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The Role of School Climate Perception on Teaching Efficacy with Special Needs Children: Examining Teachers' Perspective in Depok City

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Abstract

This study is grounded in the premise that prior to delving into teachers' perspectives on inclusive education implementation, it is imperative to possess a tool that assesses their confidence in teaching children with special needs. Employing a quantitative methodology, the research investigates the correlation between demographic variables, perceptions of school climate, and efficacy in teaching children with special needs. 72 teachers from public and private schools in Depok City, West Java, were involved in this research. This research aims to address the question, does perceived school climate affect teaching efficacy for children with special needs? Using a t-test and regression analysis, this research found a significant association between teachers' perceptions of an inclusive school climate and their efficacy in instructing students with special needs. Moreover, the regression analysis underscores the predominant role of school-provided resources, collaboration, and instructional innovation in shaping teaching efficacy. The results indicate that teachers' perceptions of school climate meaningfully influence their confidence and perceived ability to effectively teach students with special needs.

Keywords: *inclusion, primary school, school climate, teacher efficacy*

Introduction

Inclusive education constitutes a pedagogical framework designed to cater to the diverse backgrounds of children, encompassing those with special needs as well as those hailing from socioeconomically disadvantaged backgrounds. Within the Indonesian context, inclusive education embodies a commitment to the equitable distribution of educational resources and the elimination of discriminatory practices (Durdukoca, 2021). It affords children with special needs commensurate educational opportunities akin to their typically developing counterparts, fostering an environment of equal access and participation within the educational landscape. According to research conducted by Alnahdi, Linder, and Schwab (2022), a significant challenge in achieving successful inclusion practices lies in the preparation of teachers capable of providing support for students with special educational needs (SEN) to learn in a mainstream educational setting. The confidence and readiness of teachers to address the diverse needs of their students manifest in their pedagogical efficacy. Research conducted by Savolainen et al (2020) highlights pedagogical efficacy as a significant predictor of the effectiveness of inclusive educational practices. A study also found that teachers possessing diminished efficacy levels may encounter challenges in adequately assisting students with special needs, potentially undermining the successful execution of inclusive educational strategies (Scheer et al., 2015). Conversely, teachers characterized by heightened self-efficacy exhibit proficient behaviors conducive to the advancement of inclusive education objectives, including maintaining student engagement and furnishing targeted feedback to students experiencing difficulties. Within an inclusive framework, pedagogical efficacy pertains to teachers' assurance in effectively managing classroom dynamics, adapting instructional strategies for children with special needs, and fostering collaborative learning environments.

On the other hand, research found that the success of inclusive practices cannot be separated from the climate built by the school

(Maxwell et al., 2017). School climate is a relatively stable and enduring aspect of the environment, it is both influenced and influenced by the school community, making it one of the most influential factors in determining the success or failure of an inclusive education system (Fu et al., 2023). The implementation of inclusive education requires a positive school climate to ensure learning that accommodates all students' needs (Xue et al., 2023). Previous studies have shown that school climate is a factor that influences student well-being (Klik et al., 2023), as well as increasing motivation for academic achievement in children with special needs (Duka et al., 2024). School climate is defined as the atmosphere, personality, common norms, expectations, and school culture that are displayed through school culture and the professionalism of the school system (Hosford & O'Sullivan, 2016a). The concept of school climate revolves around how individuals perceive the behaviors exhibited by different elements within the school environment. According to Finlayson (1987), describing experiences related to school climate is more straightforward than providing a comprehensive explanation of the concept. This observation highlights the inherent challenge in precisely defining school climate: individuals may find it easier to sense its presence than to articulate its precise nature. Consequently, research focusing on school climate is crucial, as it not only offers insights into school operations and responsibility but also sheds light on the various facets of the educational process it impacts.

