



School Culture as a Predictor of Teacher Professionalism

Ali Çağatay Kılınç¹

Abstract

The purpose of this study was to examine the relationship between school culture and teacher professionalism. A total of 386 teachers employed in 18 primary schools in Ankara participated in this study. "Organizational Culture Scale" and "Teacher Professionalism Scale" were used to gather data. Results revealed that primary school teachers' perceptions on task-oriented culture was higher than support-oriented, success-oriented, and bureaucratic cultures and that teachers' perceptions on professionalism were over the midpoint. Support-oriented and task-oriented cultures were positively and significantly associated with teacher professionalism, however, bureaucratic school culture was negatively and significantly associated with teacher professionalism. Results also illustrated that support-oriented, task-oriented, and bureaucratic cultures were the significant predictors of teacher professionalism. Results were discussed with regard to improving teacher professionalism and school culture.

Keywords

Teacher professionalism
School culture
Teacher

Article Info

Received: 05.29.2013
Accepted: 04.28.2014
Online Published: 08.06.2014

DOI: 10.15390/EB.2014.2756

Introduction

There is a gradual increase in the expectations of individuals from organizations serving the society and in the expectations of such organizations from their employees. That both forces the organizations to make some structural changes and requires them to review the quality of the services they provide (Boyt, Lusch, & Naylor, 2001). At the present time heavy with social expectations, schools confront some pressures and compulsions to cultivate individuals that have a competitive power (Tschannen-Moran, 2009), adapt themselves to changing conditions, and have entrepreneurial qualifications (Cerit, 2013).

Educational attempts aimed at improving student success bring along importance changes in schools' and teachers' roles (Hargreaves, 1994; Webb, Vulliamy, Hämäläinen, Sarja, Kimonen, & Nevalainen, 2004). According to Day, Flores and Viana (2007), that schools and teachers have more and more roles and responsibilities every passing day, that the interest of society and media in education increases, that traditional family structure has changed, that technology has developed in every field, etc. affect the teaching conducted in school as well as the perceptions of teachers regarding their profession. Sach (1997) argues that schools and teachers encounter some structural and individual difficulties as a result of the education reforms realized. According to Sach, some of the structural difficulties experienced by schools are accountability pressures of stakeholders concerning education on schools, political pressures regarding processes and practices in schools, demand for a

¹ Karabük University, Faculty of Letters, Department of Educational Sciences, Turkey, cagataykilinc@karabuk.edu.tr

more effective and quality education, and cultivation of students that can take individual and social responsibilities. In the individual sense, teachers are expected to have qualifications that allow them to collaborate with their colleagues in order to improve student learning, solve problems practically and theoretically, question the teaching practices they conduct, and adapt to social and technological changes. Hargreaves (2000) states that such needs of students as teamwork, high-level thinking, criticizing, and using new technologies force teachers to discover new ways of teaching, improve teaching through collaboration with other teachers, and facilitate the learning process.

As a reflection of new school understanding in the 21st century, expectations from schools have evolved to cultivating individuals who criticize, question, solve problems, utilize different learning sources, establish individual and social relationships on a sound basis, are capable of making self-evaluation, and internalize universal values besides national ones (Özdemir & Kılınc, 2012). Calgren (1999) reports that the goal of education in the new century is to cultivate individuals who can question and act independently, and considerable changes have occurred in teacher-learner focused traditional teacher-student relations. In other words, the scope of such roles of teachers as “teacher” or “information conveyor” has gained quite a different dimension at the present time. According to Lieberman and Miller (2004), teaching profession has become more open to criticism and improvement, and professionalism, professional responsibility, and accountability have attracted more attention. Thus, it can be said that teachers need to improve their knowledge and skills in order to contribute to student learning, satisfy the changing needs of students at the highest level, and fulfill the requirements of teaching profession in the best way.

One of the concepts discussed within the context of enhancing teachers’ performance and the effectiveness of professional life in school in recent years has been teacher professionalism. The focal point of the reform attempts in schools is the enhancement of student achievement besides the improvement of learning and teaching (Hoy & Miskel, 2010; Stoll, 2009). The knowledge and skills of teachers and the efforts made by them for strengthening the teaching they conduct throughout their professional lives play a critical role in increasing student achievement and making reform efforts in schools accomplish relevant goals (Harris, 2002). Therefore, it is important for teachers who develop and implement in-class teaching practices (Cerit, 2013), communicate with students in the classroom (Barrett, 2008), create a positive environment that is suitable for learning, support and evaluate the progresses of students in different fields (Barth, 1990) to have a professional approach to their job. Supporting this argument, Hildebrandt and Eom (2011) claim that teacher professionalism has a positive influence on teacher quality. Arguing that teacher quality is one of the most important dynamics of school development process, Day (1999) states that if teachers continue their professional improvement and display professional behaviors, a more positive teaching and learning environment may occur in schools, and student learning may increase. In this regard, the determination of the factors influential on the exhibition of professional behaviors by teachers in schools may be important.

The review of the related literature shows that there are studies revealing the views of teachers regarding professionalism (Beijaard et al., 2000; Ifanti & Fotopoulou, 2011) and examining the relationships between teacher professionalism and school leadership (Day et al., 2007), job performance (Dowling, 2006), bureaucratic school structure (Cerit, 2013; Tschannen-Moran, 2009), teacher autonomy, and job satisfaction (Pearson & Moomaw, 2005). It is thought that one of the concepts associated with teacher professionalism is school culture. It is possible to say that school culture is one of the factors influential on the exhibition of professional behaviors by teachers (Flores, 2004; Grady, Helbling, & Lubeck, 2008). Hargreaves (2000) argues that individual or collective working culture of a school affects teachers who develop and implement in-class teaching practices. According to Hargreaves, a success-oriented culture that enables teachers to collaborate with other teachers, arrange teaching activities in accordance with the levels of students, and contribute to student learning has quite an important place in school effectiveness. Regarding school culture as a combination of traditions, rituals, norms, and values that influence school in every aspect, Peterson and Deal (2009) emphasize that a strong school culture has such functions as indicating the behaviors

appreciated and considered important in the school, enabling individuals to commit to the values of the school, and motivating its employees to accomplish school objectives and contribute to student learning. Thus, teachers of a strong and success-oriented school culture can be expected to display more professional behaviors.

