A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF

ORGANIZATIONAL CULTURE AND PROFESSIONAL DEVELOPMENT IN

CHAOZHOU No.2 HIGH SCHOOL, GUANGDONG PROVINCE, CHINA

Lin Zhe

I.D. No. 6219572

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

MASTER OF EDUCATION

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CHINA.

**By:** ZHE LIN

**Field of Study:** EDUCATIONAL ADMINISTRATION AND LEADERSHIP

**Thesis Advisor:** ASST. PROF. DR. WATANA VINITWATANAKHUN

**Accepted by the Graduate School of Human Sciences, Assumption University in**

**Partial Fulfillment of the Requirements for the Master Degree in Education**

………………………….…………

**(Assoc. Prof. Dr. Suwattana Eamoraphan)**

**Dean of the Graduate School of Human Sciences**

**Thesis Examination Committee**

…………………………………….. Chair

(Asst. Prof. Dr. Yan Ye))

……………………………….………Advisor

(Asst. Prof. Dr. Watana Vitnitwatanakhun)

…………………………………………… Faculty Member

(Asst. Prof. Dr. Poonpilas Asavisanu)

……………………………………. ….. External Expert

(Asst. Prof. Dr. Waraporn Thaima)

# ABSTRACT

**I.D. No.:** 6219572

**Key Words:** TEACHERS' PERCEPTIONS, ORGANIZATIONAL CULTURE AND PROFESSIONAL DEVELOPMENT, CHAOZHOU NO.2 HIGH SCHOOL, CHINA

**Name:** ZHE LIN

**Thesis Title**: A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CULTURE AND PROFESSIONAL DEVELOPMENT IN CHAOZHOU NO.2 HIGH SCHOOL, GUANGDONG PROVINCE, CHINA.

**Thesis Advisor:** ASST. PROF. DR. WATANA VINITWATANAKHUN

This study sought to determine the relationship between teachers' perceptions of the organizational culture and professional development in CHAOZHOU No.2 HIGH SCHOOL, GUANGDONG PROVINCE, CHINA. To do so, the study evaluated the teachers' perceptions of the organizational culture as well as their professional development in which Means and Standard Deviations were used for descriptive and quantitative analysis. Finally, the relationship between these two variables were analyzed and assessed through Pearson Product Moment Correlation Coefficient analysis. The basis for the organizational culture concept of this study was founded on Denison (1990)'s Theory. Moreover, Guskey (2003) ' s Theory of Professional Development was the foundation to support the researcher's concept of professional development. It was conducted in the academic year of 2020 – 2021and 80 full-time teachers responded to the questionnaire, while the response rate was 100 percent. This study focused on three objectives: (1) To determine the level of teachers' perceptions

toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China. (2) To determine the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China. (3) To determine the relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

The result revealed that the teachers at Chaozhou No.2 high school had a relatively high perception towards the organizational culture and professional development. Regarding the study's main purpose which was to determine the relationship between the level of teachers' perceptions toward organizational culture and professional development, it was found that there was a strongly positive correlation between these two variables as the statistical data had shown that the Pearson correlation coefficient had a significance value of .000 and r value of .645. The present study provided the researcher with enough knowledge and valuable information as regards the significance of organizational culture and professional development can promote mutual development but it leaves a shred of substantial evidence to attest to the significant relationship between these two variables that other researchers must further explore.

**Field of Study: M.Ed. (Educational Administration)**     **Student's Signature ..................**

**Graduate School of Human Sciences**     **Advisor's Signature ………….**

**Academic Year 2021**

# ACKNOWLEDGEMENTS

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# CHAPTER I

## INTRODUCTION

This chapter presents the study's background, statement of the problem, research objectives, research questions, research hypothesis, theoretical framework, conceptual framework, the scope of the study, definitions of terms, and significance.

### Background of the Study

The most significant characteristic of a knowledge-based society is change, diversity, and speed. Under the social trend that emphasizes the rapid development of diversified knowledge, forming a high-quality organizational culture to play administrative culture adjustment and coordination, respond to growth and challenges should be a prerequisite for each organization.

The organizational culture is different in every organization because each organization has developed its own rules and regulations. As a cultural management model, corporate culture is mainly reflected in its characteristic guiding ideology, management philosophy, and mission. The organizational culture is the value belief and code of conduct that the organization has precipitated in the long-term development process. It is passed to the organization members through different methods and transformed into the organization members' common thinking and behavior practices (Schein, 1991; Reiman & Oedewald, 2002; Lewis, 2002; Sirikrai, 2006; Scheres & Rhodes, 2006).

