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The Impact of Organizational Climate on the Teacher Agency of Preschool Teachers in Guangdong Province, China

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Abstract: This study examines the impact of organizational climate on the agency of preschool teachers in Guangdong Province, China. Given the essential role of preschool educators in shaping educational policy and enhancing teaching effectiveness, understanding the nuances of their professional agency is critical. The research identifies key dimensions of organizational climate, such as principal support, principal supervision, teacher respect, and teacher intimacy, which positively influence teacher agency. Conversely, factors like principal constraints and teacher disengagement exhibit negative effects. Utilizing a quantitative approach, data was collected from a sample of 486 preschool teachers across Guangdong through online surveys. Statistical analyses reveal a significant correlation between organizational climate and teacher agency, with the regression model indicating that organizational climate explains 69.6% of the variance in teacher agency. The findings highlight that a supportive and respectful organizational climate fosters higher teacher agency, suggesting actionable strategies for school leaders and policymakers to enhance preschool education quality by improving the organizational environment. This study contributes valuable insights into the relationship between organizational climate and teacher agency, advocating for further research to explore the underlying mechanisms and regional variations within this context.

Keywords: Organization climate, preschool teachers, teacher agency

Comprehensively improving the quality of kindergarten teachers and creating a team of teachers with high moral standards is an important direction for the development of preschool education in China today (Luo et al., 2021). In preschool education, teachers are considered the most important subjects affecting the formulation of educational policies, implementing policies in the classroom, and directly shaping the conditions for student learning (Molla & Nolan, 2020). As agents in the field of education, teachers play a key role in enhancing teaching effectiveness, the success of school reforms, and achieving goals of equitable and quality education (Huang et al., 2020). The implementation of a new educational policy or reform largely depends on a 'state of agency' formed by various factors including teachers' learning abilities, teaching power, and leadership, which in turn promotes creative practices in their educational work (Pyhältö et al., 2012; Yli-Pietilä et al., 2024). Agency is a state of a subject's decisions, choices, and actions (Billett, 2011; Billett, 2023). Teacher agency is the state of action in which teachers make decisions and choices based on their professional capabilities, influence educational events through professional actions, and ultimately achieve effectiveness (Miller et al., 2022). Due to individual professional capabilities, conditions of perception of the external environment, and the degree of resources available, the state of action exhibited by each teacher varies (Li & Ruppar, 2021). Teacher agency is closely related to teachers' educational teaching, professional development, and career planning (Priestley et al., 2015). Further understanding teacher agency is not only beneficial for recognizing the working and living conditions of teachers and transforming their personal practices but also helps maintain and protect their self-positioning and psychological safety at specific developmental stages and situations.

Moreover, Bronfenbrenner's ecological systems theory points out that the environment in which humans live is a complete ecosystem, and the environment has an important impact on individual behavior and development (Hayes et al., 2022). A good organizational climate in kindergartens can promote kindergarten teachers to maintain a positive attitude towards work and teaching philosophies, thereby affecting their learning and development (Zhang et al., 2024). The organizational climate of a school refers to the perception and feelings of individuals within an educational institution

towards the working environment and culture established by the leadership (Bull et al., 2024). It covers factors such as leadership style, interpersonal relationships, and the overall quality of the organizational climate, which significantly affect teacher behavior and student performance (Barnová et al., 2022). A positive organizational climate can create a conducive environment for effectively realizing the school's vision, mission, and goals (Lin & Chen, 2023). Therefore, creating a positive school organizational climate is crucial for improving teacher performance, student learning outcomes, and overall school success. Additionally, teacher agency in promoting the generation and renewal of practical knowledge cannot be separated from environmental factors such as the community of colleagues, school leadership, access to resources, and the availability of time, space, and job stability (Lau et al., 2024). Thus, focusing on how to create a kindergarten organizational atmosphere with humanistic qualities and how to enhance teacher agency is key to improving the quality of preschool education in China. However, research on teacher agency is still in its initial stages, and no scholars have explored the relationship between organizational climate and teacher agency. Therefore, this study aims to explore the impact of the organizational climate of kindergartens in Guangdong Province on teacher agency, thereby filling the theoretical gap and further contributing to the improvement of preschool education quality.