Teacher efficacy and school climate are considered key elements in facilitating the successful adoption of inclusive education practices. Nevertheless, the correlation between teacher efficacy and school climate demonstrates variability. Aldridge and Fraser's study found that school climate is related to teacher efficacy (Aldridge & Fraser, 2016). Research conducted by Hosford and O'Sullivan (2016) also found that teachers' perceptions of an inclusive school climate were positively related to teachers' teaching efficacy. On the other hand, a study conducted by Lacks and Watson (2018) found that teachers' perceptions of school climate did

not correlate significantly with teacher efficacy. The variety of study results refers to differences in measuring instruments and variable conceptions used, so that research on school climate and teacher efficacy provides an interesting space to enrich study results with the specific context of inclusive education in Indonesia.

Teaching Efficacy with Special Need Children

The study of teacher self-efficacy is not something new - it has been well established since Bandura's foundational works in 1977 (Bandura et al., 2006)- but has been going on for a long time. Previous studies show that teacher self-efficacy relates to teacher motivation, instruction quality, even student outcome (Savolainen et al., 2020; Alnahdi et al., 2022). As an adaptable construct, teacher efficacy remains an insightful variable in contemporary educational research. As education moves towards inclusivity, there is a tendency among scholars to refine the concept of efficacy in more specialized contexts, particularly in the context of inclusive education. Tscannen Moran and Hoy (2007) underscored the sensitivity of self-efficacy to its surrounding context, emphasizing the intricate nature of inclusive education, which demands careful construction due to the requisite skills for successful implementation. The specificity of the domain or context distinguishes self-efficacy from other beliefs, as it emphasizes an individual's capacity within a particular context to achieve specific outcomes. Consequently, efficacy assessment is highly contingent upon task and domain specifics, as a comprehensive evaluation of self-efficacy may risk inaccuracies. Dawson and Scott (2013) argue that before examining the effectiveness of inclusive education, it is important to evaluate teachers' confidence in teaching students with SEN.

While teacher self-efficacy has been widely recognized as a key determinant of successful educational process, it is critical to distinguish between general teaching efficacy and efficacy specific to teaching students with SEN. Self-efficacy is inherently domain-specific; it reflects

an individual's belief in their ability to perform particular tasks within specific contexts (Bandura, 1997). As such, a teacher's confidence in delivering general instruction does not automatically translate into confidence in supporting learners with diverse cognitive, behavioral, or physical challenges. Relying on broad measures of efficacy risks overlooking nuanced difficulties that arise in inclusive classrooms. Therefore, in this study, teacher efficacy is conceptualized as the degree to which teachers believe they are capable of effectively teaching students with special educational needs (SEN). As Dawson and Scott (2013) emphasize, self-efficacy does not measure actual skill level but rather the conviction that one can successfully execute the actions required to manage prospective situations. Their research identifies five critical dimensions of teacher efficacy in inclusive settings: instructional strategies, professional engagement, collaboration and support, classroom and behavior management, and execution of related responsibilities. These domains underscore the multifaceted nature of teaching efficacy in inclusive classrooms, where the challenges extend beyond curriculum delivery to encompass emotional resilience, adaptability, and systemic collaboration.

