IMPACT OF ORGANIZATIONAL CLIMATE ON TEACHERS' EFFICACY IN NURSING COLLEGES OF MALAYSIA

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ABSTRACT

This study investigates the relationships of the college climate to teachers' efficacy in Malaysian nursing colleges. Quantitative approach of data collection was considered appropriate for this study since data were collected using validated and reliable instruments to find the relationship between college climate and teachers' efficacy. Data from 102 responses of all 18 nursing colleges had been analyzed. This study was carried out by administering a questionnaire which was divided into three sections. Pearson correlation coefficient and multiple regressions were used for data analysis. The findings reveal the significant relationship between college climate and classroom management. The professional teacher behavior was also found significantly related to classroom management. But no significant relationship was found between institutional vulnerability and collegial leadership. There is also no relationship established between achievement press and professional teacher behavior. College climate index was found strongly associated with student engagement. The findings of this study provide important information for the policymakers, principals and teachers who are concerned with improving nursing colleges of Malaysia.

Keywords: **Organizational climate, teachers' efficacy, nursing college, classroom management, student engagement**

INTRODUCTION

Preparing nursing students to meet the challenges of today's multicultural, global, information-orientated, and exceedingly technological society requires new approaches to nursing education. Especially in the Malaysian nursing colleges, enhancing students' academic performance is a concern for college administrators, teachers, parents, students, and the larger community. Studies show that focusing only on academics is not necessarily the only way to improve student academic performance (Sherblom, Marshall, & Sherblom, 2006). Like many other institutions, interactions take place among many factors in nursing colleges too. Hoy, Tarter, and Kottkamp (1991) note that the workplace has been referred to and studied under a variety of labels including organizational character, milieu, atmosphere, organizational ideology, field situation, informal organization and more recently climate and culture. All these aspects are referred to internal quality of the colleges as experienced by its members. The college climate reflects physical and psychological aspects of the college that are more susceptible to change apart from providing the preconditions necessary for teaching and learning (Tableman & Herron, 2006). Hence the college climate refers to the sum of the values, cultures, safety practices, working and organizational structures within the college that cause it to function and react in particular ways. Several aspects of the college's physical and social environment comprise its climate. Tableman and Herron (2006) have identified the following eight areas constituting college climate: 1) appearance and physical plant, 2) faculty relations, 3) student interactions, 4) leadership/decision making, 5) disciplined environment, 6) learning environment, 7) attitude and culture, and 8) college - community relations.

The climate is a unique set of internal characteristics affecting the lives of those in a college; it is the tone or atmosphere (Herman & Herman, 1994). Thus, the college climate encompasses its mission, vision, values, focus and relationships among students, teachers, faculty, staff, parents, and community. One of the six critical success factors of a college mentioned by Herman and Herman (1994) is the importance of having a climate that is caring, open, demanding of high achievements, and respect for all parties. College climate must always be both nurturing and demanding for excellent results. A positive climate is beneficial because it offers an effective means of coordination and control as well as a center of shared purpose and values for college community members (Evans, 1996).

Similar to the college climate, teachers' sense of efficacy is reported to be directly influenced by the behavior of the principal (Hipp, 1997). A teacher's efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning even among those students who may be difficult or unmotivated (Bandura, 1977, as cited in Tschannen-Moran & Hoy, 2001). Teacher's efficacy has been studied in different ways with two widely acceptable views being focused on either teacher self-efficacy or teacher collective efficacy. The two concepts are similar in that both forms of efficacy have been documented as having a positive impact on student achievement (Goddard &

Goddard, 2001). The primary difference in the two is the belief that personal efforts (self-efficacy) impact outcomes versus the belief that efforts of the group as a whole (collective efficacy) impact outcomes. Principals can help to develop a sense of efficacy for individual teachers and for the entire college (Protheroe, 2008). Therefore, in an open organization, such as a college, one of the important questions regarding the sense of efficacy is how organizational factors such as college climate increase or decrease participants' efficacy within the organization (Bandura, 1988, as cited in Sutton & Fall, 1995).