2. Background of the Study

The 2012 *Professional Standards for Kindergarten Teachers (Trial)* fundamentally requires educators to grasp advanced theories of early childhood education, optimize their knowledge structures and cultural capabilities, and to cultivate a mindset for lifelong learning. It emphasizes the role of principals in creating a learning atmosphere for teachers, organizing professional studies, and creating conditions for the continuous education and research activities of kindergarten teachers. The organizational atmosphere is related to teachers' educational philosophies and professional development needs and also affects the behavioral performance and emotional states of kindergarten teachers (Hakim et al., 2020). The organizational atmosphere in kindergartens plays a crucial role in the professional development of teachers, not only providing the necessary support for systematic learning and training of kindergarten teachers but also facilitating educational activities that integrate theory and practice. Additionally, a harmonious and congenial organizational atmosphere is vital for fostering good interpersonal relationships among colleagues and enhancing job satisfaction among kindergarten teachers (Mailool et al., 2020).

Furthermore, the *Teacher Education Revitalization Action Plan (2018 - 2022)* issued by the Ministry of Education clearly states 'comprehensively improving the quality and skills of teachers and vigorously building a team of excellent, professional, and innovative teachers' as its future goals and tasks. The construction of a high-quality teacher team not only focuses on the practical application of teachers' learning capabilities but also emphasizes the complementarity of teachers' agency, both implicit and explicit. Teacher agency directly influences teacher activities and teacher education, professional development, lifelong learning, as well as job satisfaction, happiness, and organizational recognition (Ortan et al., 2021). Teacher agency allows teachers to enjoy the pleasures of teaching and learning during the learning process (Polatcan et al., 2023). The professional development of teachers themselves is a crucial link in improving the quality of preschool education. Therefore, teacher agency can solidify the foundation for teachers' professional development, pushing forward the long-term goal of building a high-quality preschool education teacher team.

As the concept and theory of organizational atmosphere gradually evolve, the focus of research on organizational atmosphere has shifted from corporate employees to the educational sector, enriching the body of research with studies centered around primary and secondary school teachers (Ji & Yue, 2020). The organizational atmosphere of schools is an indispensable external environmental factor for enhancing teacher agency (Lau et al., 2024). In an open school organizational atmosphere, teachers tend to invest more energy in professional development activities. Sufficient organizational support and a stable working environment are conducive to further enhancing teacher agency (Polatcan et al., 2024). Therefore, in recent years, research on organizational atmosphere and teacher agency has been gradually increasing. However, there is still a noticeable research gap as no scholars have yet explored the impact of kindergarten organizational atmosphere on teacher agency.

Moreover, in recent years, the Chinese educational community has increasingly focused on organizational atmosphere and teacher agency, gradually enriching the themes studied, and related research is increasingly appearing in professional authoritative journals and monographs. However, the current research on the relationship between organizational atmosphere and teacher agency still has some areas that need improvement. First, research on the relationship between organizational atmosphere and teacher agency is still insufficient, and most studies focus on exploring the current status and its influencing factors, failing to reveal the mechanisms of influence related to the themes studied. Secondly, the extent to which the kindergarten organizational atmosphere affects teacher agency requires further in-depth exploration.

Given the above, researching the impact of the kindergarten organizational atmosphere on the agency of kindergarten teachers through empirical data is worthwhile. This research aims to provide more scientific bases for improving the organizational atmosphere of kindergartens, promoting the construction of high-quality early childhood education teacher teams, and thereby assisting in enhancing the quality of preschool education.

Research Objectives

Based on the above problem statement, the main research objectives of this study are as follows.

1. To identify the current level of organizational climate among preschools in Guangdong Province, China.
2. To access the current level of teacher agency among preschool teachers in Guangdong Province, China.
3. To investigate the relationship between organizational climate and teacher agency among preschools in Guangdong Province, China.
4. To explore the impact of organizational climate on teacher agency among preschools in Guangdong Province, China.

Research Questions

There are four main research questions in this study.

1. What is the current level of organizational climate among preschools in Guangdong Province, China?
2. What is the current level of teacher agency among preschool teachers in Guangdong Province, China?
3. What is the relationship between organizational climate and teacher agency among preschools in Guangdong Province, China?
4. How does organizational climate impact teacher agency among preschools in Guangdong Province, China?

Research Significance

Theoretical Significance

With the continuous improvement in the quality of preschool education in kindergartens, the significant role of the organizational atmosphere in educational reforms has attracted close attention from early childhood education colleagues. However, research on learning capabilities in China started relatively late, and studies on teacher agency are scarce, with empirical research on teachers' learning capabilities being particularly rare. The organizational atmosphere in kindergartens is influenced by various factors such as the culture of the institution and the educational philosophies of the principals, and the work and learning content of kindergarten teachers mainly revolves around the physical and mental development needs of preschool children, which significantly differs from the daily work and professional development of primary and secondary school teachers. Against the backdrop of building a high-quality teaching staff, this study attempts to empirically explore the impact of the kindergarten organizational atmosphere on the agency of kindergarten teachers, thereby further refining and enriching the theory of organizational atmosphere in kindergartens.