Schein (2010) focuses on developing the organizational culture with three levels because they are crucial for the organization. The first level is the basic underlying assumptions, which are latent and taken for granted by school members; the second level is

the espoused values, expressed as the school's educational strategies and goals. The third level is artifacts, manifested as visible organizational structures and processes.

The school organizational culture is developed from the study of organizational culture and organizational climate by management psychology. Organizational culture's construction is for the organization members to have a sense of responsibility and mission, thereby promoting the organization's development. Once the organization has formed an organizational culture, this organizational culture will make the organization members' behaviors consistent, which will reduce the conflicts between the organization members and provide a healthy working environment for the organization members' professional development.

School as an exceptional organization has its own characteristic organizational culture. The school's organizational culture requires advancing with the times, focusing on teachers' knowledge, skills, and professional development to enhance students' learning quality. It is also necessary for teachers to reconsider and review their professional role positioning and functions in the context of school organizations, broaden their learning horizons, develop their ability to act, and improve their teaching ability (Ingvarson, 2005).

More and more studies have identified teachers' professional development as critical elements to improve school quality. Teachers are frequently the targets of reform, but they exert relatively little control over professional development (Sykes, 1996). Professional development research is no longer to record the results or work process but includes recording teacher satisfaction, attitude changes, or commitment to innovation (Guskey, 2000). Teachers' professional development that teachers experience a vast range of activities and interactions may increase their knowledge and skills and improve their teaching practice and contribute to their personal, social, and emotional growth (Desimone, 2009). It means all the processes and activities that promote the professional growth of teachers. It includes all

external training activities and strategies for teaching research, mentoring, and appraising lessons.

Chinese President Xi (2018) said in his speech at the Peking University Teacher-Student Symposium that students hope for the country and its future. A vital education makes the country strong. Xi pointed out that the key to talent cultivation lies in teachers. The quality of the teaching staff directly determines the school's ability and level of running a school. Teachers use their knowledge and experience to train students. However, with the continuous development of informatization, revolutionary changes have taken place in acquiring and imparting knowledge and the relationship between teaching and learning. This change puts forward higher requirements for the professional ability and teaching level of teaching staff. Just as Joel Zarrow (2020) contributed, teachers must create conditions to support and encourage student success, so school districts must also support teachers' professional development

## Statement of the Problem

Chaozhou No.2 High School is a school in the Guangdong Province established in 1924 and a national, demonstrative, public high school. It is well known that it is highly valued in terms of quality and consistency in students' achievement.
In recent years, more and more researchers have studied the relationship between organizational culture and employees to find ways to benefit the company's long-term development (Shahzad, 2012).

Before starting this study, the researcher interviewed the school principal to understand the problems and challenges in managing the school. The principal believes that the school's organizational culture and teachers' professional development are essential factors in its development. The quality of school organization and construction affects its

growth and directly affects the professional development of teachers. Therefore, it is essential to study the relationship between school organizational culture and teacher professional development, providing a particular reference for the reform of school organizational culture and teacher professional development promotion.

The prerequisite for the reform and innovation of school organizational culture should be to adjust the relationship between teachers' views on organizational culture and professional development. No.2 High school also has this problem. For these reasons, the researcher decided to carry out a quantitative study with the relationship between teachers' perceptions of organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China. No previous study has been conducted regarding teachers' perceptions of organizational culture and professional development at The Chaozhou No.2 high school, which is why the researcher was passionate to pursue this study.

**Research Questions**

The research questions in this study are set out as follows:

1. What is the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China?

2. What is the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China?

3. Is there any relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China?

**Research Objectives**

The research objectives in this research are set out as follow:

Objective One

To determine the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China.

Objective Two

To determine the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China.

Objective Three

To determine the relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

**Research Hypothesis**

There is a significant relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

**Theoretical Framework**

Two significant theories guide this research, including (1) Denison (1990) Theory of Organizational culture (2) Guskey (2003) Theory of Professional Development.

**Denison(1990) 's Theory of Organizational Culture**

Organizational culture refers to the organization's members held fundamental beliefs, values, principles, and events and behavior manifested. Dension (1990) developed four traits of the organizational culture survey. In this study, the researcher used these models

from the view of educational perspectives. The four traits of organizational culture in

Denison's framework are as follows:

1.  **Mission** refers to the long-term and meaningful direction of organizational development. A clear and actionable organization's goals enable each organization member to understand the direction of their efforts.

2.  **Adaptability** mainly refers to the organization carefully observing the external environment, stimulating innovation, and absorbing new knowledge, and implementing changes promptly. The ability to transform the needs of the organization's external environment into actions.

3.  **Involvement** refers to that the organization values and encourages employees to cooperate, and continuously invests resources to train employees to make them competitive, keep up with the needs of organizational culture development, meet the needs of employees for continuous learning and development, and achieve common organizational goals.