Research in educational psychology suggests that teachers' quality of performance and commitment to work is related to their level of motivation to influence student learning (Bandura, 1997). Commitment at the level of motivation in order to influence a student's learning is constructed as teacher's sense of self efficacy. Teachers' sense of efficacy refers to the extent to which a teacher feels capable of helping students to learn, and it can affect the teacher's instructional efforts in areas such as choice of activities, level of effort, and persistence with students (Tschannen-Moran & Hoy, 2001).

Though nursing education is one of the basic fundamental needs, little attention is put into developing the college climate among nurse educators in Malaysia. In this globalization era, people are very conscious about their health. To ensure health safety for the twenty first century, nursing education should be carried out properly and thus the shortcomings must be identified through proper study and investigation. Review of literature (Bakar et al., 2008; Jie-ying, 2011) in Malaysian general education indicated that teacher's sense of efficacy has been an important aspect in universities, colleges and schools. Teachers' efficacy influences their activities, effort and productivity. The college climate related to a teacher's sense of efficacy in Malaysian colleges has been related to students' outcomes. Teachers' sense of efficacy belief is also related to their classroom behavior, efforts the teachers invest in teaching and their level of aspiration (Murshidi, 2005).

A great deal of tension exists among the teachers, leaders and students in nursing colleges. There is also unwillingness among the teachers to allocate extra time to help the students in the teaching and learning process other than the structured time table during the didactic phase. From 15 years of practice in nursing education system and ten years as service staff in hospital, the principal investigator has become increasingly aware and interested in how the college climate is affected by the principal's leadership style and how the change in college climate affects the teachers' sense of efficacy. It is important for the college principals to understand whether the college climate affects the teachers' sense of efficacy to help improve the standards of student achievement and investigate whether this indirectly improves the students' self-esteem and performance. This investigation of the organizational factor is important because of its practicality and theoretical implications obtained from the results of such investigations. Thus, the researchers have formulated the following objectives to achieve the aforementioned aim:

1. To investigate the impact of nursing college climate in the selected colleges on efficacy in instructional strategies.
2. To examine the impact of nursing college climate on nurse educator's efficacy of classroom management
3. To investigate the impact of nursing college climate on efficacy in student engagement.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Literature relating to college climate and its relation to teachers' sense of efficacy has been reviewed to support the theoretical and conceptual framework of the study.

Nursing College Climate

Climate is a general idea to define the quality of an organization's life. College climate is a general concept that captures a long term quality of organizational life and describes the feeling or atmosphere of the college (Loukas & Murphy, 2007). In brief, college climate is a relatively enduring quality of the entire college experienced by members, describes their collective perceptions of routine behavior, and affects their attitudes and behavior in the college (Hoy & Miskel, 1996). A healthy college climate constitutes four dimensions such as institutional vulnerability, collegial leadership, teacher professionalism and achievement press (Hoy et al., 2002). Hoy and colleagues defined achievement press as the pressure exerted by all campus stakeholders to perform at high academic levels (Hoy et al., 2011).

It is believed that the study of organizational climate as determinants or predictors of organizational effectiveness provides valuable information to college principals and teachers to effectively transform their knowledge.

Self Efficacy

Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1986). These beliefs of personal competence affect behavior in several ways. They influence the choice individuals make and the courses of action they pursue. People engage in tasks in which they feel competent and confident and to avoid those in which they do not. Efficacy beliefs help determine how much effort people will spend on an activity, how long they will persevere when confronted with obstacles, and how resilient they will prove to be in adverse situations. The higher the sense of efficacy, the greater the effort, persistence and resilience will be (Hoque et al., 2010). Efficacy beliefs also influence individuals' thoughts patterns and emotional reactions. People with

low self-efficacy may believe that things are tougher than they really are. This belief can foster stress, depression, and narrows the vision on what is the best solution to the problem. High self-efficacy, on the other hand, helps to create feelings of serenity in approaching difficult tasks and activities. As a result of these influences, self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individuals can finally attain. For these reasons, Bandura (1986) argues that "beliefs of personal efficacy constitute the key factor of human agency". The concept of teacher's efficacy is based on Bandura's theory of self-efficacy. Bandura (1997) proposed that self-efficacy is a key contributor to human behavior outcomes. A person's efficacy level varies according to the task at hand. Teachers' level of confidence about their ability to promote learning can depend on past experiences or on the college climate (Protheroe, 2008).

