assess the relationship of organizational culture and self-efficacy of Key Stage 1 teachers in Mexico South District of the Division of Pampanga during the School Year 2024-2025.

### Conceptual Framework

The basis of this research was Albert Bandura's Self-efficacy theory. He discovered a procedure that had not yet been fully described or seen but had a profound impact on people's lives. People's confidence in their own abilities to influence their own circumstances served as this mechanism. According to Bandura's (1999) theory, a person's perceived self-efficacy dictates what coping mechanism they will use in the face of stress and issues, as well as how much effort and time they will put into pursuing their goals.

According to his theory, self-efficacy is a self-sustaining characteristic that increases a person's motivation to solve problems on their own terms and leads to positive experiences that further boost self-efficacy.

The theory served as basis for crafting the figure 1 of the study.



**FIGURE 1**  
**PARADIGM OF THE STUDY**

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The independent variable of the study was the organizational climate focusing on dimension of Principal's Behavior with the following sub-domain (a) Supportive Behavior, (b) Directive Behavior and (c) Restrictive Behavior and dimension of Teacher's Behavior with sub-dimension (a) Collegial Behavior, (b) Intimate Behavior and (c) Disengaged Behavior, while the dependent variable was the self-efficacy of public elementary school teachers focusing on Student Engagement, Instructional Practices and Classroom Management. The arrow figure reflects the hypothesized relationship of the two variables.

### Statement of the Problem

This study sought to assess the relationship of organizational climate and self-efficacy of Key Stage 1 teachers in Mexico South District of the Division of Pampanga Division of Pampanga during the School Year 2024-2025.

Specifically, it aimed to answer the following questions:

1. How may the organizational climate of Key Stage 1 teachers be described in terms of:

1.1 Principal's Behavior,

1.1.1 Supportive Behavior,

1.1.2 Directive Behavior, and

1.1.3 Restrictive Behavior

1.2 Teacher's Behavior

1.2.1 Collegial Behavior,

1.2.2 Intimate Behavior, and

.2.3 Disengaged Behavior?

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2. How may the self-efficacy of Key Stage 1 teachers be described in terms of:

2.1 Efficacy in Student Engagement,

2.2 Efficacy in Instructional Practices, and

2.3 Efficacy in Classroom Management?

3. Is there a significant relationship between the organizational climate and self-efficacy of Key Stage 1 teachers?

4. Based on the findings, what efficacy sustainability plan may be proposed?

## Hypothesis

The study tested the null hypothesis that there is no significant relationship between the organizational climate and self-efficacy of Key Stage 1 teachers.

## Significance of the Study

The findings of the study are paramount important to the following:

**School Administrators.** The study's findings may assist them in obtaining accurate information on organizational climate and how it affects the self-efficacy of public elementary school teachers. These data will be extremely useful for school administrators in enhancing their programs, particularly in improving the self-efficacy of teachers, which directly affects their performance in school by identifying factors that influence it.

**Teachers.** The findings will serve as a reflection for the teachers on the organizational atmosphere that may affect their performance. The examination will provide a clear picture of how organizational climate and self-efficacy affect their teaching performance. As a result, they will be able to make some adjustments or improvements to their teaching performance.

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**Pupils.** They will directly benefit from the findings of the research because teachers will become more skilled if organizational climate, which may be connected to self-efficacy is addressed.

**Future Researchers.** The results of the study might serve as the basis for further investigation., which will provide them with critical information on organizational climate as well as teacher self-efficacy. The recommendation section will serve as a springboard for further research.

### Scope and Delimitation

The study was conducted in Mexico South District of the Division of Pampanga during the School Year 2024-2025. The said locale was chosen because the researcher aimed to collect the information needed in person and it was the place where the researcher has a higher chance to access the data needed.

This study aimed to assess the relationship of organizational climate and self-efficacy of Key Stage 1 teachers. Specifically, the organizational climate of public Key Stage 1 teachers was based on supportive behavior, directive behavior and restrictive behavior under principal's behavior and collegial behavior, intimate behavior and disengaged behavior under teacher's behavior.

In addition, the self-efficacy of respondents was described based on their efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management.

An efficacy sustainability plan was proposed in light of the findings.

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## Definition of Terms

To help readers understand more fully the concepts used in this study, the following terms were operationally defined:

**Organizational Climate.** Organizational environment was described by Taguiri and Litwin (2010) as an aspect of the internal environment of the organization that its members experienced, influenced their behavior, and reflected by organizational principles.

**Teacher Self-efficacy.** Teacher self-efficacy, as described by Adjei et al. (2023), is a belief that one can accomplish desirable student engagement and learning outcomes—even with difficult or uninterested students. Teachers' efficacy beliefs are related to their views about what will probably happen if they carry out particular tasks or behaviors at particular competence levels, while teachers' efficacy beliefs are related to their views about what will probably happen if they finish particular tasks or behaviors at particular competence levels.