School Climate

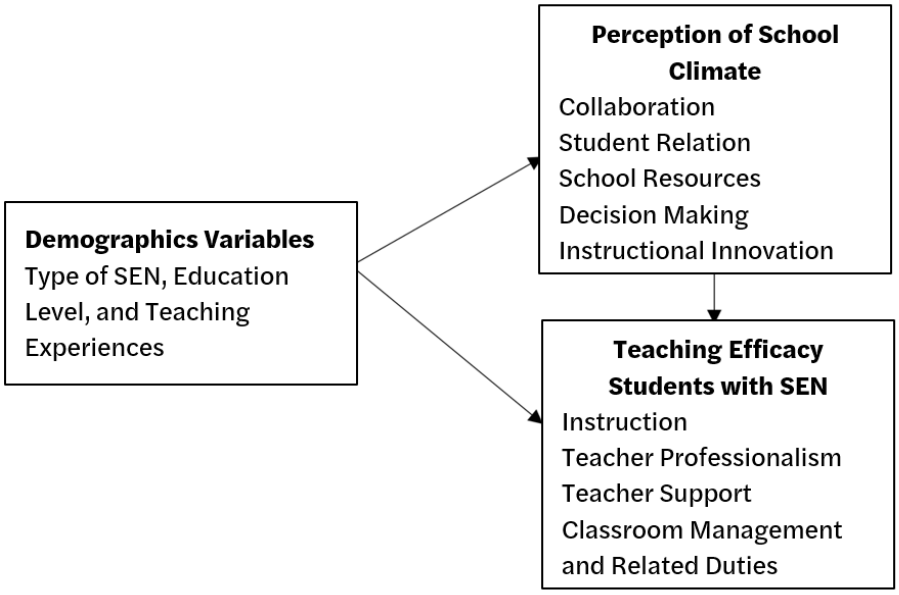
School climate is a concept that is widely researched and universally agreed upon but still remains challenging to define definitively due to its abstract nature (Prado, 2022). School climate is the quality and character of school life, which is based on the patterns of experiences of students, parents, and all school personnel. School climate also reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures of the school (Johnson et al., 2007). School climate includes the overall behavior of individuals who contribute. A positive school climate is formed from the component of responsiveness or social support which refers to teacher behavior that is responsive to

children's social and emotional needs by showing warmth, acceptance, and attention. In inclusive classrooms, where teachers face increased demands to differentiate instruction and manage diverse learner needs, a positive and supportive school climate becomes even more critical. Fu et al. (2023) argue that research on the relationship between school climate should not only examine its influence on student outcomes, but should also focus on examining the impact of school climate on teachers and administrators, which in turn, impacts student learning outcomes. Therefore, measuring how the school climate is perceived by teachers is important data for the success of inclusive education. The extent to which teachers perceive their school climate will impact their teaching performance, which in turn can affect the learning process felt by all students. This study uses the concept of school climate from Prado (2022) which has dimensions consisting of: collaboration; decision-making; instruction innovation; student-relationship; and school resources.

This study examines how perceptions of school climate relate to teaching efficacy among educators responsible for implementing inclusive education. Before understanding teachers' attitudes or strategies, it is essential to measure their perceived ability to teach students with SEN—a belief that is not solely internal but shaped by contextual factors such as leadership, collegial support, and resource access. In this sense, school climate serves as the foundational framework within which inclusive values, practices, and teacher beliefs are constructed and sustained. Teachers from both public and private schools are involved, recognizing that these institutions often differ significantly in terms of organizational culture, resource availability, and leadership structure. By capturing perspectives from both sectors, the study offers a more comprehensive understanding of how school climate influences teacher efficacy in managing students with special needs across varied institutional contexts. This research also included demographic variables such as type of SEN, teacher's education, and teaching experiences in inclusive classrooms to see whether there are differences in perceptions

of school climate and teaching efficacy from these demographic variables. The framework of this research is shown in Figure 1.

Figure 1. *Demographic, Perception of School Climate, and Teaching Efficacy Student with SEN Variables*



This research was conducted in Depok, West Java, a city that is bound by Depok City Regional Regulation Number 14 of 202, which states that elementary school level education units are required to provide inclusive education services for students with special needs. A descriptive quantitative study was used to look at the profile of school climate perceptions and teacher efficacy from each dimension. In doing so, it addresses a significant gap in the literature and provides insights that can inform policy and practice in both sectors, supporting the broader agenda of strengthening inclusive education systems.