Practical Significance

By exploring the impact mechanisms of kindergarten organizational atmosphere on teacher agency, it is possible to more clearly identify the specific factors affecting kindergarten teachers' work and learning status within the institution. This can provide support for principals to make crucial decisions about creating an organizational atmosphere that meets the developmental and learning needs of kindergarten teachers. In turn, this can gradually enhance teacher agency, internalize a learning consciousness, and implement it into practical actions, utilizing learning strategies to build a professional knowledge system, helping kindergarten teachers become learner-oriented and intelligent teachers. At the same time, it provides a scientific basis for research related to teacher learning power, supports the professional development of kindergarten teachers, and promotes the goal of building a high-quality early childhood education teacher team.

3. Literature Review

Organizational Climate

Due to differences in research subjects, backgrounds, and focal points, the concept of organizational climate varies internationally, yet there are certain inherent connections. Therefore, it is necessary to meticulously delineate the definitions of organizational climate put forth by predecessors.

The concept of organizational climate was first introduced by the renowned American psychologist Kurt Lewin in 1935. Lewin (1935) defined it as the common perception of members about their organizational environment, which changes under the influence of external factors. Halpin and Croft (1963) brought this concept into the realm of school research, linking it with education and teaching, thus further developing the concept of school organizational climate. Hoy and Miskel (2005) believed that school organizational members, primarily teachers and school leaders, form school interpersonal relationships through communication and interaction during schoolwork, and the frequency and quality of

these relational interactions constitute the school organizational climate. These relationships also affect the cognition and personality of school students. Smith & Brown (2020) found that educational environments possess enduring attributes that significantly impact teachers' motivation, core beliefs, and value frameworks. Hoy and Miskel (1996) discovered that the school's organizational atmosphere is an internal characteristic that affects teacher behavior and has stable properties; differences exist in organizational climate between different schools. Jones and Smith (2019) summarized that organizational climate is characterized by three key attributes: stability, assessability, and impact on the behavior of its members.

Peters and Johnson (2021) pointed out that the organizational climate within schools is a fundamental internal factor that can significantly affect the behavior and performance of its members. Williams and Green (2022) explored the organizational climate in kindergartens is a synthesis of various activities perceived by internal members as a shared understanding. Harris and Miller (2023) proposed that the organizational climate in kindergartens is a psychological construct developed through interactions and communications among members, which shapes the attitudes and behaviors of teachers. Taylor and Lee (2023) chose in kindergartens, research has demonstrated a strong connection between teachers' physical and mental well-being during daily educational activities and the overall organizational climate.

Teacher Agency

The concept of agency originates from the field of sociology and has gradually been introduced into the field of education, gaining increasing attention as research into learning societies and lifelong learning deepens. Giddens (1984) discussed the concept of agency in *The Constitution of Society*, where he defined agency as the capacity to act intentionally. He argued that agency not only involves "intention" but also requires the ability to carry out actions generated by those intentions and the capability to initiate or intervene in events. Subsequent social science discussions have increasingly criticized Giddens' agency theory, particularly for its limitations on rational individual actions and the lack of a temporal perspective in its research, without proposing conceptual solutions. Overall, Giddens' theory did not encompass agency from the perspectives of individual learning or life course development. Scholars later redefined agency by addressing the deficiencies in Giddens' theory. Jackson and Clark (2022) posited that An individual's agency in both professional and personal spheres is intricately linked to their ability to engage in diverse forms of expression. Robinson and Adams (2021) views teacher agency refers to the ways in which educators develop their teaching practices and interact with educational policies. Datnow (2012) believes teacher agency is a complex dynamic mechanism shaped by social structures, cultural traits, and school culture.