## II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which are used in the conduct of this research.

### Research Design

The researcher used a descriptive-correlational design for this study. Simon and Goes (2011) defined descriptive-correlational design as a type of research in which the main purpose is to use data to determine a connection between two or more characteristics of a particular population. It is necessary to ensure that the study includes variables that can be measured specifically using quantitative data. Statistics and figures that are obtained directly from respondents serve as a

representation of the data that is gained in this kind of research. Furthermore, it establishes the amount to which one variable influences the other. The association between organizational climate and self-efficacy of teachers was investigated in this study.

The descriptive-correlational strategy was chosen since its major purpose is to look on the relationship between the factors being studied. It is mostly used to forecast future consequences in order to devise planned cures or actions that may have a negative impact on a course of action. Using the correlation coefficient, one may establish either a positive or negative relationship between the two variables (Phyllis, 2014).

After determining the independent and dependent variables, the parameters' correlation will be determined. The analysis results provided clear details on the relationship of the study's parameters and omitted variables that have no meaningful link. This type of research provides a clearer picture of numerous aspects that have a big impact on others.

It was used in this study because it tailored fit the goal of assessing the relationship of organizational climate and self-efficacy of Key Stage 1 teachers in Mexico South District of the Division of Pampanga during the School Year 2024-2025.

### **Respondents of the Study**

The respondents of the study were the Key Stage 1 teachers in one district in the Division of Pampanga during the School Year 2024-2025. From the district, the researcher used a sample of the total population of the Key Stage 1 teachers. This denotes that random sampling technique was used. It is a probability sampling method where all the individuals included in the population were given the equal opportunity to be selected as the source of information. The point is to make sure that there will be no bias during the selection proper.

According to Table 1, there were 122 Key Stage 1 teachers in the district who are the respondent of the study. According to the same data, 10.66% of respondents represented the Elementary School 10 and 3.28% of respondents represented the Elementary School 4.

**TABLE 1**  
**RESPONDENTS OF THE STUDY**

| <b>Elementary Schools</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------|------------------|-------------------|
| Elementary School 1       | 8                | 6.56              |
| Elementary School 2       | 11               | 9.02              |
| Elementary School 3       | 10               | 8.20              |
| Elementary School 4       | 4                | 3.28              |
| Elementary School 5       | 12               | 9.84              |
| Elementary School 6       | 8                | 6.56              |
| Elementary School 7       | 7                | 5.74              |
| Elementary School 8       | 9                | 7.38              |
| Elementary School 9       | 12               | 9.84              |
| Elementary School 10      | 13               | 10.66             |
| Elementary School 11      | 12               | 9.84              |
| Elementary School 12      | 9                | 7.38              |
| Elementary School 13      | 7                | 5.74              |
| <b>Total</b>              | <b>122</b>       | <b>100.00</b>     |

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## Research Instruments

This study used two sets of instruments for organizational climate and self-efficacy.

The first tool is a pre-validated questionnaire focusing on organizational climate (School Organizational Climate Description Questionnaire) developed by Sing and Katoch (2017). It is a standardized questionnaire which is divided into 2 dimensions. For the first dimension, principal's behavior, it includes sub-dimensions' supportive behavior, directive behavior and restrictive behavior while the second-dimension teacher's behavior includes sub-dimensions' collegial behavior, intimate behavior and disengaged behavior. It can be answered through four-point Likert scale.

The second tool for self-efficacy was Teachers' Sense of Efficacy Scale developed by Tschannen-Moran and Hoy (2001). It is a 12-item questionnaire focusing on efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management. It can be answered through four-point Likert scale.

## Data Collection

Prior to the start of data collection, the researcher had all required permits and approvals from higher officials, including the Superintendent of the Schools Division of the Division of Pampanga, through correspondence that was signed by the researcher and duly recorded by the Graduate School dean and research adviser. For the data collection, the researcher used the online platform like google form, messenger, social media, phone call, emails and others. Eight weeks was spent for data gathering.

## Ethical Consideration

The researcher informed the respondents on the purpose of the study. Each respondent had the option to ask questions as they see fit. Another factor to consider is that participation is entirely voluntary. To accomplish this, the respondents signed a letter of agreement indicating their

approval. Furthermore, the researcher protected their identities by allowing them to optionally write their names. Furthermore, there was no information in the document that might reveal the identities of the respondents. All data were coded, and no answer was singled out throughout the entire manuscript.