Based on the question, "In which school cultures does teacher professionalism receive more support?" Webb et al. (2004) highlight that teachers support each other spiritually, share workloads, and adapt to changes more easily in the schools where collaboration is adopted. Stating that teacher professionalism may have a bigger opportunity to develop in collaborative school cultures, Rizvi and Elliott (2007) argue that teachers can improve their professional knowledge and skills concerning processes inside and outside the classroom in such school cultures. Tschannen-Moran (2004) claim that teacher professionalism may develop in the school cultures that support positive relations and effective communication among school members and focus on increasing student success. Hargreaves (1994) suggests that teachers may have a higher influence on student learning in the school cultures where there is a balance between academic pressure and employees. Hopkins (2007) argues that the professional knowledge and skills of teachers are one of the fundamental determinants of in-class teaching activities, and supportive school culture plays a critical role in the professional development-focused actions of teachers. On the other hand, Hargreaves (1994) indicates that teachers may not have a tendency to adopt a professional orientation and improve their personal knowledge and skills in the school cultures where individualism is in the foreground, and teaching is shaped by the individual efforts of teachers. This implies that school culture can be a strong variable influential on the demonstration of professionalism in teachers' behavior.

In Turkey, there are quite a limited number of empirical (Bayhan, 2011; Cerit, 2013) and theoretical (Demirkasimoğlu, 2010) studies dealing with the professional behaviors of teachers. The exhibition of professional behaviors by teachers may contribute to the creation of a more effective school environment suitable for learning and teaching (Cerit, 2013). Thus, deeper data that can help to make a progress in teacher professionalism may be obtained by conducting more research in this matter. On the other hand, Harris (2002) claims that analyzing school culture is important for improving learning and teaching processes in schools. Therefore, school cultures where teachers display more professional behaviors should be determined, and the basic characteristics of such cultures should be revealed in order to ensure the development of teacher professionalism. The present study was expected to introduce important findings regarding the development of teacher professionalism by revealing the relationships between teacher professionalism and school culture.

Teacher Professionalism

Professionalism has quite a wide scope and different meanings. It is stated that the concept is associated with not only education but also such different disciplines as critical theory, sociology, and ethics, and that there is not a consensus on its definition in the literature (Demirkasimoğlu, 2010; Raymond, 2006). Since the present study focused on teaching profession and the professional behaviors of teachers, discussion on the concept of professionalism was limited to the literature of education and teaching profession.

Professionalism is related to the behaviors and attitudes of a person towards his/her job and its quality (Boyt et al., 2001; Calgren, 1999). Within the context of teaching profession, professionalism is regarded as one of the factors determining the quality of learning and teaching in the classroom (Day, 1999). Hargreaves (2000) argues that teacher professionalism went through four different periods in its historical development process. *In the pre-professional age*, expectations from teachers were limited to fulfilling the orders of more knowledgeable superiors perfectly, and teaching was considered an easy task technically. *In the age of the autonomous professional*, autonomy was accepted as one of the basic components of teaching profession. In addition, the uniformity of teaching started to be questioned, and it was argued that teachers needed to have pedagogical autonomy in order to perform their works in the best way. *In the age of the collegial professional*, focal point consisted of setting a common goal in school, fighting with ambiguity and chaos, and creating professional learning

cultures taking collaboration as basis in schools in order to keep up with the changes experienced. *The post-professional age* witnessed fights between the pressure groups not regarding teaching as a professional job and those attempting to re-define teacher professionalism and professional learning from a postmodern perspective based on more flexible and broad participation. This period can be considered a process where school and teaching profession are reconstructed within the framework of postmodern education paradigm.

According to Demirkasımoğlu (2010), teacher professionalism focuses on developing qualifications that may allow teachers to perform their profession in the best way, and thus is one of the important variables of school effectiveness. Cerit (2013) describes professionalism as a multidimensional structure that covers the behaviors and attitudes displayed by a person for being more successful in his/her job and improving the quality of the service s/he provides. In parallel with that, Carlgren (1999) claims that one of the most fundamental characteristics of a teacher acting professionally is to question and improve the teaching s/he conducts incessantly. Thus, it can be argued that the main idea underlying teacher professionalism is the improvement of the teaching conducted in school.

Furlong (2001) addresses teacher professionalism under three dimensions. The first dimension is related to the professional knowledge which teachers need to have in regard to teaching and learning processes. The second dimension refers to a teacher's improving the teaching conducted in the classroom, taking responsibility for contributing to student learning, and exercising his/her authority. The third dimension is autonomy that refers to a teacher's freedom in planning his/her works. Therefore, it can be said that teacher professionalism is addressed within the context of teachers' professional knowledge and skills concerning the field, taking responsibility for student learning, and having a free movement area for fulfilling the requirements of the profession as a member of a professional job. Evans' (2011) conceptual analysis on teacher professionalism includes three dimensions. Accordingly, *behavioral dimension* is about a teacher's competencies and what s/he does for improving student learning. *Attitudinal dimension* represents the beliefs and attitudes of teachers concerning their profession. *Intellectual dimension* is related to the accumulation of knowledge a teacher has, his/her level of questioning the teaching s/he conducts, and his/her skill to make analysis. Considering the analysis of Evans concerning the concept of teacher professionalism, it can be inferred that the concept is about the activities carried out by a teacher for enhancing student achievement, the accumulation of knowledge s/he holds, and his/her perceptions regarding student learning.