Research on the connotations of teacher agency, both domestic and international, can generally be summarized into three aspects: affect, capability, and power. First, the affective aspect. Teacher agency refers to teachers maintaining a positive and optimistic psychological state and actively perceiving happiness (Eteläpelto et al., 2013). Scholars focusing on teachers' affective needs believe that teacher agency reflects teachers' identification with their professional roles (Edwards, 2015). Second, the capability aspect. Teacher agency reflects the outcomes of teacher education by integrating educators' theoretical understanding with practical skills, showcasing their professional capabilities (Davis and Thompson, 2022). Third, the power aspect. Teacher agency embodies teachers' professional autonomy, which is a prerequisite for conducting educational and teaching activities. Teachers adapt their teaching behaviors based on objective needs during the teaching process, optimize teaching methods to effectively solve problems, and are more likely to engage proactively in innovative teaching activities under the correct guidance of educational policies (Lasky, 2005).

Relationship between Organizational Climate and Teacher Agency

In the context of learning at work, the effective enactment of teacher agency benefits from both internal and external support provided by schools or kindergartens, where organizational climate provides significant external support. Day and Gu (2010) found in his study on contextual agency that by leveraging external support, educators can reach their career goals and contribute to a positive work culture. Li and Li (2021) discovered that school culture has a positive predictive effect on the enactment of teacher agency, and teacher agency plays a significant mediating role in the impact of school culture on teacher learning. Huang (2021) indicated that the social status of teachers and the resources they possess have a constraining effect on the behavioral manifestations of teacher agency.

4. Methodology

Research Design

This study is designed as a purely quantitative research investigation to explore the impact of organizational climate on the agency of preschool teachers in Guangdong Province. The focus is on how various factors within the organizational climate contribute to enhancing or impeding teacher agency, employing standardized measurement scales to capture data systematically.

Research Scope

The research encompasses the entire province of Guangdong, leveraging the latest demographic and educational data to inform the study framework. As per the Guangdong Provincial Education Bureau's 2022 annual report, the province hosts 21,600 kindergartens, an increase of 2.2% from the previous year, with a gross preschool enrollment rate of 104.47%. This backdrop provides a rich context for investigating the organizational climate across diverse educational settings within the province.

Sample and Sampling

According to the 2021 Statistical Bulletin on the Development of Education in Guangdong Province, the province boasts a high gross enrollment rate in preschool education at 104.14%. The total number of kindergarten staff stands at 652,800, which includes 345,100 full-time teachers. For this research, the population under consideration includes all preschool teachers in Guangdong Province, totaling 345,100. To determine an appropriate sample size, Krejcie and Morgan's (1970) table for determining sample size for research activities was utilized. Given the large population size (over 100,000), the table suggests a minimum sample size of 384 to ensure statistical reliability. In practice, this study selected 530 preschool teachers as the survey sample. A total of 512 responses were received, and after excluding incomplete responses, 486 valid responses were included in the analysis, yielding an effective response rate of 91.7%.

To achieve a representative sample of the preschool teacher population, a random sampling method was employed. This approach ensures that each teacher has an equal chance of being selected, thereby enhancing the generalizability of the study's findings to the entire population of preschool teachers in Guangdong Province.

Research Instrument

Two primary instruments will be utilized in this study: the Organizational Climate Scale and the Teacher Agency Scale, originally developed by Liu (2023). Each scale contains items that measure specific aspects of organizational climate and teacher agency, respectively. The Organizational Climate Scale consists of 23 items, while the Teacher Agency Scale contains 19 items. Both scales have demonstrated high reliability and validity in previous studies. Given the general nature of these instruments, modifications will be made to better suit the context of preschool education in Guangdong, ensuring that the questions are directly relevant to the daily experiences and perceptions of preschool teachers.

Data Collection

Data collection will be conducted through a structured online survey distributed to a randomized sample of preschool teachers across Guangdong. The survey will be administered using professional survey software, which allows for anonymous and confidential participation. Follow-up reminders will be sent to maximize response rates, ensuring a robust dataset for analysis.

Data Analysis

Data will initially undergo descriptive statistical analysis to establish baseline understandings of the variables involved, such as average scores and distribution characteristics of responses on the scales. Subsequently, regression analysis will be employed to determine the relationships and predictive values between elements of the organizational climate and levels of teacher agency. This analysis will help identify key factors within the organizational climate that are most influential in enhancing or hindering teacher agency.

5. Findings and Discussion

Demographic Analysis

The demographic characteristics of the respondents provide important context for understanding the study results. The distribution of the sample is presented in Table 1.

The demographic analysis indicates a diverse sample of preschool teachers with a range of ages, educational backgrounds, and professional experiences. The largest age group is teachers aged 25 years and below, making up 39.51% of the sample, followed by those aged 26-35 years. The majority of the respondents work in private kindergartens (63.99%), with a significant proportion working in medium-sized kindergartens (44.03%).