4.  **Consistency** refers to the organization having an internal culture that makes the organization members have a strong sense of identity. Leaders have sufficient ability to coordinate and integrate cooperation between members of the organization.

**Guskey (2003) 's Theory of Professional Development:**

In the book "Characteristics of Effective Career Development to Promote

Visionary Leadership" by Thomas R. Guskey (2003), a series of career development

characteristics are studied. He found that the typical characteristics three of teachers' effective

professional development are as follows:

1.  **Enhancement of teacher's knowledge** refers to teachers learning individualistically or participate in various ways of learning and training, continuously promoting their professional development, continually pursuing cutting-edge knowledge, expanding

knowledge areas, and broadening their horizons.

2. **Time and resources** refer to throughout the entire career of teachers. Teachers need time and resources to integrate their knowledge and continuously improve and design better teaching methods.

3. **Collaboration** refers to those teachers who can better motivate each other in professional development and professional collaboration in a team atmosphere where they trust and support each other.

## Conceptual Framework

This study aimed to study the relationship of teachers' perceptions of organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China. One of the significant variables was the teachers' perceptions of organizational culture; the other was teachers' professional development. The two major theories for two variables were Denison's (1990) Theory of Organizational culture and Guskey's (2003) Theory of Professional Development, as mentioned in the above part. Both theories were used as the leading theories for investigating the two main variables in this research. Figure 1.1 below was the illustration of the conceptual framework of the study:

*Figure 1* Conceptual Framework of the Study
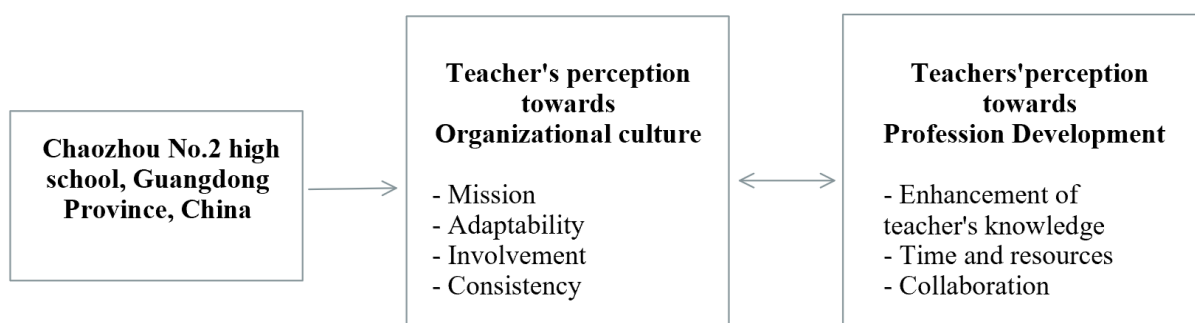
**Scope and Limitations**

This study was conducted at Chaozhou No.2 high school, Guangdong Province, China, during the academic year 2020 - 2021. This study mainly focused on the four dimensions of organizational culture (Mission, Adaptability, Involvement, and Consistency) and three dimensions of professional development (Enhancement of teacher's knowledge, Time and resources, and Collaboration) as stated in its conceptual framework.

This study's target respondents were 80 full-time teachers. Since the study does not include schools in other regions as the research objects, this study's results cannot be analogized to schools outside this range as each school has its own identity and unique climate. Furthermore, the teachers' perceptions alone does not represent all stakeholders' entire perceptions within the organization.

**Definitions of Terms**

The definition of terms in this study was explained as follows:

**Teacher:** All the full-time teaching staff who is teaching at Chaozhou No.2 high school.

**Teacher perceptions:** The thoughts or mental images teachers have about their professional development and their school organizational culture.

**Chaozhou No.2 high school:** refers to the selected school where this study was conducted. It has passed the evaluation of Guangdong Province's high school teaching level and is a national model high school.

**Organizational culture:** refers to the beliefs, discipline, atmosphere, teaching, and learning behaviors that affect operations at Chaozhou No.2 high school.

1. Mission refers to the teachers who had reached a consensus on the school's goals and the ideal situation in the future, and they all know how to make their contributions to the school's strategic development. In this study, part II of the questionnaire 1 to 5 will be

measured this element.

2. Adaptability refers to teachers continually improving their professional level, and learning and using new educational resources to improve teaching methods and teaching methods under social development. This element will be measured by the questionnaires 6 to 10.

3. Involvement refers to the school respects and encourages the academic development of teachers. Teams of teachers work together to achieve common goals. This element will be measured by the questionnaires 11 to 21.