There are some features that separate professional employees from other employees. According to Day (2000), professionalism is related to having an accumulation of knowledge about the field, acting in accordance with service ethics, making an effort to satisfy the needs of the segment to which teaching services are offered, developing a strong commitment to the profession, and capability to act autonomously while fulfilling the requirements of the profession. Thus, it is reasonable to say that teachers, being professionals, are expected to display certain behaviors in their profession. Kincheloe (2004) claims that professional teachers can define student needs properly, and develop strategies to be used in the classroom in accordance with such needs. Swann, McIntyre, Pell, Hargreaves, and Cunningham (2010) state that teachers, being professionals, are expected to develop in-class teaching practices, take responsibility for student learning, follow developments and research results concerning their field, collaborate with their colleagues, attach importance to research and development activities, and be accountable, reliable, committed to their job, and self-sacrificing. According to Day et al. (2007), among the basic dynamics of teacher professionalism are having a spiritual phenomenon of goal, capability to act autonomously while planning works, and participation in decision-making processes in school. Sachs (1999; cited in Day, 1999) states that professional teachers go through learning experiences together with their colleagues and other students continually, perceive themselves as an active representative of the profession, can act in tandem with groups inside and outside the school (i.e. teachers, administrators, parents, etc.) for

achieving common goals, and make evaluations regarding the educational process together with other teachers by using the common language they have developed. In this respect, it can be said that among the basic components of teacher professionalism are collaboration, effective communication, professional development, commitment, and the support provided by colleagues for one another (Tschannen-Moran, Parish, & DiPaola, 2006).

A careful review of the literature about teacher professionalism shows that the concept has a critical important for enhancing teaching in school and improving student learning. On the other hand, studies dealing with teacher professionalism demonstrate that the concept is closely associated with job performance (Dowling, 2006), school's bureaucratic structure (Cerit, 2013; Tschannen-Moran, 2009), teacher autonomy, and job satisfaction (Pearson & Moomaw, 2005). Thus, teacher professionalism is important for ensuring school development and improving student learning.

Organizational Culture

Although the literature about organizational culture contains many definitions about the concept of organizational culture, it is difficult to say that there is a consensus on a single definition. It is stated that the concept is confused with organizational climate in particular (Özdemir, 2013). Schein (2010, p. 18) defines organizational culture as "a pattern of shared basic assumptions that the group learns as it solves its problems of external adaptation and internal integration, that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems". Peterson and Deal (2009) regard the organizational culture as a meta-concept that involves an organization's common goal and vision, norms, values, beliefs and assumptions prevailing in the organization, rituals, traditions and ceremonies belonging to the organization, the history of the organization, stories about the organization, the employees of the organization, relations among the employees, and the symbols associated with the organization. Hoy and Miskel (2010, p. 165) define the organizational culture as "shared orientations that hold the unit together and give it a distinctive identity". The examination of the definitions of the organizational culture in the related literature shows that (Çelik, 2002; Eren, 2008; Hitt, Miller, & Colella, 2006; Hoy & Miskel, 2010; Peterson & Deal, 2009; Terzi, 2000; Schein, 2010; Şişman, 2002) the common point is the values, norms, and assumptions shared by the members of the organization. In other words, the set of values, norms, and assumptions held by organization members constitutes the basis of organizational culture.

Organizational culture has important functions for an organization. According to Robbins (2003), organizational culture, being an important element distinguishing an organization from others, provides organization members with an identity, increases the commitment of organization employees to the organization, and functions as a social bond that shapes the attitudes and behaviors of the individuals in the organization. Eren (2008) states that organizational culture brings together organization members around a common goal, and highlights that culture may play a critical role in the process of determining organizational strategies and policies. Schein (2010) argues that culture creates a common language that enables organization members to perceive, analyze, and make sense of the events taking place in an organization correctly. Şişman (2002) mentions that organizational culture is considered a tool of organizational integration, motivation, efficiency, effectiveness, performance, control, coordination, communication, socialization, and problem-solution in the related literature.

The literature about the organizational culture contains different culture classifications. In a classification made by Hofstede, Neuijen, Ohayv, and Sanders (1990), culture is addressed under the dimensions of "power distance (large vs. small)", "uncertainty avoidance (strong vs. weak)", "individualism vs. collectivism," and "masculinity vs. femininity". In another classification made by Hofstede (2011), long/short term orientation and indulgence/restraint dimensions are added to them. Although Hofstede, Hofstede, and Minkov (2010) report that there is no research finding concerning effectiveness in organizations with a large power distance and organizations with a small power distance, they state that the employees of organizations with a small power distance can be more

effective in the tasks requiring taking an initiative, while the employees of organizations with a large power distance can be more effective in fulfilling the tasks requiring discipline and compliance with rules.

A classification by Harrison (1972) addresses the organizational culture in a four-dimensional structure: power, role, task, and person. In the *power culture*, focal point is the formal power held by individuals. Powerful individuals have a tendency to exercise their power over their subordinates who are not as powerful as them. According to Şişman (2002), the organizations where power culture prevails witness conflicts of interest and dominance frequently. In the *role culture*, written rules and compliance with laws are important. In such organizations, the rights and responsibilities of individuals are determined in advance. In addition, there is more resistance to change in this culture where stability is regarded (Harrison, 1972). Terzi (2005) argues that this culture can be observed in public institutions and insurance companies. In the *task culture*, priority is given to the accomplishment of the determined goals by the organization. In this culture, it is expected for structure, functioning, and activities to serve the goal of the organization. Teams created for performing specific tasks are one of the key elements of this culture (Harrison, 1972). Unlike in other culture types, the interests and objectives of organization employees are in the foreground in the *person culture*. In the organizations where the person culture prevails, employees regard organization as a means of accomplishing their personal goals (Harrison, 1972).