Teachers' Sense of Efficacy

A teacher's efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of the students' engagement and learning, even among those students who may be difficult or demotivated (Moran & Hoy, 2001). In other words, teachers' sense of efficacy refers to the teachers' perceptions that their teaching is worth the effort that leads to the success of students and is personally satisfying.

Teacher's sense of efficacy has been related to students' outcomes such as students' achievements (Allinder, 1995). Moreover, it is also related to teacher's behavior in the classroom. Efficacy affects the effort the teachers invest in teaching the goals they set, and their level of aspiration. Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organization (Allinder, 1994; Hoque et al., 2011). They are also more open to new ideas and are more willing to experiment with new methods to better meet student needs (Guskey, 1988). Efficacy beliefs influence the teacher's persistence when things do not go smoothly and hence teachers with greater sense of efficacy will be less critical of students when they make mistakes in their studies.

THEORETICAL FRAMEWORK

Researchers have reviewed many studies on college climate and teachers' sense of efficacy in various countries. Moore and Mary (1992) have conducted a study in the United States to identify the relationships among the content variables of sense of efficacy, tutor empowerment, and college climate as perceived by the tutor. Some factors related to tutor's sense of efficacy (teaching efficacy and personal efficacy), to tutor empowerment, defined as the perceived influence of tutors in important decision-making activities, and to college instructional climate and college atmosphere, are examined.

Hoy and Woolfolk (1993) in a survey of 179 tutors at 37 colleges in New Jersey found that a healthy college climate was conducive to developing teacher's beliefs that influence student learning. They

found that a positive college climate contributes to a greater sense of self efficacy in tutors which in turn contributed to enhanced student performance.

In a longitudinal study, Taylor and Tashakkori (1995) discovered that college climate such as principal leadership, faculty collegiality and student discipline have significant impact on teachers' self efficacy and job satisfaction. They also found that the relationship between job satisfaction and participation in decision making, as well as the college climate, does not seem to be mediated by the teachers' sense of efficacy. There is evidence (Choi, Price, & Vinokur, 2003; Young, 2000) that various group factors contribute to changes in members' self-efficacy. In addition, Weisel and Dror (2006) in their research on the college climate and sense of efficacy of Israel teachers' attitude towards the inclusion of students with special needs reported that college climate and teachers' sense of efficacy as well as participation in special education training were positively associated with teachers' attitudes toward inclusion.

The effects of students' teaching on the efficacy beliefs of a prospective tutor in Turkey were examined by Atay (2007). It is also reported that the prospective tutors' awareness of their own teaching competence, their beliefs about teaching and learning, practices of their cooperating tutor, established classroom practices and the practicum college as the factors contributing to their self-efficacy during the practicum. Carleton, Fitch, and Krockover (2008) observed positive correlation between changes in self-efficacy at the beginning of the college year and changes of negative correlation was observed between changes in self-efficacy at the beginning of the college year and at the end of the program.

Conceptual Framework

Based on extensive literature review, the researchers have sorted out that there is an impact in the dimensions of college climate on teachers' efficacy. But the degree of impact varies in different studies. In some studies, some dimensions of college climate have been found positively related with teacher efficacy whereas the same dimensions have been established as having no relationship in other studies. This means that the impact of college climate on different dimensions of teachers' efficacy varies according to local culture, regional influence and adopted methodology. Therefore, we have made an effort to examine the impact of college climate on teachers' self-efficacy in the Malaysian context. We have identified some studies done in Malaysia in general academic colleges but despite extensive search, no study in this area has been found on nursing colleges. But nursing colleges are totally different from general academic schools and colleges in terms of environment, teachers and students' nature of job, qualifications and responsibility. This study has been conceptualized based on this gap and following the theoretical framework of the Hoy et al. (2002) four dimensions of college climate such as institutional vulnerability, collegial leadership, teacher professionalism and achievement press and the three dimensions of teacher efficacy such as instructional strategies, classroom management and student engagement by Tschannen-Moran et al. (2001).