## Statistical Treatment of Data

In analyzing data to be gathered, the following statistical treatment were used:

1. Weighted mean and standard deviation, to measure the organizational climate of Key Stage 1 teachers:

| Scale Value | Mean Range  | Description    |
|-------------|-------------|----------------|
| 4           | 3.26 – 4.00 | Strongly Agree |
| 3           | 2.51 – 3.25 | Agree          |
| 2           | 1.76 – 2.50 | Somewhat Agree |
| 1           | 1.00 – 1.75 | Disagree       |

2. Weighted mean, to measure the self-efficacy of Key Stage 1 teachers

| Scale Value | Mean Range  | Description    |
|-------------|-------------|----------------|
| 4           | 3.26 – 4.00 | A Great Deal   |
| 3           | 2.51 – 3.25 | Quite A Bit    |
| 2           | 1.76 – 2.50 | Some Influence |
| 1           | 1.00 – 1.75 | Very Little    |

3. Pearson R Moment of Correlation, to measure the relationship between the organizational climate and self-efficacy of Key Stage 1 teachers.

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### III. RESULTS AND DISCUSSION

This chapter provides details about the results of application of statistical treatment on the gathered data.

#### 1. Assessment of Organizational Climate of Key Stage 1 Teachers

Organizational climate was assessed by the Key Stage 1 teachers based on Principal's Behavior and Teacher's Behavior. Principal Behavior was assessed in terms of Supportive Behavior, Directive Behavior, and Restrictive Behavior, while Teacher's Behavior was assessed based on Collegial Behavior, Intimate Behavior and Disengaged behavior.

Assessment of Principal Behavior in terms of Supportive Behavior garnered a grand mean of 3.33 (SD=0.35) or Strongly Agree. In addition, the second indicator "Good deeds by teachers are being applauded" got the highest mean of 3.47 (SD=0.33) or Strongly Agree, while the lowest mean of 3.30 (SD=0.41) or Strongly Agree is on tenth indicator "Always eager to solve the commercial issues."

The respondents believe that their school heads will provide them with the freedom to make decisions for themselves, according to the research. The expression of one's own views is likewise permitted. It appears that educators are praised when they perform commendable deeds. Efforts are made to solve the personal difficulties of instructors, and they are given importance as well.

Magagula and Chikoko (2024) underscored that school heads must make the teachers feel that they are supported and taken care of. This will lead to teachers to be more motivated in work.

**TABLE 2**  
**ASSESSMENT OF SUPPORTIVE BEHAVIOR**

| <b>Indicators</b>                                                                                          | <b>Mean</b> | <b>SD</b>   | <b>Description</b>    |
|------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| 1. Freedom to take decisions are given.                                                                    | 3.42        | 0.32        | Strongly Agree        |
| 2. Good deeds by teachers are being applauded.                                                             | 3.47        | 0.33        | Strongly Agree        |
| 3. Show affection towards teachers.                                                                        | 3.41        | 0.32        | Strongly Agree        |
| 4. Freedom is given to share opinion.                                                                      | 3.38        | 0.36        | Strongly Agree        |
| 5. Keep the formal relation with teachers.                                                                 | 3.36        | 0.34        | Strongly Agree        |
| 6. Along with pointing out their mistakes, important suggestions are also given.                           | 3.32        | 0.31        | Strongly Agree        |
| 7. To start different works in school teachers are asked to give their suggestions which are respected too | 3.36        | 0.37        | Strongly Agree        |
| 8. Even good deeds are encouraged.                                                                         | 3.34        | 0.43        | Strongly Agree        |
| 9. Always eager to solve the commercial issues.                                                            | 3.30        | 0.41        | Strongly Agree        |
| 10. Efforts to solve the personal issues are also made.                                                    | 3.34        | 0.38        | Strongly Agree        |
| 11. Efforts are always made to maintain the coordination among teachers.                                   | 3.33        | 0.39        | Strongly Agree        |
| 12. Distribution of works among teachers is made on the basis of their capabilities and caliber.           | 3.36        | 0.37        | Strongly Agree        |
| <b>Grand Mean</b>                                                                                          | <b>3.33</b> | <b>0.35</b> | <b>Strongly Agree</b> |

Table 3 tells that the Key Stage 1 teachers provided a grand mean of 3.35 (SD=0.34) on Directive Behavior with a verbal rating of Strongly Agree. Another information presented is that they rated Strongly Agree the third indicator “Allows fair control on teachers” with a mean of 3.41 (SD=0.35) which is rated the highest, while the lowest mean of 3.34 (SD=0.39) or Strongly Agree is found on the sixth indicator “Teachers’ advice to solve school issues is considered as important.”

Considering the data collected, the individuals who participated in the survey see the school head as someone who provides teachers with equitable power. The head of the school or the principal also assume complete responsibility for overseeing every single school event. In addition to this, it is anticipated that the assignments that are provided to teachers will be determined according to the schedules and time frames that have been set. Furthermore, the replies are instructed to resolve any disagreements that may arise promptly.