4. Consistency refers to the cohesion and centripetal force between teachers. This element will be measured by the questionnaires 22 to 26.

**Professional development:** refers to the process of the teachers in Chaozhou No.2 high school, continually developing and perfecting in terms of professional thoughts, professional knowledge, professional abilities.

1. Enhancement of teacher's knowledge means that school education has created the right conditions for teachers' knowledge cultivation and provided more opportunities for learning, improvement, and fulfillment. Enhance teachers' application-related professional knowledge and skills to help students enhance self-understanding, self-esteem, and learning motivation. This element will be measured by the question 27 to 32 in the part III of the questionnaire.

2. Time and resources refer that the teachers may commit time to professional development, which extends beyond the regular school day. Furthermore, teachers need to integrate all-sufficient resources before teaching to ensure that students can receive the latest knowledge. This element will be measured by the questionnaires 33 to 38.

3. Collaboration refers to teachers improving their school education practice, discussing issues together and studying together in a voluntary and equal way, and promoting

professional development. This element will be measured by the questionnaires 40 to 42.

**Chaozhou City, Guangdong Province, China:** Chaozhou is a famous historical and cultural city in China, located in the northeast of Guangdong Province, China.

## Significance of the Study

The researcher chooses Chaozhou No.2 high school because no previous study was done on the relationship between teachers' professional development and organizational culture. The researcher believes that this study could better understand the relationship between teachers' professional development and organizational culture. The researcher expected this study to benefit the target school firsthand to the leader, organization, teachers, and future researchers.

For teachers, this study's result might be beneficial to the school teachers who could make professional development plans according to their own needs. This study would encourage them to pay more attention to the relationship between their competence development and school organizational culture. This research would also provide teachers with some advice to develop a better relationship with administrators and the school.

For leaders, the result of this study would provide useful and reliable information about the organizational culture and teachers' professional development based on Denison's (1990) Theory and Guskey (2003) Theory. Leaders improve the school organizational culture based on the research results and establish a better relationship with teachers. It would help leaders to find an excellent way to communicate between teachers and the school.

For the school, the results could help school organizations analyze teachers' different views on the organizational culture and professional development and prepare for appropriate strategic planning for school development.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter presents a review of the research literature for this study focused on teachers' perceptions and organizational culture and their retention which serves as the theoretical foundation of this study. The following be reviewed to provide and backgrounds:

- Concept of Organizational culture

- Denison's Theory of Organizational Culture

- Related Theories on Organizational Culture

- Concept of Professional Development

- Guskey's Theory of Professional Development

- Related Theories on Professional Development

- Related Studies on Organizational Culture and Professional Development

- Background of Chaozhou No.2 high school, Guangdong Province, China

- Summary of Literature Review

**Concept of Organizational culture**

The organization is a system of activities for accomplishing common goals and interacting, and culture is a unique pattern displayed by a group of groups. The organizational culture is a combination of explicit phenomena and implicit values. Culture also included the organization's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits (Needle, 2004). The researcher believes that organizational culture is the inherent belief in the organization group shaped by members' feelings and experiences. After a long period of accumulation and development, it produces a unique behavioral norm and behavior pattern of the organization and finally forms naturally. In daily life, it becomes a unique culture and atmosphere of the organization. The school organization is a combination of teachers to achieve educational goals. Through the interaction of members and the position of power and responsibility structure, the school's organizational culture's characteristics are developed, and their tasks are completed. The organizational culture is "the way things are done here" (Deal & Kennedy, 2000).

A deep-rooted culture clarifies how people should behave, which can help employees achieve their goals. So, organizations must be aware of their role in maintaining or developing organizational culture. Although leaders are the principal architects of culture, a given culture can influence leadership (Schein, 2010). As Schein pointed out in organizational culture and leadership, many people believe that organizational culture is the collective expression of the organizational value orientation and employees' common beliefs.

The researcher found from the literature that experts and scholars generally believe that organizational culture affects value transmission. Organizations can condense cultural values in the stable development and through various methods to pass to the organization's internal members and new members, thereby affecting the organization members' reactions and attitudes.

## Denison's Theory of Organizational Culture

Denison (1990) found the cultural factors affecting organizational performance can be divided into organizational direction level and organizational involvement level after studying more than 1,000 companies for a long time. He proposes and supports the four cultural characteristics of organizational culture and effectiveness theories related to organizational performance, which include: (1) Mission, (2) Adaptability, (3) Involvement, (4) Consistency. Involvement refers to enhance personal ability, enhance the sense of identity and responsibility. Adaptability reflects the ability to transform the needs of the organization's external environment into actions. Consistency refers to the basis of a viable corporate culture, that is, the recognition of core values; Mission refers to the long-term and meaningful direction of organizational development. The organizational direction level is related to the organization's adaptability to the external environment, and the organizational involvement level emphasizes the organization's internal system. Among them, the organizational direction scale including mission and adaptability. Organizational involvement standards include consistency and involvement.