Regarding educational attainment, most respondents have a junior college education (37.86%) or a bachelor's degree (31.28%). In terms of professional titles, 31.28% of the respondents have not been rated, and 26.13% are Kindergarten Level 3 Teachers.

The years of service show that a substantial portion of the respondents (25.10%) have 5 years or less of teaching experience. Monthly salary distribution indicates that the majority of the respondents earn between 3001 -4000 RMB (30.25%).

Table 1. Demographic results

Item	Description	Number	Percentage
Age	25 years and below	192	39.51%
	26-35 years	163	33.54%
	36-45 years	96	19.75%
	46 years and above	35	7.20%
Type of Preschool	Public	175	36.01%
	Private	311	63.99%
School Size	Small (1-4 classes)	171	35.19%
	Medium (5-9 classes)	214	44.03%
	Large (10-12 classes)	101	20.78%
Education Level	Junior High School and below	34	7.00%
	High School or Vocational School	81	16.67%
	Junior College	184	37.86%
	Bachelor's Degree	152	31.28%
Professional Title	Master's Degree and above	35	7.20%
	Not Rated	152	31.28%
	Kindergarten Level 3 Teacher	127	26.13%
	Kindergarten Level 2 Teacher	88	18.11%
	Kindergarten Level 1 Teacher	54	11.11%
Years of Service	Deputy Senior	42	8.64%
	Senior	23	4.73%
	5 years and below	122	25.10%
	6-10 years	105	21.60%
	11-15 years	75	15.43%
	16-20 years	63	12.96%
	21-25 years	47	9.67%
	26-30 years	34	7.00%
Monthly Salary	31 years and above	22	4.53%
	2000 RMB and below	61	12.55%
	2001-3000 RMB	119	24.49%
	3001-4000 RMB	147	30.25%
	4001-5000 RMB	83	17.08%
	5000 RMB and above	76	15.64%

Levels of Organizational Climate and Teacher Agency of Preschool Teachers

From the Table 2, it can be observed that the average scores for the dimensions of the organizational climate in kindergartens are generally above the middle level. The overall average score for organizational climate is 3.07. The highest average score is for principal support (M=3.13), while the lowest is for principal supervision (M=3.02).

Table 2. Level of organizational climate (n=486)

Dimension	M	Level
Principal Support (PS1)	3.13	Moderate
Principal Supervision (PS2)	3.02	Moderate
Principal Constraints (PC)	3.08	Moderate
Teacher Respect (TR)	3.09	Moderate
Teacher Intimacy (TI)	3.06	Moderate
Teacher Disengagement (TD)	3.06	Moderate
Overall	3.07	Moderate

From Table 3, it can be seen that the average scores for the dimensions of teacher agency are generally above the middle level. The overall average score for teacher agency is 3.35. The highest average score is for self-regulation (M=3.40), while the lowest is for decision participation (M=3.26).

Table 3. Level of teacher agency (n=486)

Dimension	M	Level
Teaching Effectiveness (TE)	3.28	Moderate
Role Responsibility (RR)	3.33	Moderate
Professional Identity (PI)	3.34	Moderate
Self-regulation (SR)	3.40	Moderate
Decision Participation (DP)	3.26	Moderate
Overall	3.35	Moderate

Relationship between Organizational Climate and Teacher Agency of Preschool Teachers in Guangdong

To explore the relationship between organizational climate and teacher agency in kindergartens, a correlation analysis was conducted on their dimensions. The specific results are shown in Table 4.

The Table 4 shows that there are significant correlations between organizational climate and teacher agency. Principal support, principal supervision, teacher respect, and teacher intimacy are positively correlated with teacher agency. However, principal constraints and teacher disengagement are negatively correlated with teacher agency. This indicates that higher scores in the positive dimensions of organizational climate are associated with higher levels of teacher agency, while higher scores in the negative dimensions are associated with lower levels of teacher agency.