Kaewsritthong et al. (2025) positioned that leadership opportunities must be given to teachers because they will be the next leaders of school. When they are given the chance to lead, they exceed beyond the minimum expectations especially if they know that they will benefit from it.

**TABLE 3**  
**ASSESSMENT OF DIRECTIVE BEHAVIOR**

| Indicators                                                            | Mean | SD   | Description    |
|-----------------------------------------------------------------------|------|------|----------------|
| 1.Approach is not always strict all the time.                         | 3.39 | 0.32 | Strongly Agree |
| 2. All the works are expected to be done according to their own will. | 3.37 | 0.31 | Strongly Agree |
| 3. Allows fair control on teachers.                                   | 3.41 | 0.35 | Strongly Agree |
| 4. Guide on all the school activities.                                | 3.38 | 0.32 | Strongly Agree |

|                                                                                        |             |             |                       |
|----------------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| 5. Maintain acceptable distance with teachers.                                         | 3.35        | 0.34        | Strongly Agree        |
| 6. Teachers' advice to solve school issues is considered as important.                 | 3.34        | 0.39        | Strongly Agree        |
| 7. Order the teachers to prepare/maintain school record on fix time.                   | 3.36        | 0.37        | Strongly Agree        |
| 8. At their own level, efforts are made to solve the complaints made by the guardians. | 3.37        | 0.37        | Strongly Agree        |
| <b>Grand Mean</b>                                                                      | <b>3.35</b> | <b>0.34</b> | <b>Strongly Agree</b> |

Another domain for the assessment of Principal Behavior is Restrictive Behavior that recorded a grand mean of 3.43 (SD=0.38) or Strongly Agree. From this table, it is noticeable that fourth indicator "They are trustworthy" has a mean of 3.48 (SD= 0.36) or Strongly Agree, which is the highest. On the contrary, the lowest is the sixth indicator "Their procedure is satisfactory" marked a mean of 3.39 (SD=0.41) or Strongly Agree.

The findings indicate that the individuals who participated in the survey reported that the principal and the instructors maintain open lines of communication with each other. The teachers were given the principal's trust. Furthermore, the teachers who responded to the survey agreed that the principal could be trusted. One of the most important aspects of an educational institution's success is the ability of its principal to communicate effectively (Dorado et al., 2024). Efficient communication is essential at educational institutions since it is necessary to take thorough thought into account when making any judgments, and all decisions must be made by agreement.

**TABLE 4**  
**ASSESSMENT OF RESTRICTIVE BEHAVIOR**

| Indicators                                                                                | Mean        | SD          | Description           |
|-------------------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| 1. Other works are delegated to teachers aside from teaching.                             | 3.43        | 0.37        | Strongly Agree        |
| 2. Gives freedom to teachers to take decision regarding class issues with their own will. | 3.41        | 0.34        | Strongly Agree        |
| 3. There is an open communication between teachers and the principal.                     | 3.44        | 0.34        | Strongly Agree        |
| 4. They are trustworthy.                                                                  | 3.48        | 0.36        | Strongly Agree        |
| 5. They trust teachers.                                                                   | 3.44        | 0.36        | Strongly Agree        |
| 6. Their procedure is satisfactory.                                                       | 3.39        | 0.41        | Strongly Agree        |
| 7. Orders are not given with force.                                                       | 3.43        | 0.37        | Strongly Agree        |
| <b>Grand Mean</b>                                                                         | <b>3.43</b> | <b>0.38</b> | <b>Strongly Agree</b> |

Collegial Behavior was rated with a grand mean of 4.30 (SD=0.33) and verbal description of Strongly Agree. Furthermore, first indicator “Respect each other” marked the highest mean of

4.38 (SD=0.32), while sixth indicator “For having a good environment in school, teachers feel proud about their school” listed a mean of 4.26 (SD=0.37).

The evidence demonstrates that teachers acknowledge and give consideration to the recommendations that their peers make. They are able to maintain a pleasant working atmosphere not just with the other students and staff members at their school but also with their co-teachers and principals. Any and all types of issues are being resolved in a peaceful manner. It is extremely important for teachers to have working environments that are conducive to learning because these environments provide the conditions that allow children to learn. Regardless of the economic situation of the teachers or the demographic characteristics of the student body, there is a much higher number of educators in institutions with pleasant working environments who report high levels of satisfaction and limited plans to quit teaching (Lee, 2025).