The present study was based on Terzi's (2005) classification of culture. This classification has a four-dimensional structure: support culture, bureaucratic culture, success culture, and task culture. In the *support culture*, trust and relations between organization members are featured. There are interrelations and mutual attachment among organization members. The *bureaucratic culture* points to a cultural structure where the formal structure of organization and the definitions of the roles played by individuals are regarded more. In the *success culture*, the accomplishment of goals and the successful performance of works by individuals constitute the focal point. In the *task culture*, works are at the center, and everything is goal-oriented.

The review of the studies about school culture included in the related literature demonstrates that school culture is linked to organizational commitment (Sezgin, 2010), organizational health (Özdemir, 2013), organizational citizenship (İpek, 2012), student achievement (Broadway, 2010; Bulris, 2009; Dumay, 2009; Gaziel, 1997; Hatchett, 2010; Herndon, 2007), school principals' power styles (Koşar & Çalık, 2011), value systems in school (Şahin-Fırat, 2010), and school principals' transformational and transactional leadership styles (Şahin, 2004). A closer review of the studies that were conducted in Turkish culture and examined the perceptions of the teachers regarding school culture (Koşar, 2008; Koşar & Çalık, 2011; Esinbay, 2008; Özdemir, 2013, Sezgin, 2010; Terzi, 2005) demonstrates that task culture is more dominant. On the other hand, the findings obtained by Sönmez (2006) from the study aimed at determining the perceptions of vocational high school administrators and teachers regarding organizational culture indicate that role culture has the highest level perception, and success culture has the lowest level perception. Demirkol and Savaş (2012) examined the perceptions of principals regarding school culture under three different dimensions: constructive, passive-defensive, and aggressive, and found out that the principals had a higher-level perception in regard to constructive school culture.

This study focuses on examining the relationships between school culture and teacher professionalism. In this sense, the present study aims at addressing the following questions:

- 1) What are the primary school teachers' perceptions on school organizational culture and teacher professionalism?
- 2) Are there significant correlations between teacher professionalism and the dimensions of school culture?
- 3) Are the dimensions of school culture significant predictors of teacher professionalism?

Method

Research Design

This study concentrating on examining the relationships between school culture and teacher professionalism conducted correlational research model and made use of a survey for gathering data. Teachers' perceptions on teacher professionalism was the dependent variable of the study. On the other hand, the independent variables of the study were the dimensions of school culture entitled as support-oriented, success-oriented, task-oriented, and bureaucratic.

Population and Sample

The population of the study consisted of teachers employed in primary schools located in the city centre of Ankara in the 2012-2013 educational year. A total of 386 teachers employed in 18 primary schools and chosen through simple random sampling method participated in the study. Out of these 386 teachers, 238 (61.7%) were male and 148 (38.3%) were female. The arithmetic mean of teachers' age was 36.38 and standard deviation was 7.37. 40.2% of teachers ($n = 155$) have been employed in their present school for 1-5 years while 72 teachers (18.7%) have been working for their present school for 16 years or more. The seniority of primary school teachers ranged from 1 to 37, arithmetic mean of seniority and standard deviation was 12.52 and 7.19, respectively.

Instrumentation

The questionnaire used in this study to gather data consisted of two parts. The first part elicited personal data regarding participant teachers' gender, age, years in current school, and seniority. The second part comprised of the Teacher Professionalism Scale to measure teachers' professionalism level and Organizational Culture Scale to determine teachers' perceptions on school culture.

Teacher Professionalism Scale: This scale was developed by Tschannen-Moran, Parish and DiPaola (2006) and adapted into Turkish by Cerit (2013). The scale consisted of 8 items answered on a rating scale from "1 (strongly disagree)" to "5 (strongly agree)". Cerit (2013) found out that the scale was comprised of single factor with factor loadings ranging between .55 and .90 and the total variance explained by these items was 61.62%. Furthermore, it was found that Cronbach's Alpha coefficient was .90 and item-total correlations ranged from .45 to .84 (Cerit, 2003). As Teacher Professionalism Scale was adapted from another culture into Turkish culture, it seemed necessary to test the factor structure of the scale. In this regard, a confirmatory factor analysis (CFA) was decided to perform. CFA results demonstrated that the goodness of fit indices for the single-factor structure indicated a good model fit. In other words, the single-factor structure of the scale was confirmed ($\chi^2/sd = 2.64$; RMSEA = .07; CFI = .99; GFI = .98). Moreover, Cronbach's Alpha coefficient calculated to test the reliability of the scale was found to be .88.

Organizational Culture Scale: Developed by Terzi (2005) to determine teachers' perceptions on school culture and rated on a Likert-type base ("Never = 1" and "Always = 5"), Organizational Culture Scale consisted of 29 items under four factors. Support-oriented culture factor of the scale included 8 items, success-oriented culture consisted of 6 items, bureaucratic culture included 9 items, and task-oriented culture contained 6 items. Higher scores from each factor denotes that organizational culture characteristics in that factor are higher. The reliability and validity analysis for the scale demonstrated that the four-factor structure of the scale explained 51% of the total variance. Internal consistency coefficient calculated for the factors ranged from .76 (bureaucratic culture) and .88 (support-oriented culture) (Terzi, 2005). In various studies, Organizational Culture Scale was used after its reliability and validity were tested (Koşar, 2008; Sezgin, 2010). The current study revealed that Cronbach's Alpha coefficient calculated to test the reliability of the scale ranged from .77 (task-oriented culture) to .84 (support-oriented culture).