Method

This study used a quantitative approach to investigate the relationship between teachers' demographic, teachers' perception of school climate, and teachers' efficacy in teaching students with SEN. The research was to examine the correlation between perceived school climate and teaching efficacy in inclusive schools across Depok City, Indonesia. To ensure a representative sample, a cluster sampling technique was used, with schools categorized by type (public or private) as the basis for participant selection. The study began by collecting data on inclusive elementary schools in Depok City through the Department of Education of Depok City website. The researcher then conducted a sampling of public and private schools. There were 5 public schools and 5 private schools selected. Furthermore, permission was obtained through the principal to fill out the questionnaire through a questionnaire and Google form to subjects who met the research criteria. Before data collection began, all participants were provided with a clear and detailed explanation of the research objectives, procedures, potential risks, and benefits, in written form. The informed consent process emphasized that participation was entirely voluntary, and participants had the right to withdraw at any time without any negative consequences.

Participants

This research involved inclusive elementary schools in Depok City, West Java, Indonesia, which were divided into public and private schools. Characteristics of participants in the study are elementary teachers, teaching in public or private inclusive schools, and with at least one student with SEN in their classes. Overall, respondents involved in the research were 72 teachers from two types of schools. Of the total 72 teacher respondents who filled in, they came from public schools with a total of 39 respondents (10.2% male), and private schools with a total of 33 respondents (22.8% male). Public school and private school teachers

are predominantly by diploma and bachelor degrees. Based on the type of SEN in public schools, 16% of teachers have taught students who are intellectual disability, 5.1% have taught the deaf, 12.8% have taught ADD or ADHD students, 10.3% have taught students with autism, and 30.8% had taught students with learning difficulties or slow learners. Meanwhile, in private schools, 24.2% of teachers teach students who are intellectually disabled, 6.1% teach students with ADD or ADHD, 36.4% teach students with autism, and 33.3% teach students with slow learners and learning difficulties. A total of 13 participants (33.3%) from public schools had taught for more than 10 years. Meanwhile, in private school, a total of 15 participants (45.5%) taught for more than 10 years.

Instrumentation

This study used the Teaching Students with Disabilities Efficacy Scale (TSDE) to measure teacher efficacy in teaching students with SEN, developed by Dawson and Scott(2013), and the Revised-School Level Environment Questionnaire (R-SLEQ) developed by Jhonson, Stevens and Zvoch (2007). The instrument used an adaptation process that refers to cross cultural adaptation of self-reported measurement (Beaton et al., 2000) with forward translation and back translation stages. In the forward translation phase, three independent translators translated the statements of the original items into Indonesian. Subsequently, a consensus-based discussion ensued to finalize the selection of items for subsequent back translation. In the back translation phase, a single translator facilitated the process to ensure grammatical and spelling accuracy, thereby verifying the fidelity of the final Indonesian language items with respect to the original instrument.

The first measuring instrument refers to the Teaching Students With Disabilities Efficacy Scale instrument developed by Dawson & Scott (2013). The adaptation process resulted in a scale of teaching efficacy for children with special needs. This measuring instrument has the following

dimensions: instructional strategies (n=5, "I can adapt the curriculum to help meet the needs of a student with disabilities in my classroom"); professionalism (n=4, "I can encourage students in my class to be good role models for students with disabilities"); teacher support (n=3, "I can effectively encourage all of my students to accept those with disabilities in my classroom"); and classroom management and related responsibilities (n=6, "I can effectively deal with disruptive behaviors in the classroom, such as tantrums"). Validity testing using Pearson Product Moment with a significance value <0.05 resulted in all statement items being valid. The reliability of the measuring instrument produces Cronbach's Alpha of 0.88 (n=19).

The second measuring instrument refers to the Revised School Level Environment Questionnaire instrument developed by Johnson et al (2007). The adaptation process produces a scale of teacher perceptions of school climate. This measuring instrument has dimensions: collaboration (n=10, "I have regular opportunities to work with other teachers"); student relations (n=7 "Students in this school are well behaved"); school resources (n=8, "The school library has sufficient resources and materials"); decision making (n=3, "Teachers are frequently asked to participate in decisions"); and instructional innovation (n=8, "School provides teachers training on classroom management strategies for students with disabilities"). Validity test using Pearson Product Moment with a significance value <0.05 produces all valid statement items. The reliability of the measuring instrument produces a Cronbach's Alpha of 0.78 (n=36).