**TABLE 5**  
**ASSESSMENT ON COLLEGIAL BEHAVIOR**

| Indicators                                                                          | Mean | SD   | Description    |
|-------------------------------------------------------------------------------------|------|------|----------------|
| 1. Respect each other.                                                              | 4.38 | 0.32 | Strongly Agree |
| 2. Like to work together.                                                           | 4.34 | 0.36 | Strongly Agree |
| 3. Give a respectful welcome to new teachers                                        | 4.29 | 0.34 | Strongly Agree |
| 4. Respect each other opinions.                                                     | 4.28 | 0.34 | Strongly Agree |
| 5. Always keep the belief in cooperation for doing school works.                    | 4.27 | 0.38 | Strongly Agree |
| 6. For having a good environment in school, teachers feel proud about their school. | 4.26 | 0.37 | Strongly Agree |

|                                                                    |             |             |                       |
|--------------------------------------------------------------------|-------------|-------------|-----------------------|
| 7. Disagreements are being resolved peacefully.                    | 4.28        | 0.38        | Strongly Agree        |
| 8. Admire the good behavior of colleagues.                         | 4.31        | 0.34        | Strongly Agree        |
| 9. A sense of fair competition remains there among teachers.       | 4.27        | 0.33        | Strongly Agree        |
| 10. Teachers express support to on another.                        | 4.32        | 0.32        | Strongly Agree        |
| 11. Respect the suggestions given by colleagues.                   | 4.29        | 0.36        | Strongly Agree        |
| 12. Spend time with their colleagues even outside the school also. | 4.31        | 0.33        | Strongly Agree        |
| 13. Senior teachers encourage the junior teachers for good work.   | 4.29        | 0.32        | Strongly Agree        |
| 14. Senior teachers admire the work of junior teacher.             | 4.34        | 0.30        | Strongly Agree        |
| <b>Grand Mean</b>                                                  | <b>4.30</b> | <b>0.33</b> | <b>Strongly Agree</b> |

Table 6 tells that the Key Stage 1 teachers provided a grand mean of 3.30 (SD=0.33) on Intimate Behavior with a verbal rating of Strongly Agree. Also, they rated first indicator “Keep the good relation with their colleagues” as Strongly Agree with a mean of 3.39 (SD=0.37) or Strongly Agree, which is rated the highest, while the lowest mean of 3.26 (SD=0.32) or Strongly Agree is found on the sixth indicator “To solve the commercial and personal issues, take the advice from colleagues”.

The data that has been provided suggests that teachers have developed a positive working relationship with the other people that they work with. In addition, they take their coworkers' needs into consideration. One another, teachers provide support and encouragement. In addition, they provide assistance to your colleagues in completing the assignments they have been given (Kachchhap & Horo, 2021).

**TABLE 6**  
**ASSESSMENT ON INTIMATE BEHAVIOR**

| <b>Indicators</b>                                                                | <b>Mean</b> | <b>SD</b>   | <b>Description</b>    |
|----------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| 1. Keep the good relation with their colleagues.                                 | 3.39        | 0.37        | Strongly Agree        |
| 2. Value each other emotions.                                                    | 3.37        | 0.37        | Strongly Agree        |
| 3. Keep the information about each other.                                        | 3.29        | 0.34        | Strongly Agree        |
| 4. Mostly visit the colleagues' house.                                           | 3.32        | 0.37        | Strongly Agree        |
| 5. To solve the commercial and personal issues, take the advice from colleagues. | 3.26        | 0.32        | Strongly Agree        |
| 6. Hide the tensions and weaknesses from colleagues.                             | 3.29        | 0.31        | Strongly Agree        |
| 7. Help the colleagues to let their work get done.                               | 3.31        | 0.36        | Strongly Agree        |
| 8. Show concern about the needs of colleagues.                                   | 3.28        | 0.37        | Strongly Agree        |
| 9. Teachers have friendly relations.                                             | 3.29        | 0.34        | Strongly Agree        |
| 10. Encourage each other .                                                       | 3.30        | 0.37        | Strongly Agree        |
| <b>Grand Mean</b>                                                                | <b>3.30</b> | <b>0.33</b> | <b>Strongly Agree</b> |

Another domain of teacher behavior is Disengaged Behavior that recorded a grand mean of 3.33 (SD=0.35) or Strongly Agree. From this table, it is noticeable that “Teachers are concerned for the staff meeting” has a mean of 3.42 (SD= 0.37) or Strongly Agree, which is the highest. On the contrary, the lowest are second indicator “Some teachers ask the irrelevant questions in the meetings.” marked a mean of 3.33 (SD=0.33) or Strongly Agree.

The information presented demonstrates the level of commitment that the participants have towards their jobs. The vast majority of them choose to continue their careers in the field of education because of their dedication to teaching. It appears that the educators respect the decisions that were agreed upon by the majority of the people. They place a high value on

cooperation as well as staff meetings, both of which contribute to the improvement of the educational institution and the students that attend it. The unwavering commitment that teachers with a passion for their work have toward supporting their pupils in achieving success is one distinguishing feature that sets them apart. Being devoted is an essential component of good teaching.