Data analysis

SPPS 15.0 program was used to analyze the data. The analysis of the study data was performed in a two-step process. In the first step, missing or wrong data were examined and EM algorithm was used to deal with missing data. In the next step, research problems were analyzed. Arithmetic mean scores for the items of each factor were calculated and the analyses were performed by using these factor means.

Arithmetic mean and standard deviation scores were computed to determine primary school teachers' perceptions on teacher professionalism and sub-scales of school culture. Pearson product-moment correlation coefficients (r) were then computed to examine the relationships between teacher professionalism and the dimensions of school culture. Furthermore, multiple linear regression analysis was also performed to predict primary school teachers' perceptions on teacher professionalism by the dimensions of school organizational culture. Beta (β) coefficient and results for t-test were considered to interpret the regression analysis results.

Findings

Teachers' Perceptions on School Culture and Professionalism

The means and standard deviations for the dependent and independent variables of the study are given in Table 1.

Table 1. Teachers' Perceptions on School Culture and Professionalism

Variables	\bar{X}	SD
School culture		
Support-oriented	3.44	.70
Success-oriented	3.44	.73
Bureaucratic	3.32	.63
Task-oriented	3.77	.68
Teacher professionalism	3.44	.75

As can be seen from Table 1, teachers rated the support-oriented ($\bar{X} = 3.44$) and success-oriented ($\bar{X} = 3.44$) subscales of the school culture at the same level. Furthermore, teachers' perceptions of task-oriented school culture ($\bar{X} = 3.77$) was the highest rated, whereas bureaucratic school culture was the least rated ($\bar{X} = 3.32$). It was also seen that teachers' perceptions of professionalism were over the midpoint ($\bar{X} = 3.44$).

Correlations among Dependent and Independent Variables

Correlation and regression analyses results for investigating the relationship between teachers' perceptions on school culture and teacher professionalism are presented in Table 2.

Table 2. Correlation and Regression Analyses Results Between School Culture and Teacher Professionalism

Variables	B	SE	β	t	p	Partial r
Constant	1.38	.21		6.65	.00	
Support-oriented	.49	.07	.46	6.84	.00	.33
Success-oriented	.06	.07	.06	.92	.36	.05
Bureaucratic	-.24	.06	-.20	-4.09	.00	-.21
Task-oriented	.26	.06	.23	4.58	.00	.23

$F = 52.95, p < .05, R = .60, R^2 = .36$

Correlation analysis results for determining the relationship between primary school teachers' perceptions on school culture and professionalism indicated that support-oriented ($r = .33, p < .05$) and task-oriented ($r = .23, p < .05$) subscales of culture were positively and significantly associated with teacher professionalism, while bureaucratic school culture was negatively and significantly associated with teacher professionalism ($r = -.21, p < .05$). There were no significant relationship between success-oriented school culture and teacher professionalism ($r = .05, p > .05$). Regression analysis results illustrated that support-oriented, success-oriented, task-oriented, and bureaucratic school cultures together predicted 36% of total variance in teacher professionalism. Furthermore, support-oriented ($\beta = .46, p < .05$) and task-oriented ($\beta = .23, p < .05$) cultures were positive and significant predictors of teacher professionalism. On the other hand, bureaucratic culture predicted teacher professionalism negatively and significantly ($\beta = -.20, p < .05$).

Discussion and Conclusion

This study examined the relationships between primary school teachers' perceptions regarding school culture and professional behaviors. The research results confirm that the perceptions of teachers regarding school culture are an important variable predicting teacher professionalism. The first finding of the present study was that the perceptions of the teachers regarding school culture mostly involved the task culture. In other words, the primary school teachers thought that a task-focused culture was dominant in their schools. This finding is consistent with the findings obtained from a series of studies focusing on the same subject (Koşar, 2008; Koşar and Çalık, 2011; Esinbay, 2008; Özdemir, 2013; Sezgin, 2010; Terzi, 2005). On the other hand, there are also some studies presenting different findings in regard to the subject (Erdem, 2007; Sönmez, 2006). In a study conducted on hospital employees, Erdem (2007) found out that hierarchical organizational culture was dominant. Another study conducted by Sönmez (2006) and aimed at determining the organizational culture prevailing in vocational high schools based on the views of administrators and teachers indicated that role culture was dominant, and success culture was the lowest-rated culture dimension. Harrison (1972) states that organizational structure, functioning, and activities aimed at enabling organization to accomplish its goal are in the foreground in the task culture. Based on this research finding, it can be said that structure and functioning in schools outweigh interpersonal relations or professional concerns. In addition, the research results demonstrated that bureaucratic culture had the lowest level perception among teachers. Adler and Borys (1996) claims that bureaucracy may reduce creativity in organizations, lead to dissatisfaction among employees, and have a negative effect on the motivation levels of employees. Thus, this finding of the present study may be considered favorable. It is seen that studies dealing with teachers' levels of perceiving organizational culture report contradictory findings. This increases the significance of conducting deeper research on this subject by using different research methods.