Data Analysis

Demographic data correlation analyses were conducted using Pearson's Product Moment coefficient to explore the relationships between demographic variables, the efficacy of teaching students with SEN variables, and teachers' perceptions regarding school climate.

Furthermore, a t-test was employed to examine potential discrepancies in inclusive satisfaction based on school type. Subsequently, Pearson's Product Moment correlation analyses were performed to assess the associations between the four dimensions of school climate and teachers' efficacy in teaching students with SEN. Finally, to ascertain the impact of school climate perceptions on teaching efficacy, a stepwise linear regression analysis was conducted using the teacher's perceptions of school climate subscale. This analysis aimed to identify which aspects of school climate exerted the most significant influence on the efficacy of teaching students with SEN. All statistical analyses were carried out using the Statistical Package for the Social Sciences (SPSS) Statistics 23.0.

Result and Discussion

The respondents of this research are teachers who teach students with special needs in their classes. Data were collected using two methods, namely through a measuring instrument booklet printed by the research team and an online questionnaire in the form of a Google form. Respondent demographics are shown in Table 1 below.

Table 1. *Demographics Variable*

Demographics	Public	%	Private	%
Gender				
Female	35	89.7%	25	75.7%
Male	4	10.2%	8	22.8%
Education Level				
Diploma and Bachelor	37	94.8%	31	93.9%
Postgraduate	2	5.1%	2	6.1%
Teaching Experience				
1-5 years	15	38.4%	15	45.5%
6 - 10 years	11	28.2%	3	9%
More than 10 years	13	33.3%	15	45.5%

Demographics	Public	%	Private	%
Types of SEN				
Intellectual Disability	16	41%	8	24.2%
Hearing Impairment	2	5.1%	0	0%
ADD/ADHD	5	12.8%	2	6.1%
Autism	4	10.3%	12	36.4%
Slow Learner/Learning Difficulty	12	30.8%	11	33.3%

Of the total 72 teacher respondents, 39 (10.2% male) were from public schools, and 33 (22.8% male) were from private schools. The highest level of education among teachers in public schools was predominantly Diploma and Bachelor's degrees, accounting for 94.8%, while in private schools, it was 93.9%. Regarding the types of special needs addressed in public schools, 16% of teachers reported teaching students with intellectual disabilities, 5.1% taught students with hearing impairments, 12.8% taught students with ADD or ADHD, 10.3% taught students with autism, and 30.8% taught students with learning difficulties or slow learners. In contrast, in private schools, 24.2% of teachers taught students with intellectual disabilities, 6.1% taught students with ADD or ADHD, 36.4% taught students with autism, and 33.3% taught students with learning difficulties or slow learners.

	Public				Private			
	Mean	SD	Min	Max	Mean	SD	Min	Max
Teaching Students With Disabilities Efficacy Scale	73.5	5.5	62	88	72	9	55	88
Instruction	19.4	4.9	15	25	18.7	9	12	25
Professionalism	20.3	3	12	25	20.9	2.3	16	25
Teacher Support	12.2	1.1	10	15	12.9	13	9	15

	Public				Private			
	Mean	**SD**	**Min**	**Max**	**Mean**	**SD**	**Min**	**Max**
Classroom Management	21.5	2.5	13	25	19.2	3.5	13	25
Revised School Level Environment Questionnaire	134	7	123	156	135	11	110	156
Collaboration	34	2.5	30	40	34.8	3.7	26	40
Student Relations	28.5	2.4	25	35	28.7	2.3	25	35
School Resources	29.7	2.7	22	36	30.6	3.9	23	36
Decision Making	10.4	1.4	8	14	10.4	1.7	7	14
Instructional Innovation	30.3	2.3	27	38	30.1	2.9	24	36

Table 2 shows that overall, teacher efficacy in teaching students with special needs is in the high category, both government (M = 73.5, SD = 5.5) and private (M = 72, SD = 9) teacher efficacy. Likewise, regarding teachers' perceptions of inclusive school climate, teachers from private schools tend to rate the school climate as more inclusive (M = 135, SD = 11) than teachers from public schools (M = 134, SD = 7).