Osias and Ladica (2024) claims that there are solid empirical arguments for the assumption that educators have an impact and that high-quality education offered consistently and with strategic support for student learning can and does drastically improve as a result of the professional development of teachers. In addition, educators who are enthusiastic about their work recognize that their primary responsibility is to assist students in their active learning. They are also dedicated to promoting the development of students' moral and intellectual capabilities. Teachers that are enthusiastic, motivated, and committed to their work operate with a rising sense of purpose and a strong belief in the importance of their vocation.

**TABLE 7**  
**ASSESSMENT ON DISENGAGED BEHAVIOR**

| Indicators                                                                   | Mean | SD   | Description    |
|------------------------------------------------------------------------------|------|------|----------------|
| 1. Most teachers are open to collaboration with other teachers.              | 3.35 | 0.41 | Strongly Agree |
| 2. Most teachers decided to stay in teaching as it is part of their passion. | 3.38 | 0.36 | Strongly Agree |
| 3. Most teachers always support the decision taken by the majority.          | 3.37 | 0.35 | Strongly Agree |
| 4. Teachers are concerned for the staff meeting.                             | 3.42 | 0.37 | Strongly Agree |
| 5. Some teachers ask the irrelevant questions in the meetings.               | 3.33 | 0.33 | Strongly Agree |
| 6. Most teachers show their interest in school works.                        | 3.38 | 0.37 | Strongly Agree |

|                                                                           |             |             |                       |
|---------------------------------------------------------------------------|-------------|-------------|-----------------------|
| 7. Most teachers value the benefits of attending school meetings.         | 3.41        | 0.36        | Strongly Agree        |
| 8. Most of teachers always shows punctuality in coming to school on time. | 3.37        | 0.37        | Strongly Agree        |
| 9. Most teachers show interest towards their subject.                     | 3.38        | 0.38        | Strongly Agree        |
| 10. Some teachers try to pressurize the non-teaching staff.               | 3.34        | 0.39        | Strongly Agree        |
| <b>Grand Mean</b>                                                         | <b>3.33</b> | <b>0.35</b> | <b>Strongly Agree</b> |

## 2. Assessment of Self-Efficacy of Key Stage 1 Teachers

Another variable of the study was the self-efficacy of Key Stage 1 teachers which was assessed using survey questionnaire.

Key Stage 1 teachers rated the efficacy on student engagement as A Great Deal considering its grand mean of 3.36 (SD=0.34). In addition, second indicator “How much can you do to get students to believe they can do well in school work?” garnered a mean of 3.38 (SD=0.37), while third indicator “How much can you do to help your students value learning?” listed a mean of 3.34 (SD=0.36).

Key Stage 1 teachers took into consideration several approaches that may be employed to motivate their pupils, especially those whose academic performance is below average. In addition, they ensure that they provide their fellow students with the necessary support in order to finish the assignments that they are expected to perform during the time that they are attending school. In compared to other variables, those who responded to the survey emphasize the importance of cultivating self-confidence in their students. In addition, they instill in their children the understanding that education is of great significance.

Teachers are supposed to encourage the concept of pupils raising their voices in the classroom and to provide assistance in building their self-confidence. According to Qian and

Saidin (2025), this objective can be achieved through the implementation of creative pedagogical methods, which are thought to have the potential to enhance students' motivation and self-esteem levels, as well as to provide them with the adaptable skills that they will need in order to communicate effectively in the real world.

**TABLE 8**  
**ASSESSMENT OF EFFICACY IN STUDENT ENGAGEMENT**

| Indicators                                                                        | Mean        | SD          | Description         |
|-----------------------------------------------------------------------------------|-------------|-------------|---------------------|
| 1 How much can you do to motivate students who show low interest in school work?  | 3.37        | 0.31        | A Great Deal        |
| 2 How much can you do to get students to believe they can do well in school work? | 3.38        | 0.37        | A Great Deal        |
| 3 How much can you do to help your students value learning?                       | 3.34        | 0.36        | A Great Deal        |
| 4 How much can you assist families in helping their children do well in school?   | 3.35        | 0.34        | A Great Deal        |
| <b>Grand Mean</b>                                                                 | <b>3.36</b> | <b>0.34</b> | <b>A Great Deal</b> |

Table 9 reveals that Key Stage 1 teachers rated their efficacy in instructional strategies with a grand mean of 3.45 and standard deviation of 0.34. The same table tells that second indicator “How much can you use a variety of assessment strategies?” marked a mean of 3.46 (SD=0.33), while first indicator “To what extent can you craft good questions for your students?” listed a mean of 3.42 (SD=0.35).