1.  Mission refers to providing purpose and meaning for the organization's social role and external objectives and supporting the precise direction and appropriate action policy for the organization and its members. A sense of mission can shape current behavior by envisioning a desired future state through an organization. They are more likely to succeed when Individuals and organizations are goal-oriented (Denison & Mishra,1989). The indices of the mission Trait are:

    *Vision*: The organization members have a consensus on the organization's ideal situation in the future, and the vision is understood and recognized by all members of the organization.

*Strategic Direction and Intent:* A clear strategic intention demonstrates the organization's determination to stand out in the industry and enables all organization members to know how to contribute to its strategy.

*Goals and Objectives:* The organization has meticulously formulated a series of goals closely related to mission, vision, and strategy, which can be used as a reference for every organization member at work.

This cultural feature helps the measurement diagnose judge whether the company has ambitious and clear goals and ambitions. In the model, this trait is measured with three indexes as follow:

- Vision: The organization has a state of a highly recognized future organization, which covers core values and is the enterprise's soul. Furthermore, it pointed out the direction for enterprise development.

- Strategic Directions and Intent: It means the Development goals of the organization's position in the industry—transparent strategic positioning surfaces. Understand the goal of the organization, and make each employee aware of the direction of efforts.

- Goal and Objective: Clear and actionable specific goals are developed from the organizational vision and guide the specific work of employees.

2. Adaptability reflects the organization has a set of norms and belief systems, which support the organization's capacity to receive, interpret, and translate signals from the environment into internal behavior changes, which increase the opportunities for the organization to survive, grow and develop.

Three aspects of adaptability affect the organization's effectiveness. First of all, it is the ability to perceive and respond to the external environment. Successful organizations are very concerned about their customers and competitors. Then is the ability to respond to internal customers, regardless of level, department, or function. The last is the ability to reorganize

and reorganize a series of behaviors and processes that permit the organization to adapt. An organization cannot be effective without the ability to perform adaptive responses.

*Creating Change:* The organization learns to observe the external environment, predict related processes, change steps, implement changes on time, and bear the risks caused by the change.

*Customer Focus:* The organization starts everything from the customer's point of view. Know the customers, make them feel satisfied, and be able to anticipate their future needs

*Organizational Learning:* Adaptive organizations can keenly accept signals from the external business environment as an opportunity to encourage innovation and absorb new knowledge. The indices of the adaptability Trait are:

This cultural feature mainly reflects the company's ability to adapt to the external environment, including capturing various direct and indirect signals from the market and customers and the speed of reaction. In the model, this trait is measured with three indexes as follow:

- Creating Change: The organization can sensitively understand the business environment, react quickly to changes, and foresee future changes.

- Customer Focus: The organization understands the needs of customers and makes corresponding countermeasures. Focusing on customers reflects the degree to which organizational behavior is oriented to meet customer needs.

- Organization Learning: The organization will transform the information obtained from the business environment into an opportunity to stimulate innovation, acquire new knowledge, and develop new competitiveness.

3. Consistency refers to the organization's behavior, and a unified core value generates its members. Leaders and followers have been skilled to reach an agreement and

incorporating diverse points of view, and organizational activities were coordinated well. The indices of the consistency Trait are:

*Core Values:* The organization has values that everyone believes in so that the company's employees have a strong sense of identity and have clear expectations for the future.

*Agreement:* Leaders have sufficient ability to allow everyone to reach a high degree of agreement and reach an agreement on critical issues.

*Coordination and Integration:* All functional departments and business units in the organization can cooperate closely, and the boundaries of departments or teams will not become obstacles to cooperation.

An organization had a strong and distinct culture and influenced members' behaviors (Shafee, Qaderzade, Lavee, 2010). This organizational cultural feature is suitable for measuring the company's internal cohesion and centripetal force. In the model, this trait is measured with three indexes as follow:

- Core Values: The degree to which members of an organization identifies with a set of values, expectations, and goals.

- Agreement: Organization members can reach a consensus on critical events, which depends on the consistency of the organization's deep values and the frequency of compromise and consensus when different opinions occur.

- Collaboration and Integration: Different functions can work well together for the organization's shared purpose and do not affect the completion of work due to the boundaries between departments.

4. Involvement refers to the ability of the work, ownership, and sense of responsibility of the organization's members. The indices of the involvement Trait are:

*Empowerment:* Organization members are indeed authorized and responsible. Organization members have a sense of ownership and high work enthusiasm.