Subsequently, the researchers performed a t-test to assess potential disparities in teachers' teaching efficacy scores and satisfaction with school climate between public and private schools. The outcomes of the t-test analysis are presented in Table 3 below.

	Public		Private		t	p
	Mean	SD	Mean	SD		
Teaching Students With Disabilities Efficacy Scale	73.5	5.5	71.8	9	.941	.001**
Revised School Level Environment Questionnaire	134	7	134.7	11.2	-.265	.03**

Table 3 showed significant disparities observed in both teacher efficacy scores and perceptions of school climate. The t-test results indicate a difference in teaching efficacy students with SEN ($t(70) = .941$, $p < .05$) between public ($M = 73.3$, $SD = 5.5$) and private ($M = 71.8$, $SD = 9$) schools. Similarly, a significant distinction emerges in teacher perception scores regarding school climate ($t(70) = -.265$, $p < .05$) concerning public ($M = 134$, $SD = 7$) and private ($M = 134.7$, $SD = 11.2$) schools. The results showed that public school teachers reported higher levels of teaching efficacy, while private school teachers perceived a more positive school climate. This contrast illustrates the structural and contextual dynamics in inclusive education in Indonesia. First, higher efficacy among public school teachers may be related to the obligation to implement inclusive education policies, given that public elementary schools in Indonesia are mandated by government regulations to provide inclusive services. This regulation is accompanied by access to government-funded training programs, resources, and government-provided training, so that teachers in public schools can develop stronger confidence in their capacity to teach students with SEN. In contrast, teachers in private schools reported higher perceptions of school climate. This reflects the greater institutional autonomy of private schools and not dependent on government regulations. In addition, smaller class sizes, and stronger leadership support in fostering a positive work environment. Private schools also have greater flexibility in hiring, resource management, and fostering collegial

relationships, which may contribute to perceptions of a more inclusive school climate. On the other hand, however, higher perceptions of climate in private schools do not necessarily translate into higher efficacy for teaching children with disabilities. This may depend on the extent to which a school's exposure, training, or focus prepares teachers to be able to teach students with disabilities. Therefore, while a private school environment may feel more supportive overall, it may not specifically prepare or equip teachers with the skills and confidence needed to teach students with SEN.

Furthermore, this study used the Pearson Product Moment correlation analysis to explore the association between demographic factors—including the type of special needs, level of education attained by teachers, and their teaching experiences—and variables pertaining to teaching efficacy for students with special needs and perceptions of the school climate. The findings of this correlation analysis are presented in Table 4 below.

	Type of SEN	Education Level	Teaching Experiences
Teaching Students With Disabilities Efficacy Scale	-.326**	.208	.292**
Instruction	-.282*	.127	.163
Professionalism	-.147	.175	.090
Teacher Support	-.039	-.004	.131
Classroom Management	-.405**	.265*	.414**
Revised School Level Environment Questionnaire	-.181	.175	.230
Collaboration	-.290*	-.221	.279*
Student Relations	-.057	.041	-.203
School Resources	-.005	.278*	.388**

	Type of SEN	Education Level	Teaching Experiences
Decision Making	-.183	.302**	.120
Instructional Innovation	-.119	.298*	.086