The information indicated that the participants are actively developing approaches in order to improve the effectiveness of learning among their pupils. They make use of a variety of different approaches in order to reach their objective of providing clear explanations for the lessons. In an ideal world, teachers would employ a variety of methods that are specifically designed to meet the requirements of the students in order to guarantee that learning is both successful and efficient.

Patel (2020) cited that instructional strategy is a comprehensive plan of action that includes the necessary components to guarantee the effectiveness of the methods, such as the framework, instructional objectives, and a plan outlining which method to apply. The selection of the training methods that will be utilized is determined by the subject matter that is being trained. The most essential tool in the style of instruction is the technique that is employed by teachers, a fact that is widely recognized.

**TABLE 9**  
**ASSESSMENT OF EFFICACY IN INSTRUCTIONAL STRATEGIES**

| <b>Indicators</b>                                                                                  | <b>Mean</b> | <b>SD</b>   | <b>Description</b>  |
|----------------------------------------------------------------------------------------------------|-------------|-------------|---------------------|
| 1 To what extent can you craft good questions for your students?                                   | 3.42        | 0.35        | A Great Deal        |
| 2 How much can you use a variety of assessment strategies?                                         | 3.46        | 0.33        | A Great Deal        |
| 3 To what extent can you provide an alternative explanation or example when students are confused? | 3.45        | 0.32        | A Great Deal        |
| 4 How well can you implement alternative strategies in your classroom?                             | 3.44        | 0.36        | A Great Deal        |
| <b>Grand Mean</b>                                                                                  | <b>3.45</b> | <b>0.34</b> | <b>A Great Deal</b> |

Lastly, efficacy in classroom management is rated with a grand mean of 3.40 and standard deviation of 0.35. A closer look on the table tells that “How much can you do to calm a student

who is disruptive or noisy?” got a mean of 3.46 (SD=0.39), while “How much can you do to get children to follow classroom rules?” marked a mean of 3.37 (SD=0.39). Still, all of the indicators are rated as A Great Deal.

The teachers are successful in their efforts to maintain an ordered and clean environment in the classroom, as can be seen in the presentation of the statistics. The instructors who answered the poll are able to successfully manage their classrooms, which enables them to establish a setting for their pupils that is conducive to learning. In addition to this, they also receive training on how to manage children who display disruptive conduct in the classroom. Teachers must have the ability to keep order in the classroom and to control the behavior of their pupils in order to ensure that learning is successful and that educational outcomes are achieved. The fact that good behavior management generates the settings that are necessary for effective instruction does not necessarily imply that it ensures the provision of an education of high quality. Implementing a very successful educational program has the reciprocal effect of reducing the frequency of disruptive behavior in the classroom, although it does not completely eliminate it (Floress et al., 2017).

**TABLE 10**  
**ASSESSMENT IN EFFICACY IN CLASSROOM MANAGEMENT**

| <b>Indicators</b>                                                                       | <b>Mean</b> | <b>SD</b>   | <b>Description</b>  |
|-----------------------------------------------------------------------------------------|-------------|-------------|---------------------|
| 1 How much can you do to control disruptive behavior in the classroom?                  | 3.39        | 0.36        | A Great Deal        |
| 2 How much can you do to get children to follow classroom rules?                        | 3.37        | 0.39        | A Great Deal        |
| 3 How much can you do to calm a student who is disruptive or noisy?                     | 3.46        | 0.39        | A Great Deal        |
| 4 How well can you establish a classroom management system with each group of students? | 3.39        | 0.33        | A Great Deal        |
| <b>Grand Mean</b>                                                                       | <b>3.40</b> | <b>0.35</b> | <b>A Great Deal</b> |

### 3. Relationship between the Organizational Climate and Self-Efficacy of Key Stage 1 Teachers

The relationship between organizational climate and self-efficacy of teachers obtained an  $r$  value of 0.6834 and  $p$  value of 0.0006. These numbers help the researcher to reject the null hypothesis and claim that the relationship is statistically significant.

Li et al. (2025) pointed out that organizational climate helps in increasing the self-efficacy of teachers. When they are in a working environment that takes care of them and gives them the opportunity to grow, they are exceeding the minimum expectations and they feel that there will be people who will support them.