METHODOLOGY

Research Design

This research attempts to study the relationship between college climate and teacher's sense of efficacy. Quantitative approach of data collection is considered appropriate for this study since data were collected using validated and reliable instruments to find the relationship of college climate on teachers' efficacy. According to Gay, Mills, and Airasian (2006), correlation research involves collecting data to determine whether and to what degree a relationship exists between two or more quantifiable variables. Hence this study is considered as a correlation predictive research because the exploration of the relationship between college climate and teachers' sense of efficacy was the focus of the study.

Population and Sampling

There are 18 nursing colleges in Malaysia with 500 teachers. These colleges are conducting three-year nursing degree courses. The target population of the questionnaire survey was all the tutors in the colleges. If the total population is around 300-500, Gay (2002) suggests choosing 30% to represent the population perfectly. We were aware that the number of teachers would vary from college to college. Teachers who have been serving for less than two years were not obliged to respond the questionnaires, as they are too new to comment on the subject matter. The colleges that had 10 to 20 teachers have been allocated at least 3 teachers. Following these criteria, 150 nurse trainers are selected randomly as respondents. Therefore 150 sets of questionnaires were sent to the 18 nursing colleges all over Malaysia. But a total of only 110 responses were returned from the 18 colleges. The researchers have sent a follow up letter to remind them about the questionnaires. The researchers were also contacted over the phone with the principals of some colleges who were reluctant to respond to the questionnaires albeit sending follow up letter. Most of them had excuses of tight schedule of themselves and teachers and a few of them returned the responses late (after analysis). Eight (8) teachers' responses were excluded from subsequent analysis due to incomplete response. The reply response rate was 73.33%, which is highly satisfactory. Finally, 102 responses from 18 colleges (68%) were used for the purpose of this study. About sampling, Gay (1996, p. 297) says, "for correlation, causal-comparative, and experimental research, some experts consider the magic 'general guideline' to be 30. Thus for correlation studies at least 30 subjects are needed to establish the existence or non-existence of a relationship." From this point of view, the responses (102) are sufficiently justified to represent the population under study.

Instrumentation: Validity and Reliability

This study is carried out by administering a questionnaire which was divided into three sections such as i. demographic information, ii. Organizational climate index and iii. Teachers' sense of efficacy. The validity of the questionnaire content has been determined through experts' opinions whom were specialists in the content area selected for this study. A pilot study was conducted to find the internal consistency reliability of the instrument used in this study, in one of the colleges before conducting the actual study. Cronbach's alpha test was carried out on all the items in the instrument and also on all its construct variables. Cronbach's alpha is a test reliability technique that requires only a single test administration to provide a unique estimate of the reliability for a given test. According to Gay et al. (2006), Cronbach's alpha estimates the internal consistency by determining how all items on a test relate to all other items and to the total test.

Table 1 gives the Cronbach's alpha coefficients for the construct variables on the instrument. The result of the Cronbach's alpha test shows very high (above .8) internal consistency of reliability for all items on the instruments. The calculation shows that the Cronbach alpha coefficients for all the variables are reasonably within an acceptable range to be used in this study. According to George and Malley (2003) (cited in Gliem & Gliem, 2003) a value of Chronbach's alpha which is about 0.9 is considered excellent, about 0.8 is considered good and a value about 0.7 is considered acceptable. According to Nunnally (1978), the lower limit of exceptability Chronbach alpha > .60. Since all the Chronbach coefficients for all construct variables of the instrument are close to 0.8, the instrument is considered as good internal consistency reliability.

Table 1

Cronbach's Alpha Coefficients of Internal Reliability of the Instrument

Variable in the Instrument	Number of items	Cronbach's alpha
Organizational Climate Index (All items)	27	.800
Achievement Press	8	.810
Collegial Leadership	7	.843
Institutional Vulnerability	5	.882
Professional 'Teacher Behavior	7	.804
Teachers' Sense of Efficacy (All Items)	24	.790
Efficacy in Classroom Management	8	.810
Efficacy in Instructional Strategies	8	.805
Efficacy in Student Engagement	8	.795

RESULTS

Relationship between College Climate and Teachers' Sense of Efficacy in Classroom Management

Table 2 shows that the model as a whole is significant (F=3.518, p .010).The adjusted R2 value of .091 supports that 9.1% of the variation in college climate can be explained by the independent variables. The result implies the presence of significant relationship between achievement press (AP) and classroom management (β = .378, p =.000). The professional teacher behavior (β = -.169, p =.000) was also found significantly related to classroom management. The negative value of institutional vulnerability (β = -.162, p = -.114) is also found not significantly related to classroom management. However, the collegial leadership is not significant predictor of classroom management (β = .041, p = .705).