The initial demographic factor examined is the type of special needs addressed by teachers. The correlation analysis reveals a significant relationship between the type of special needs taught and teacher efficacy ($r = -.326$, $p<0.05$). Further investigation indicates a correlation between teacher gender and specific sub-variables of teacher efficacy, notably intrusion ($r = -.282$, $p<0.05$) and classroom management ($r=-.405$, $p<0.05$). However, the special needs taught by teachers show no significant correlation with perceptions of school climate ($r = -.181$, n.s), although a deeper examination unveils a correlation with the climate sub-variable ($r=-.290$, $p<0.05$). Moving to the second demographic variable, last education, results indicate a lack of strong correlation between teachers' highest educational attainment and teaching efficacy for students with special needs ($r=.208$, ns) or perceptions of school climate ($r=.175$, ns). Nonetheless, exploration of sub-variables reveals associations between teachers' final education and classroom management ($r=.265$, $p<0.05$), school resources ($r=.278$, $p<0.05$), decision making ($r=.302$, $p <0.05$), and instructional innovation ($r=.298$, $p<0.05$). Lastly, regarding teachers' teaching experience, the correlation test demonstrates a significant correlation between length of teaching and teacher efficacy in instructing students with special needs ($r=.292$, $p<0.05$), while no significant correlation is observed with perceptions of school climate ($r=.230$, ns). However, correlations are identified in the sub-variables of classroom management ($r=.414$, $p<0.05$), collaboration ($r=.279$, $p<0.05$), and school resources ($r=.388$, $p<0.05$).

In the final phase of this study, linear regression analysis employing a stepwise model was conducted to assess the extent to which school

climate influences the efficacy of teaching students with SEN. The findings of the regression analysis are shown in Table 6.

Perception of School Climate	Efficacy Teaching Students With Disabilities		
	β	t	p
Collaboration	.248	2.77	.007*
Student Relations	.046	.535	.597
School Resources	.311	3.27	.002*
Decision Making	.088	.966	.337
Instructional Innovation	.338	3.00	.004*

The regression analysis results indicate that teachers' perceptions of the school climate influence the efficacy scores in teaching students with special needs (R^2 = .60, F(3, 68) = 34.32, p<.01), with perceptions of the school climate contributing to 60% of the variance in teachers' efficacy in teaching students with special needs. Thus, it is found that teachers' perceptions of the school climate significantly influence their confidence in teaching students with special needs. The Stepwise regression analysis found that among the five sub-variables of school climate perceptions, collaboration (β = .24, p < .05), school resources (β = .31, p < .05), and instructional innovation (β = .33, p < .04) were the most significant aspects of teachers' confidence in teaching students with special needs. Meanwhile, the sub-variables of teacher-student relationships (β = .04, ns) and decision making (β = .08, ns) were not a significant influence of perceived efficacy in teaching students with special needs. These findings suggest that teachers' perceptions of the inclusive climate fostered by the school significantly influence their efficacy in teaching students with special needs. Specifically, collaboration among teachers, the availability of school resources, and instructional innovation in the school emerge as the most influential predictors of school climate, facilitating teachers to continually renew their teaching methods in the classroom.

The essence of inclusive education lies in the quality of teachers (Opoku et al., 2022). Thus, understanding teachers' self-efficacy in schools can serve as an input for policymakers regarding strengths and weaknesses, which can subsequently inform the direction of inclusive education policy. This study indicates that teachers, both from public and private schools, exhibit relatively high teaching efficacy when teaching students with special needs in their classrooms. This is evidenced by teachers' ability to manage classrooms and modify lessons and materials to accommodate students with special needs in their learning. These results contradict Opoku et al (2022) findings, which revealed that teachers in private schools were uncertain about their abilities to teach students with special needs in their classrooms. Consistent with teaching efficacy, both public and private school teachers also reported high perceptions of the school climate.