*Team Orientation:* The organization values and encourages organization members to cooperate to achieve common goals. Organization members rely on team strength to complete tasks in their work

*Capability Development:* The organization continuously invests resources in training organization members to meet organization members' desires and skill development for learning and growth.

An organization's score on this cultural characteristic can reflect the organization's training of employees, internal communication within the organization, the organization's understanding of members' participation in management, and the means opened for member participation. In the model, this trait is measured with three indexes as follow:

- Empowerment: An individual has the power, initiative, and ability to manage his or her work. Empowerment is the basis for building employees' sense of ownership and responsibility for the business.

- Team Orientation: Promote collaboration to achieve common organizational goals and make employees agree.

- Capability Development: The organization's long-term and sustained investment in enhancing employees' abilities aims to maintain the competitiveness of the enterprise and meet the needs of the market.

**Related Theories on Organizational Culture**

**Hofstede (1980) Theory of Organizational culture**

The Dutch psychologist Hofstede (1980) proposed a framework for measuring cultural differences in different countries. He believes that culture is a psychological program shared by people in an environment that can distinguish a group of people from others. Through research, he summarized the differences between different cultures into six basic dimensions of cultural values.

*Power Distance* refers to the degree of concentration of power and the dictatorship of the leadership in an organization and how a society can accept this unequal distribution of power. The organization can be understood as the social distance between the organization's members and managers. Different countries have different understandings of energy, so there are significant differences in this dimension. Europeans and Americans do not value power very much, and they pay more attention to personal ability. However, Asian countries pay attention to the binding force of energy due to the system.

*Uncertainty Avoidance* refers to whether a society is subject to uncertain events and unconventional environmental threats to avoid and control uncertainty through formal channels. In an organization with a high degree of uncertainty avoidance, people generally have a heightened sense of urgency and enterprising spirit, making it easy to form an inner impulse to work hard. This culture pays more attention to authority, status, seniority, age, etc. Moreover, it tries to avoid these scenarios by providing more excellent occupational safety, establishing more formal rules, not tolerating extreme views and behaviors, trusting absolute knowledge, and expert evaluation. Cultures with a low level of avoidance are more tolerant of abnormal behaviors and opinions and have fewer rules and regulations. They allow different views in philosophy and religion to exist simultaneously. People generally have a sense of security, a relaxed attitude towards life, and a tendency to encourage adventure.

*Individualism Versus Collectivism*: The Individualism versus Collectivism dimension measures whether society is concerned with the interests of the individual or the collective interests. In an individualistic culture, people's relationship is loose, and people care about themselves and their small families. In contrast, a collectivist society focuses on intra-ethnic relations, caring about large families, and strong ethnic ties that can give people Continuous protection. Individuals must be loyal to the ethnic group.

*Masculinization and Feminization* mainly depends on whether a society represents male qualities such as competitiveness and more arbitrariness, or represents female qualities such as modesty, caring for other dimension shows the extent to which moral life is worth pursuing without any religion to justify others more and the definition of male and female functions. The greater the value of the Masculinity Dimension Index, the more pronounced the masculinity tendency of the society, and the more prominent the masculinity; on the contrary, the more prominent its femininity.

*Long-Term Versus Short-Term Orientation*: The Long-term versus Short-term dimension refers to the extent to which members of a culture can accept the delay in meeting their material, emotional, and social needs. This dimension shows the extent to which moral life is worth pursuing without any religion to justify it. The long-term orientation index has a strong relationship with the economic growth of various countries. In the late twentieth century, East Asia's economy was advancing by leaps and bounds. Scholars believe that long-term orientation is one of the main reasons for promoting development.

*Indulgence Versus Restraint*: The dimension of Indulgence versus Restraint refers to the allowable degree of a society's basic needs and desire to enjoy life. The larger the value of Indulgence, it means that the organization has little restraint on itself, and the greater the social tolerance for self-indulgence, the fewer people will restrain themselves.

**Schein (1985) Theory of Organizational Culture**

Schein's (1985) theory on organizational culture has been cited by scholars studying organizational culture. Schein believes that organizational culture refers to a set of basic hypothetical models created or developed by a group when learning to solve external adjustment and internal integration problems. It can be divided into three parts: artifacts, espoused values, and basic underlying assumptions. Artifacts are the most common levels in culture. They are the material and social environment constructed by people, including technology, writing, language, artwork, etc. Espoused Value refers to people's judgment and evaluation of situations, activities, purposes, and characters, which has a normative role. Basic underlying assumptions are the unseen elements of culture and not cognitively identified in everyday interactions between organizational members. It is taken for granted and subconsciously.