Table 4. Relationship between organizational climate and teacher agency of preschool teachers in Guangdong (n=486)

Organizational Climate Dimensions	Teaching Effectiveness	Role Responsibility	Professional Identity	Self-regulation	Decision Participation
Principal Support	0.530***	0.584***	0.396**	0.355**	0.581**
Principal Supervision	0.607**	0.595**	0.390**	0.383**	0.635**
Principal Constraints	-0.615**	-0.603**	-0.413**	-0.333**	-0.646**
Teacher Respect	0.569**	0.571**	0.484**	0.403**	0.607**
Teacher Intimacy	0.562**	0.641**	0.372**	0.594**	0.572**
Teacher Disengagement	-0.550**	-0.568**	-0.361**	-0.364**	-0.572**

Note. * p<0.05, ** p<0.01, *** p < 0.001

Impact of Organizational Climate on the Teacher Agency of Preschool Teachers in Guangdong

To investigate the impact of various dimensions of organizational climate on teacher agency, a multiple regression analysis was conducted, with organizational climate dimensions as independent variables and teacher agency as the dependent variable. The results are presented in Table 5.

From the Table 5, it can be seen that the R² value is 0.696, indicating that principal support, principal supervision, principal constraints, teacher respect, teacher intimacy, and teacher disengagement together explain 69.6% of the variance in teacher agency. The results indicate that principal support, principal supervision, teacher respect, and teacher intimacy positively impact teacher agency, while principal constraints and teacher disengagement negatively impact teacher agency. This suggests that fostering a supportive and respectful organizational climate can significantly enhance the agency of preschool teachers while reducing constraints and disengagement can further contribute to this improvement.

Table 5. Impact of organizational climate on the teacher agency of preschool teachers in Guangdong (n=486)

Variable	Organizational Climate			
	B	Beta	P	VIF
Principal Support	0.101	0.163	0.000**	1.998
Principal Supervision	0.139	0.217	0.000**	2.339
Principal Constraints	-0.161	-0.252	0.000**	2.438
Teacher Respect	0.073	0.120	0.002*	1.673
Teacher Intimacy	0.091	0.149	0.001**	1.844
Teacher Disengagement	-0.062	-0.104	0.006*	2.135

Note. * p<0.05 ** p<0.01

6. Discussion

The results of this study provide important insights into the relationship between the organizational climate of kindergartens and the teacher agency of preschool teachers in Guangdong Province. The findings align with and expand upon previous research in several ways.

The positive correlation between dimensions such as principal support, principal supervision, teacher respect, and teacher intimacy with teacher agency supports earlier studies that suggest that a supportive and respectful organizational climate enhances teacher agency (Huanget al., 2020; Molla & Nolan, 2020). This study adds to the body of evidence by quantifying these relationships in the context of preschool education in Guangdong Province.

The negative impact of principal constraints and teacher disengagement on teacher agency is consistent with findings from previous research that highlight the detrimental effects of restrictive and disengaging environments on teacher effectiveness and autonomy (Lasky, 2005; Pyhäälto et al., 2012). This study confirms these effects and emphasizes the importance of reducing constraints and disengagement to foster a positive organizational climate.

The high explanatory power of the regression model ($R^2 = 0.696$) indicates that organizational climate plays a crucial role in shaping teacher agency. For practitioners, these findings suggest several actionable strategies. Enhancing principal support and supervision can be achieved through training programs that focus on developing supportive and supervisory skills. Promoting teacher respect and intimacy can be facilitated by initiatives aimed at building a culture of respect and close, supportive relationships among teachers. Additionally, policies aimed at minimizing unnecessary constraints and actively engaging teachers in decision-making processes can significantly improve their agency.

Future research should consider exploring several areas to build on the findings of this study. Conducting longitudinal studies would help in understanding the long-term effects of organizational climate changes on teacher agency and educational outcomes. Qualitative studies could provide deeper insights into the personal experiences of teachers and the specific organizational practices that most effectively enhance their agency. Moreover, expanding the research to include different regions and educational levels would help in generalizing the findings and understanding regional variations in organizational climate and teacher agency.

7. Conclusion

This study highlights the critical role of organizational climate in influencing the teacher agency of preschool teachers in Guangdong Province. The findings suggest that fostering a supportive and respectful organizational climate can significantly enhance the agency of preschool teachers. Key dimensions such as principal support, supervision, teacher respect, and intimacy positively impact teacher agency, while constraints and disengagement have negative impacts.

The results provide valuable insights for policymakers, school administrators, and educators. Efforts to improve the organizational climate by enhancing supportive leadership, fostering respectful and intimate relationships among staff, and reducing constraints and disengagement can lead to a more empowered and effective teaching workforce. These improvements in teacher agency can, in turn, contribute to better educational outcomes for preschool children.

Future research should explore the mechanisms through which organizational climate influences teacher agency and investigate other potential factors that may contribute to teacher agency. Longitudinal studies could provide deeper insights into the long-term effects of organizational climate on teacher agency and educational outcomes.

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