Furthermore, this study finds significant differences in teachers' perceptions of the school climate and teaching efficacy for students with special needs. Teachers from private schools tend to report higher perceptions of the school climate compared to teachers from public schools, whereas teachers from public schools report higher teaching efficacy compared to those from private schools. In Indonesia, public schools are explicitly mandated by national and local policies—such as Depok City Regional Regulation Number 14 of 2021—to implement inclusive education. These mandates are often accompanied by government-supported professional development (Rasidi, 2023), which may enhance teachers' confidence in managing students with special educational needs (SEN). Savolainen et al. (2020) emphasize that teacher efficacy in inclusive settings is strongly linked to teachers' direct experience and access to inclusion-focused training—resources that are more consistently integrated into the public education system. On the other hand, private schools may enjoy greater organizational flexibility and autonomy, which can lead to a more supportive school climate as perceived by teachers. Private institutions often have smaller class sizes,

stronger teacher leadership, and more tailored resource allocation, contributing to a collegial and responsive environment. These attributes are reflected in the higher climate scores reported by private school teachers in this study. As (Hosford & O'Sullivan, 2016b) suggest, school climate—encompassing relationships, norms, and leadership—plays a critical role in shaping teacher morale and perceived support. Opoku et al.(2022) also stated that the social support provided by the school, including facilities, infrastructure, and training efforts, can contribute to teachers' efficacy levels.

Moreover, this study discusses the relationship between perceptions of the school climate and teaching efficacy. It illustrates that higher scores given by teachers on the assessment of the school climate correspond to higher evaluations of their ability to teach students with special needs. Overall, the school climate significantly influences satisfaction with inclusion. Upon further examination, this study reveals that dimensions of collaboration, school resources, and instructional innovation contribute the most to teachers' perceived efficacy. This underscores the importance, particularly for schools implementing inclusive education, of paying attention to available resources and fostering collaboration when accommodating students with special needs. Additionally, innovations such as new teaching methods, classroom management techniques, and communication approaches with students with special needs should be a focal point for schools. This ensures that the atmosphere created in the school instills confidence in teachers to teach and engage directly with students with special needs in their classrooms.

Conclusion

This study commences by focusing on a critical determinant of successful inclusive education, namely teacher efficacy in instructing students with special needs. The findings reveal that teachers' confidence in their ability to teach students with special needs encompasses various

factors, including instructional skills, professionalism, the provision of necessary support, and classroom management in the presence of these students. These beliefs are intricately influenced by teachers' perceptions of the school's implementation of an inclusive climate, particularly the degree of collaboration fostered within the school, the availability of resources provided by the school, and the adoption of instructional innovations necessary for teachers to effectively address the needs of students with special needs.

While both public and private school teachers reported high levels of efficacy, public school teachers tended to report higher efficacy compared to their counterparts in private schools. Conversely, teachers in private schools tended to perceive their school climate as more inclusive than those in public schools. Additionally, the findings shed light on the relationship between the type of special needs and teaching experience, indicating no relationship between these factors and the teachers' highest level of education and perceptions of the school climate.

The implications of these findings underscore the significance of school resources, collaboration among teachers, parents, and stakeholders, as well as instructional innovation in enhancing teachers' confidence in accommodating students with special needs. This underscores the importance, particularly for schools implementing inclusive education, of attending to available resources and fostering collaboration when catering to the needs of students with special needs. Moreover, innovation in the form of novel teaching approaches, classroom management strategies, and communication methods with students with special needs should be prioritized by schools to cultivate an environment where teachers feel confident in teaching and engaging directly with these students.

Despite its contributions, this research is subject to several limitations. First, this study was based only on self-reported data from teachers. There was no data triangulation such as interviews or

observations. Second, this research did not explore variations in teacher efficacy based on the specific disabilities encountered in the classroom. The study also solely investigates the impact of climate on teaching efficacy among teachers in Depok City, West Java, where inclusive policies have been effectively implemented for less than five years. Future research endeavors can use qualitative research so it can be useful for describing actual teacher efficacy behaviors. Broaden the scope by examining school climate and teacher efficacy in inclusive schools across Indonesia also can provide a more comprehensive understanding of the phenomenon.

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