Table 2

Relationship between College Climate Index and Classroom Management

Variables	Unstd Co-efficient(B)	Std error	Standardized Beta	*t*-value	*p*-value
Achievement Press	.601	.163	.378	3.678	.000
Collegial Leadership	.044	.115	.041	.379	.705
Institutional Vulnerability	-.406	.255	-.162	-1.596	-114
Professional Teacher Behavior	-.202	.135	-.169	-1.500	.000
R^2			.127		
Adjusted R^2			.091		
F			3.518		
Significant F			.010		

Note * p < .05, ** p < .01

Relationship between College Climate and Teachers' Efficacy in Instructional Strategies

Table 3 shows that the model as a whole is significant (F = 3.931, p .005).The adjusted R2 value of 3.931 supports that 39.3% of the variation in college climate can be explained by the independent variables. The result implies the presence of significant relationship between institutional vulnerability (IV) and instructional strategies (β = -.331, p =.001). The collegial leadership (β = .191, p =.054) is also found nearly significantly related to instructional strategies. But the impact of two other predictor variables such as Achievement Press (AP) (β = -.032, p =.064) and Professional Teacher Behavior (PTB) (β = -.211, p =.772) are found not significant.

Table 3

Relationship between College Climate Index and Instructional Strategies

Variables	Unstd Co-efficient(B)	Std error	Standardized Beta	*t*-value	*p*-value
Achievement Press (AP)	.271	.145	.191	1.873	.064
Collegial Leadership (CL)	-.199	.102	-.211	-1.948	.054
Institutional Vulnerability (IV)	-.742	.226	-.331	-3.289	.001
Professional Teacher Behavior (PTB)	-.035	.119	-.032	-.290	.772
R^2			.140		
Adjusted R^2			.104		
F			3.931		
Significant F			.005		

Note * p < .05, ** p < .01

College Climate and Teachers' Efficacy in Student Engagement

Table 4 shows that the model as a whole is significant (F=2.483, p .049). The adjusted R2 value of .055 supports that 55% of the variation in college climate can be explained by the independent variables, the college climate. The result implies the presence of significant relationship between college climate and student engagement, in particular relationship between the achievement press (β = .220, p =.038) and student engagement and significant relationship between professional teacher behavior (β = -.294, p =.012) and student engagement. However there is no significant relationship between collegial leadership (β = .113, p =.315) and student engagement and institutional vulnerability (β = -.1.87, p =.074) and student engagement.

Table 4

Relationship between College Climate Index and Student Engagement

Variables	Unstd Co-efficient(B)	Std error	Standardized Beta	*t*-value	*p*-value
Achievement Press	.346	.165	.220	2.104	.038
Collegial Leadership	.117	.116	.113	1.011	.315
Institutional Vulnerability	-.463	.257	-1.87	-1.804	.074

Professional Teacher Behavior	-.348	.136	-.294	-2.565	.012
R^2			.093		
Adjusted R^2			.055		
F			2.483		
Significant F			.049		

Note * p < .05, ** p < .01

The impact of all four dimensions of college climate is tested by using multiple regression analysis and it was found that college climate as a whole was a significant (F = 3.518, p .010) predictor of teachers' sense of efficacy to the classroom management, instructional strategies (F = 3.931, p = .005) and student engagement (F = 2.483, p = .049)

DISCUSSION

Overall, a relationship exists between college climate and the teachers' sense of efficacy in instructional strategies. In detail, the relationship between institutional vulnerability and instructional strategies is explainable since the college is not susceptible to vocal parents and citizens. Therefore, it does not affect the teachers' ability to devise and use various instructional strategies in the classroom to facilitate learning and to improve understanding in various ways including demanding the students to utilize extra hours in learning. If the teachers are not protected from the pressure of vocal parents and they are put on the defense, their sense of efficacy in instructional strategies will decrease. It is important that the principals effectively buffer the teachers from the negative outside pressure because teachers have a primary role in determining what is needed or what works best for their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but also are related to student achievement (Eslami, 2008). Colleges that emphasize academic achievement, the integrity of the college and the influence of the principal will correlate with the teachers' efficacy in particular with instructional strategies (Goddard, Hoy, & Woolfolk, 2004). Otherwise, the choice either to stay or leave the profession appears to be related to a principal's involvement (Brock & Grady, 2007).