The findings of the present study revealed that the perceptions of the teachers regarding professionalism were above the medium level. Cerit (2003) and Bayhan (2011) revealed that the perceptions of the teachers regarding professionalism were at a lower level. In this regard, it can be said that this finding of the study was not in parallel with the findings of Cerit (2003) and Bayhan (2011). Contradictory findings obtained from different studies on this subject may have arisen from the contextual characteristics of sample groups or schools. However, it is expected for the perceptions of teachers regarding professionalism to be higher. As a matter of fact, it is stated that teachers acting professionally or having a high-level professionalism perception have a tendency to improve the teaching they conduct by questioning it continuously (Calgren, 1999), develop effective classroom strategies in order to satisfy the academic, social, and vital needs of students at the highest level (Kincheloe, 2004), follow the developments in the field of teaching, communicate with their colleagues effectively, improve teaching through collaboration (Swann et al., 2010), and play active roles in the decisions taken in school, those about teaching processes being in the first place, with their knowledge and skills. For this reason, it is expected for those teachers who do not have enough professionalism orientation to have just a limited contribution to student learning. Thus, it can be argued that the professionalism perceptions of teachers and the exhibition of professional behaviors by them are quite important for schools to accomplish their goals and for ensuring optimum student achievement.

While positive significant relationships were found between teacher professionalism and such dimensions of organizational culture as support culture and task culture in the study, negative significant relationships were detected between teacher professionalism and bureaucratic culture. It was determined that teacher professionalism had the highest level positive significant relationship with support culture. According to Terzi (2005), the basic characteristic of the support culture is the existence of warm and trust-based relations among individuals. Tschannen-Moran et al. (2006) state that teachers may be expected to display more professional behaviors in a healthy school environment where there are relations based on collaboration and professional improvement among employees. Thus, it is possible to suggest that this finding of the present study is in parallel with the expectations. On the other hand, Webb et al. (2004) argue that teachers may have higher professionalism perceptions in a school culture where teachers support one another spiritually and share workloads with one another. This statement supports the findings of the present study. It can be thought from a different perspective that those teachers who do not support one another, do not communicate effectively, and do not collaborate with one another may steer the teaching process by their individual efforts. Hargreaves (1994) claims that teachers may have a weak tendency to continue their professional improvement and to have a professional perspective about their job in schools where teaching activities are limited to the individual efforts of teachers. Therefore, a support-focused school culture may be an important factor influential on teacher professionalism. However, the findings of the study revealed that bureaucratic school culture had a negative significant relationship with teacher professionalism. This finding contrasts with the research findings of Cerit (2013) suggesting that there is a positive significant relationship between bureaucratic school structure and teacher professionalism. Teacher professionalism is described as teachers' acting in tandem in order to improve teaching and student learning as well as contributing to the professional improvement of one another (Tschannen-Moran et al., 2006). In this regard, it can be thought that teachers do not have enough opportunity to collaborate and communicate effectively with one another in bureaucratic organizational structures where rules and regulations are emphasized intensely, and the formal aspect of an organization is featured more (Hoy & Miskel, 2010).

The current study finally investigated the predictability of teacher professionalism by the sub-dimensions of school culture. The findings of the study demonstrated that such sub-dimensions of school culture as support culture and task culture were positive and significant predictors of school culture, while bureaucratic school culture was a negative and significant predictor of teacher professionalism. Success culture, however, was not a significant predictor of teacher professionalism. This finding of the study implies that teachers continue their professional improvement more effectively and make more contribution to student learning in supportive and task-focused school

cultures. According to Tschannen-Moran (2009), it is not very likely that teachers display professional behaviors in organizations which have an excessively hierarchical structure and reduce communication among organization members to the level of command, and where rules and regulations take precedence over organizational goals, and control mechanisms are emphasized frequently. Adler and Borys (1996) stress that it may be difficult for an organization to accomplish its goals if bureaucratic organizational structure does not support organizational goals, which reduces motivation and satisfaction levels of employees. In this sense, the fact that the bureaucratic school culture predicted teacher professionalism negatively and significantly may imply that the teachers constituting the research sample thought that the bureaucratic school structure was an obstacle to and problem for the improvement of student learning. On the other hand, it is thought that this finding of the study can be associated with the concept of autonomy, which is considered one of the important elements of teacher professionalism (Day, 2000; Day et al., 2007; Hargreaves, 2000; Pearson & Moomaw, 2005). Accordingly, teachers may not display their knowledge and skills enough in bureaucratic school cultures focusing on organizational structure, rules, and control mechanisms (Tschannen-Moran, 2009). Considering that teachers need to collaborate and act autonomously in order to improve teaching, the negative predictor-predicted relationship occurring between bureaucratic organizational culture and teacher is comprehensible. In consideration of the fact that there are relations based on respect and understanding among organization members in the support culture while the organizational goals of employees are featured in the task culture (Terzi, 2005), it is very likely that teachers allocate more time for their professional improvement and collaborate with their colleagues in order to conduct a more effective teaching in such organizational cultures. Another interesting finding of the study is that although there was a positive relationship between success culture and teacher professionalism, such relationship was not significant, and success culture did not predict teacher professionalism significantly. According to Sezgin (2010), success culture has such favorable features as appreciating the success of employees, rewarding them, and supporting their efforts. Thus, it contrasted with the expectations that success culture was found not to be a significant predictor of teacher professionalism.

Based on the research results, it is possible to suggest that there is a need for further research examining the relationships between teacher professionalism and the sub-dimensions of school culture in more detail. Especially the existence of contradictory findings in the related literature makes this necessity more explicit. The research results indicate that teacher professionalism is not at the desired level. Thus, school-based activities aimed at encouraging teachers to display professional behaviors may be beneficial. According to the research results, support-focused and task-oriented school cultures are linked to the professional behaviors of teachers. Therefore, school cultures where the efforts of teachers are supported, collaborative processes aimed at improving teaching are featured among teachers, and a positive communication environment is provided should be created so that schools can accomplish their goals. Since bureaucratic school culture is negatively associated with teacher professionalism, all school members should adopt a school culture that is based on participation in decision-making processes, open communication, and positive colleague relations rather than structure, functioning, regulation, and strict rules. Furthermore, school administrators should follow academic studies on this subject and share the results of such studies with teachers so that awareness can be raised in this matter. The research results show that more professional behaviors are displayed by teachers in the organizational structures that attach importance to collaboration, professional and spiritual values, and teachers' autonomy. Therefore, schools, whose main goal is to achieve student learning at the highest level, should be provided with a cultural structure appropriate for teacher professionalism. The fact that teacher professionalism is regarded as one of the basic variables that determine the quality of learning and teaching in the classroom and school (Day, 1999) makes it necessary to conduct more detailed research in this matter by using different research methods (qualitative, mixed, etc.) and data collection tools (observation, interview, etc.). Furthermore, it is thought that scale development efforts to be exerted in future studies on teacher professionalism may make an important contribution to the field.