**TABLE 10**  
**PEARSON ANALYSIS OF THE VARIABLES**

| Variables                                | r-value | p-value | Decision    |
|------------------------------------------|---------|---------|-------------|
| Organizational Climate and Self-Efficacy | 0.6834  | 0.0006  | Reject Null |

#### 4. Proposed Efficacy Sustainability Plan

An efficacy sustainability plan is proposed based on the findings of the study.

| Contributing Factor              | Objectives                                                                      | Strategies / Activities                                                                                           | Timeline                             | Persons Involved                                    | Budget                                                  | Success Indicators                                         |
|----------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------|
| Principal's Supportive Behavior  | - Strengthen teacher confidence-<br>Build a supportive environment              | - Monthly check-ins and feedback-<br>Coaching & mentoring-<br>Recognition of teacher achievements                 | Monthly                              | Principal, Master Teachers, Department/Grade Chairs | ₱1,000–₱2,000 per month (tokens, certificates)          | Improved teacher satisfaction, motivation, and performance |
| Principal's Directive Behavior   | - Provide clarity of expectations-<br>Maintain consistent instructional quality | - Clear guidelines and SOPs- Walkthroughs and conferences-<br>Dissemination of instructional standards            | Quarterly                            | Principal, Master Teachers, Instructional Coaches   | Minimal or none (printing SOPs if needed: ₱300/quarter) | Higher teacher compliance and consistency                  |
| Principal's Restrictive Behavior | - Reduce unnecessary restrictions-<br>Increase teacher autonomy                 | - Review policies and paperwork- Teacher feedback mechanism-<br>Revise restrictive processes                      | Semi-annually                        | Principal, School Governance Council, Teachers      | None or minimal                                         | Decreased stress; improved autonomy                        |
| Teachers' Collegial Behavior     | - Strengthen collaboration-<br>Build collective efficacy                        | - PLC Meetings- Peer mentoring/observation-<br>Collaborative planning and research                                | Monthly                              | Teachers, Master Teachers, Grade Chairs             | ₱500–₱1,000 per session (snacks/materials)              | Stronger teamwork; shared best practices                   |
| Teachers' Intimate Behavior      | - Build trust and positive relationships-<br>Improve belongingness              | - Team building activities- Celebrations of milestones-<br>Establish teacher wellness area                        | Biannually                           | Principal, Teachers' Club Officers, Guidance Staff  | ₱5,000–₱15,000 per activity                             | Higher morale; stronger relationships; lower conflicts     |
| Teachers' Disengaged Behavior    | - Reduce disengagement-<br>Reintegrate affected teachers                        | - Individual coaching and counseling-<br>Strength-based task assignments- PD on EI, motivation, stress management | As needed (minimum quarterly review) | Principal, Guidance Counselor, Master Teachers      | ₱2,000–₱5,000 per PD session                            | Increased participation and improved classroom performance |

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#### **IV. CONCLUSIONS AND RECOMMENDATIONS**

This part shows the summary of findings, conclusions and recommendations of the study.

##### **Summary of Findings**

The following were the summary of findings of the study :

1. Key Stage 1 teachers provided a strongly agree rating on Supportive Behavior (M=3.33), Directive Behavior ((M=3.35), and Restrictive Behavior (M=3.33) for Principal's Behavior. In addition, they rated Teachers' Behavior as strongly agree on Collegial Behavior (M=4.30), Intimate Behavior (M=3.30) and Disengaged Behavior (M=3.33).
2. Key Stage 1 teachers provided a great deal assessment on their efficacy in terms of student engagement (M=3.36), instructional strategies (M=3.45), and classroom management (M=3.40).
3. The relationship between organizational climate and self-efficacy of teachers obtained an r value of 0.6834 and p value of 0.0006.
4. An efficacy sustainability plan was proposed based on the results of the study.

##### **Conclusions**

Based on the summary of findings, these conclusions were drawn :

1. Key Stage 1 teachers see that the principals at their respective schools provide teachers the same level of responsibility, which includes granting them the freedom to make decisions while at the same time fostering open communication and encouraging a healthy working relationship. In addition, they place

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significance on teamwork and the improvement of both the school and the students.

2. Key Stage 1 teachers motivate their students, including those who are underperforming, by utilizing strategies that are creative in nature and that serve to increase the efficacy of the learning process. In addition to this, the instructors are in charge of managing their classrooms and keeping them organized in order to create an environment that is conducive to learning for their students.

3. There is a significant relationship between organizational climate and teachers' efficacy, which indicates that an improvement on organizational climate will lead to improvement in efficacy of teachers.

4. The proposed sustainability efficacy plan aims to improve the efficacy of the Key Stage 1 teachers.

## Recommendations

The following are the recommendations of the study:

1. School heads may consider ensuring that open communication is practice in the school to make the teachers feel that they are welcome and they are taken care of in school. This will lead to having a feeling that they are in a safe working environment.
2. Teachers may consider attending trainings or professional development program that will center on their needs for improvement on their efficacy. This may be done through the professional development courses offered by National Academy of the Philippines.

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3. School heads may include in their human resource development plan the importance of organizational climate so teachers will have idea on how it affects their efficacy in work. This will lead to better strategies in managing their time and work.
  4. The proposed efficacy sustainability plan may be adopted in one school to test its effectiveness and help teachers improve their self-efficacy towards opportunities for continuous learning and skill development.
  5. Future researchers may conduct study regarding how school heads ensure to have a positive organizational climate.

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