In the present study, the achievement press and professional teacher behavior have no significant relationship with the instructional strategies. This could be due to the majority of the teachers (40.2% with 6-10 years of teaching experience, 23.5 % of teachers with more than 16 years of experience and 18.9% of teachers having 11-15 years of experience in teaching) are more experienced in teaching and therefore professional teacher behavior is part and parcel of their lives. Furthermore, in case of failure to achieve the achievement press, both the students and teachers are answerable to higher authorities; as such other means are available to ensure student learning, including close supervision such as extra

class, close clinical area supervision, one to one skill laboratory supervision and drilling the students by answering past year questions.

College Climate and Teachers' Efficacy in Classroom Management

The relationship between the four dimensions of college climate and classroom management as a significant whole is related. There is a strong significant relationship between achievement press and classroom management and there is also strong relationship between professional teacher behavior and classroom management. This could be due to the majority of the teachers (40.2% with 6-10 years of teaching experience, 23.5 % with more than 16 years of experience and 18.9% with 11-15 years of teaching experience) are more experienced in teaching hence could exhibit more professional teacher behavior as mentioned earlier. Furthermore, the classroom management is not affected by institutional vulnerability whereby rarely parents or others who are vocal from the public will interfere in the classroom management. Therefore, the teachers manage the classroom by identifying students who do not understand and help them individually, maintain learner involvement in lessons, reinforce and encourage learner efforts to maintain involvement, attend to routine tasks, use instructional time efficiently, provide feedback to learners about their behavior, manage disruptive behavior among learners and thus manage classrooms effectively (Schwartz, 2009). This component of teachers efficacy is also developed over the years of experience and confidence in knowledge content. There is no relationship between collegial leadership and classroom management. These findings also reflect the teachers' years of experience; thus the principals' behavior directed toward meeting social needs of the faculty and achieving the college goals is not related as the teachers are responsible and experienced. Furthermore, if the students do not achieve the targeted percentage then the particular subject teacher will undergo investigation by higher authorities from the ministry of health training division; thus various methods and regulations are used to increase the learning, other than teaching hours as per curriculum that is after 5pm till 10pm, five days a week.

College Climate and Teachers' Self Efficacy in Student Engagement

Results of the analysis clearly indicate that college climate and students' engagement on the whole are significantly related. This finding is in the alignment with Hoque et al. (2010) who found out the significant impact of college climate on students' attendance at college. This is because if the student fails; the higher authority investigate on the teachers' aspect but also on the students' aspects. The consequence actions such as repeating the particular subject, repeating the present semester, or demotion from the present semester or even expulsion from the program/course altogether will be enforced. This brings about demoralization and none of the youth would like face it, nor do the teachers. This could act as suggestive reasons of achievement press that help encourage the students to work harder, in return for the teachers' efficacy in enhancing student engagement.

CONCLUSION AND RECOMMENDATION

The mean level of teachers' sense of efficacy obtained for the sample from the Malaysian School of Nursing is high, showing that these teachers hold a high level of individual efficacy belief. However, further research needs to be conducted to look at the function of sources of efficacy by using different samples and also expanding the investigations to other possible factors not measured yet in this study. One important finding is having an open college climate in order to improve the teachers' level of sense of efficacy. In an open climate, the teachers and principal are able to work collaboratively for a common purpose toward a common goal. There also will be supportive professional behavior among teachers and they will show a high commitment towards teaching. The level of openness in the Malaysian college of Nursing is found to be at an average level. This calls for further studies to identify the causes for this and ways of improving the college climate in these colleges. Another variable that can be investigated in relation to college climate is the principals' perceptions of college climate and also the principals' leadership styles and the teachers' sense of efficacy. Future researchers may also look at the relationships of college climate and teachers' sense of efficacy at different times during the academic year since there can be differences depending on the time of the academic year (Carleton et al., 2008) and also different phases of the training program.

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