References

- Adler, P. S., & Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. *Administrative Science Quarterly*, 41(1), 61-89.
- Barrett, A. M. (2008). Capturing the difference: Primary school teacher identity in Tanzania. *International Journal of Educational Development*, 28, 496-507.
- Barth, R. S. (1990). *Improving schools from within. Teachers, parents, and principals can make the difference*. San Francisco, CA: Jossey-Bass.
- Bayhan, G. (2011). *Öğretmenlerin profesyonelliğinin incelenmesi*. Yayınlanmamış doktora tezi, Marmara Üniversitesi, İstanbul.
- Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16, 749-764.
- Boyt, T. E., Lusch, R. F., & Naylor, G. (2001). The role of professionalism in determining job satisfaction in professional services: A study of marketing researchers. *Journal of Service Research*, 3(4), 321-330.
- Broadway, K. (2010). *Student achievement: Impact of teacher certification method, school climate and culture, and level of support experienced by first-year teachers*. Retrieved from ProQuest Dissertations and Thesis database. (UMI No. 3445878)
- Bulris, M. E. (2009). *A meta-analysis of research on the mediated effects of principal leadership on student achievement: Examining the effect size of school culture on student achievement as an indicator of teacher effectiveness*. Retrieved from ProQuest Dissertations and Thesis database. (UMI No. 3389429)
- Carlgen, I. (1999). Professionalism and teachers as designers. *Journal of Curriculum Studies*, 31(1), 43-56.
- Cerit, Y. (2013). Okulun bürokratik yapısı ile sınıf öğretmenlerinin profesyonel davranışları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 18(4), 497-521.
- Çelik, V. (2002). *Okul kültürü ve yönetimi*. Ankara: Pegem A.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Falmer.
- Day, C. (2000). Effective leadership and reflective practice, reflective practice. *International and Multidisciplinary Perspectives*, 1(1), 113-127.
- Day, C., Flores, M. A., & Viana, I. (2007). Effects of national policies on teachers' sense of professionalism: Findings from an empirical study in Portugal and in England, *European Journal of Teacher Education*, 30(3), 249-265.
- Demirkasımoğlu, N. (2010). Defining "Teacher Professionalism" from different perspectives. *Procedia Social and Behavioral Sciences*, 9, 2047-2051.
- Demirkol, A. Y. ve Savaş, A. C. (2012). Okul müdürlerinin örgüt kültürü algılarının incelenmesi. *SDÜ Fen Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 25, 259-272.
- Dowling, F. (2006). Physical education teacher educators' professional identities, continuing professional development and the issue of gender equality. *Physical Education and Sport Pedagogy*, 11(3), 247-263.
- Dumay, X. (2009). Origins and consequences of schools' organizational culture for student achievement. *Educational Administration Quarterly*, 45(4), 523-555.
- Erdem, R. (2007). Örgüt kültürü tipleri ile örgütsel bağlılık arasındaki ilişki: Elazığ il merkezindeki hastaneler üzerinde bir çalışma. *Eskişehir Osmangazi Üniversitesi İİBF Dergisi*, 2(2), 63-79.
- Eren, E. (2008). *Örgütsel davranış ve yönetim psikolojisi* (11. Baskı). İstanbul: Beta.
- Esinbay, E. (2008). *İlköğretim okullarında örgüt kültürü (Balıkesir ili örneği)*. Yayınlanmamış yüksek lisans tezi, Balıkesir Üniversitesi, Balıkesir. şeklinde düzeltilmelidir.