*Artifacts* refer to the material and social environment constructed or invented by the organization's members. They are visible and observable images, totems, and symbols, including building skills, writing, rules, and regulations. It also includes all the phenomena we saw, heard, and felt when we first entered a new organization and faced an unfamiliar culture. For example, the organizational structure and organizational process that can be observed.

*Espoused Value* refers to how the organization members judge the situation, activities, purposes, and evaluation of things. It has the meaning of standardization and socialization and can be used as the criterion for an organization's members. When we ask: what is the social behavior of the members of an organization, it reflects the core value of the organization, the concept of shared values is to shape the essential characteristics of school organizations and to give a sense of identity and belonging to the organization members.

When the Value can effectively reflect the organization's life, it becomes a kind of belief and is deeply internalized in its inner world.

*Basic Underlying Assumptions* is like an invisible hand manipulating behavior, telling group members how to perceive, think, and feel things. It is a kind of tacit knowledge that the organization members perceive to the surrounding people, events, items, and the organization environment itself.

## Concept of Professional Development

Teachers must have the ability to provide all students with high-level learning and development (Blazer, 2005). Therefore, having skilled and knowledgeable educators is essential to help teachers improve students' academic performance; they are the faculty members who assisted with the professional development plan and showed how to implement it (Swihart & Johnstone, 2017). Professional development is creating opportunities for teachers to acquire new knowledge and skills to improve their classroom effectiveness (Loucks Horsely, 1998). Hoyle (1980) believed that teacher professional development refers to a learning process. In each stage of a teacher's career, teachers learn the necessary knowledge and skills to master sound professional practice. According to Hoyle, career development is a continuous process, and it is necessary to continue to develop oneself.

Nowadays, in many countries, continuous professional development has become lifelong learning (Harwell, 2003). Some researchers describe professional development as a process of evolving opportunities or activities. Then, the improvement of professional knowledge related to teachers can be said to be a process of continuous teacher qualifications. With the rapid growth of knowledge and teaching becoming more challenging, traditional teaching methods are not enough to effectively educate today's students. Guskey (2003) also

mentions that professional development activities support teachers to acquire more content knowledge and various new teaching methods.

Moreover, the role of the teacher has also changed. Most teachers promoted the development of various roles in different ways. Teachers also to be a friend, an educational leader, a coach, and even a facilitator. Moreover, Watts (2003) pointed out that past teacher professional development activities were like loosely related activities. Effective professional development should be integrated into school life and teacher work.

Besides, teacher professional development is also interactive with school organizational culture. In many cases, the level of professional development of teachers is one of the essential indicators of a school's quality. A good school organization culture can effectively mobilize teachers' enthusiasm and initiative and promote teachers' professional development. Similarly, teachers are one of the school's leading groups, and their good professional development also dramatically promotes the construction of the school's organizational culture.

As a result, the school's success and the achievement of the students largely depend on the teacher's ability. Education is becoming more and more important, and teachers' professional development is also a key function of all teachers. Only when teachers have sufficient skills and knowledge in their subject areas can they use their skills to teach better in the classroom. Therefore, it is very important to improve the country's education level through the professional development of teachers.

**Guskey's Theory of Professional Development**

There are many types of teacher characteristics of effective professional development. Guskey's theory is widely used. The analysis lists of characteristics of effective professional development to promote visionary leadership articles were written by Guskey(2003). He had created the 21 categories of lists to divide the characteristics of professional development. Through the analysis, he found that the typical characteristics of effective professional development for teachers are:

1. Enhance Teachers' Content and Instructional Knowledge,

2. Provide Sufficient Time and Resource, and

3. Promote Collegiality and Collaboration.

The first essential characteristic of a professional development experience is enhancing the teacher's content and instruction knowledge. Only when teachers have a deep understanding of their content and themes can they better support and help students understand the content in the most effective way. Research also mentioned that effective professional development is based on higher-level thinking skills in a discipline (Wenglinsky, 2000 as cited in Guskey, 2003).

If teachers understand the content and instruction knowledge very well, they know the students' interest in the subject issue and understand how students learn or do not learn the specific subject matter. The research literature shows that the three essential points in teachers' professional development are the topic, the personnel, and the specific situation. Therefore, professional development should provide teachers with more transparent direction and input and provide teachers with more opportunities and space to use and practice teaching methods in professional teaching to reflect on their teaching experience (Van Oriel & Berry, 2011).

Secondly, supporting sufficient time and other resources for educators was the other critical characteristic of professional development. For teachers, in order to be adequate to contribute to students, it must need to take time to practice and practice new ideas, new teaching strategies, enhance new teaching knowledge and improve the ability and skills that can improve students' academic performance (Birman, 2000 as cited in Guskey, 2003). So sufficient time and other resources are essential for effective career development (Guskey, 2003).