- Evans, L. (2011). The 'shape' of teacher professionalism in England: Professional standards, performance management, professional development and the changes proposed in the 2010 White Paper. *British Educational Research Journal*, 37(5), 851-87.
- Flores, M. A. (2004). The impact of school culture and leadership on new teachers' learning in the workplace. *International Journal of Leadership in Education: Theory and Practice*, 7(4), 297-318.
- Furlong, J. (2001) Reforming teacher education, re-forming teachers: accountability, professionalism and competence. In, R. Philip & J. Furlong (Eds.), *Education reform and the state: Twenty-five years of politics, policy and practice* (pp. 118-135). London: Routledge/Falmer.
- Gaziel, H. H. (1997). Impact of school culture on effectiveness of secondary schools with disadvantaged students. *The Journal of Educational Research*, 90(5), 310-318.
- Grady, M. P., Helbling, K. C., & Lubeck, D. R. (2008). Teacher professionalism since a nation at risk. *Phi Delta Kappan*, 89(8), 603-607.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. London: Cassell.
- Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: Theory and Practice*, 6(2), 151-182.
- Harris, A. (2002). *School improvement. What is in it for schools?* London: Routledge/Falmer.
- Harrison, R. (1972). Understanding your organization's character. *Harvard Business Review*, 50(23), 119-128.
- Hatchett, D. Y. (2010). *The impact of school culture, teacher job satisfaction, and student attendance rates on academic achievement of middle school student*. Retrieved from ProQuest Dissertations and Thesis database. (UMI No. 3415088)
- Herndon, B. C. (2007). *An analysis of the relationships between servant leadership, school culture, and student achievement*. Retrieved from ProQuest Dissertations and Thesis database. (UMI No. 3322701)
- Hildebrandt, S. A., & Eom, M. (2011). Teacher professionalization: Motivational factors and the influence of age. *Teaching and Teacher Education*, 27, 416-423.
- Hitt, M. A., Miller, C. C., & Colella, A. (2006). *Organizational behavior. A strategic approach*. San Francisco: Wiley.
- Hofstede, G. (2011). Dimensionalizing cultures: The hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). http://scholarworks.gvsu.edu/orpc/vol2/i_ss1/8/ adresinden 23.04.2013 tarihinde erişim sağlanmıştır.
- Hofstede, G., Hofstede, G. J. & Minkov, M. (2010). *Cultures and organizations: Software of the Mind* (3rd ed.). New York: McGraw-Hill.
- Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 35(2), 286-316.
- Hopkins, D. (2007). *Every school a great school: Realizing the potential of system leadership*. New York: Open University.
- Hoy, W. K., & Miskel, C. G. (2010). *Eğitim yönetimi. Teori, araştırma ve uygulama* (7. Baskıdan Çev.) (S. Turan, Çev. Ed.). Ankara: Nobel. (Orijinal Basım. 2004).
- Ifanti, A. A., & Fotopoulou, V. S. (2011). Teachers' perceptions of professionalism and professional development: A case study in Greece. *World Journal of Education*, 1(1), 40-51.
- İpek, C. (2012). Öğretmen algılarına göre ortaöğretim kurumlarında örgütsel kültür ve örgütsel vatandaşlık davranışı. *Kuram ve Uygulamada Eğitim Yönetimi*, 18(3), 399-434.
- Kincheloe, J. C. (2004). The knowledges of teacher education: Developing a critical complex epistemology. *Teacher Education Quarterly*, 31, 49-66.
- Koşar, S. (2008). *İlköğretim okulu yöneticilerinin yönetimde gücü kullanma stilleri ile örgüt kültürü arasındaki ilişki*. Yayınlanmamış yüksek lisans tezi, Gazi Üniversitesi, Ankara.

- Koşar, S. ve Çalık, T. (2011). Okul yöneticilerinin yönetimde gücü kullanma stilleri ile örgüt kültürü arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 17(4), 581-603.
- Lieberman, A. & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.
- Özdemir, S. (2013). İlköğretim okullarında okul kültürü ile örgütsel sağlık arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 18(4), 599-620.
- Özdemir, S. ve Kılınç, A. Ç. (2012). Değişen toplum ve okul. İçinde, S. Özdemir (Ed.), *Türk eğitim sistemi ve okul yönetimi* (ss. 75-91). Ankara: Pegem Akademi.
- Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational Research Quarterly*, 29(1), 38-54.
- Peterson, K. D., & Deal, T. E. (2009). *The shaping school culture fieldbook* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Raymond, S. M. (2006). *Professionalism and identity in teacher education: Implications for teacher reform*. Retrieved from ProQuest Dissertations and Thesis database. (UMI No. 3228559)
- Rizvi, M., & Elliott, B. (2007). Enhancing and sustaining teacher professionalism in Pakistan. *Teachers and Teaching: Theory and Practice*, 13(1), 5-19.
- Robbins, S. P. (2003). *Essentials of organizational behavior* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Terzi, A. R. (2000). *Örgüt kültürü*. Ankara: Nobel.
- Terzi, A. R. (2005). İlköğretim okullarında okul kültürü. *Kuram ve Uygulamada Eğitim Yönetimi*, 11, 423-442.
- Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools*. San Francisco, CA: Jossey-Bass.
- Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administration Quarterly*, 45(2), 217-247.
- Tschannen-Moran, M., Parish, J., & DiPaola, M. F. (2006). School climate and state standards: How interpersonal relationships influence student achievement. *Journal of School Leadership*, 16, 386-415.
- Sachs, J. (1997). Reclaiming the agenda of teacher professionalism: An Australian experience. *Journal of Education for Teaching: International Research and Pedagogy*, 23(3), 263-276.
- Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.
- Sezgin, F. (2010). Öğretmenlerin örgütsel bağlılığının bir yordayıcısı olarak okul kültürü. *Eğitim ve Bilim*, 35(156), 142-159.
- Sönmez, M. A. (2006). Meslek liselerinde örgüt kültürü. *Kuram ve Uygulamada Eğitim Yönetimi*, 45, 85-108.
- Stoll, L. (2009). Capacity building for school improvement or creating capacity for learning? A changing landscape. *Journal of Educational Change*, 10(2), 115-127.
- Şahin, S. (2004). The relationship between transformational and transactional leadership styles of school principals and school culture. *Kuram ve Uygulamada Eğitim Bilimleri*, 4(2), 387-396.
- Şahin-Fırat, N. (2010). Okul müdürü ve öğretmenlerin okul kültürü ile değer sistemlerine ilişkin algıları. *Eğitim ve Bilim*, 35(156), 71-83.
- Şişman, M. (2002). *Örgütler ve kültürler*. Ankara: Pegem A.
- Swann, M., McIntyre, D., Pell, T., Hargreaves, L., & Cunningham, M. (2010). Teachers' conceptions of teacher professionalism in England in 2003 and 2006. *British Educational Research Journal*, 36(4), 549-571.
- Webb, R., Vulliamy, G., Hämäläinen, S., Sarja, A., Kimonen, E., & Nevalainen, R. (2004). A comparative analysis of primary teacher professionalism in England and Finland, *Comparative Education*, 40(1), 83-107.