Teachers gain a continuous deepening of professional experience through the dedication of time and accumulation of resources to analyze students' work and develop new teaching methods. Nevertheless, more prolonged activities duration has more focus on the content, more opportunities for active learning, and more coherence with teachers and other experiences than shorter activities (Birman, 2000 as cited in Guskey, 2003). Therefore, teachers should be given more time, resources, and opportunities to discuss new ideas in-depth and get feedback.

Nonetheless, the researcher also found that the time spent on professional development has no apparent relationship with improving students' academic performance. Thus, the teacher's professional development needs sufficient time and that time must be well organized, well structured, given directed purpose, and focused not only on content but also on pedagogy (Manisera, Dusseldrop and Kooij 2005).

Lastly, the promotion of collegiality and collaboration was also an essential characteristic of teachers' professional development. For school leaders and teachers at all levels, collaboration allows each other to collaborate to exchange and share teaching ideas and strategies to develop new forms to improve the professional development experience. Cooperation also allows teachers to share ideas and exchange knowledge with other teachers in professional development courses.

Meagher (2011) found that cooperation improves the trust between teachers and staff. Teachers use personal expertise to collaborate by establishing groups in the classroom. When the principals undermined the teacher's trust and provided collaboration, it is essential to provide teachers with time and resources to work together. Provide the teacher team with timetable changes, access to student data, and other forms of support, which can achieve better results in teachers' professional development. Researchers also pointed out that school leaders who encourage collaboration and communication between novice and experienced teachers may increase teacher retention and teacher satisfaction.

Furthermore, some investigations pointed out that many collaboratives may encounter massive conflicts caused by professional beliefs and practices. However, Supovitz (2002) also conducted that collaboration helped build a sense of community which needed to be structured with a careful structure framework and efforts guided by clear goals, only by orderly and purposeful cooperation under clear goal guidance and appropriate management leadership can the conflicts arising from the discovery of problems be resolved in order to improve student learning.

## Related Theories on Professional Development

**RPTIM Model of Professional Development**

Wood, Thompson, and Russell (1981) were divided professional development into five stages: Readiness, Planning, Training, Implementation, and Maintenance (RPTIM). Readiness refers to dealing with school climate issues, developing group norms and group expectations, and goals for improvement. Planning refers to developing specific plans for conducting professional development activities required to achieve goals. Training refers to the stage where the staff development plans are implemented; Implementation refers to the stage in which new knowledge and skills learned in in-service training are installed into

everyday practice, and maintenance refers to behaviors installed in daily practice that are monitored to assure that they continue to be used. This model was conducted in early 1981 to determine which practices can be used to design in-service programs based on practitioners and professors of education with capacity in staff development believes. The following is a brief description of the five stages and the practice in the RPTIM Model process, which is appropriate for designing an in-service program that provided the operational practice.

1.  Readiness: The first stage is emphasized in a positive school climate, which builds before teacher development activities are attempted. At this stage of the school, cooperate with all stakeholders (such as teachers, parents, administrators, and faculty) to formulate future school improvement and development goals. School practices and educational practices need to be checked to determine which subjects apart from the school's improvement goals before planning a teacher development plan. The school principals must assume the responsibility of supporting leadership during the early stages of teacher development.

2.  Planning: The second stage is an implementation plan to achieve the previous stage's career development goals. At this stage, teachers need to consider the difference between the school's actual practice and the regular practice. The information collected directly from school teachers determines the planning of teacher development activities. However, teachers and staff's learning methods need to be considered in the activities, and sufficient resources should be provided for the development of teachers and staff. Besides, this plan's specific goals include attitude development, knowledge growth, skills development, and leadership sharing their role of planning with teachers and administrators.

3.  Training: In the third stage, training included the team activities and the discussion and sharing of the learning experience. Participants need to choose objectives based on their

learning objectives and decide which activities they will participate in. Similarly, the school principal of activities chosen based on expertise during professional development instead of their position. In this stage, when leadership behavior becomes less directive, teachers will become more confident and progressively competent.

4. Implementation: Implementation is the stage after all participants finished their activities, participants have a chance to support a new practice and work behavior, and work together and assist each other to implement new work behaviors.

5. Maintenance: Maintenance is the last of the five stages. At this stage, different methods are used to complete the evaluation procedures and planning results of the system, to achieve the purpose of improving the development achievements of future teachers and faculty, such as the technique of self-monitoring, instructional supervision, and student feedback is estimated along with a variety of methods to control the new work behavior.

*Figure 2* The RPTIM Model of Professional Development
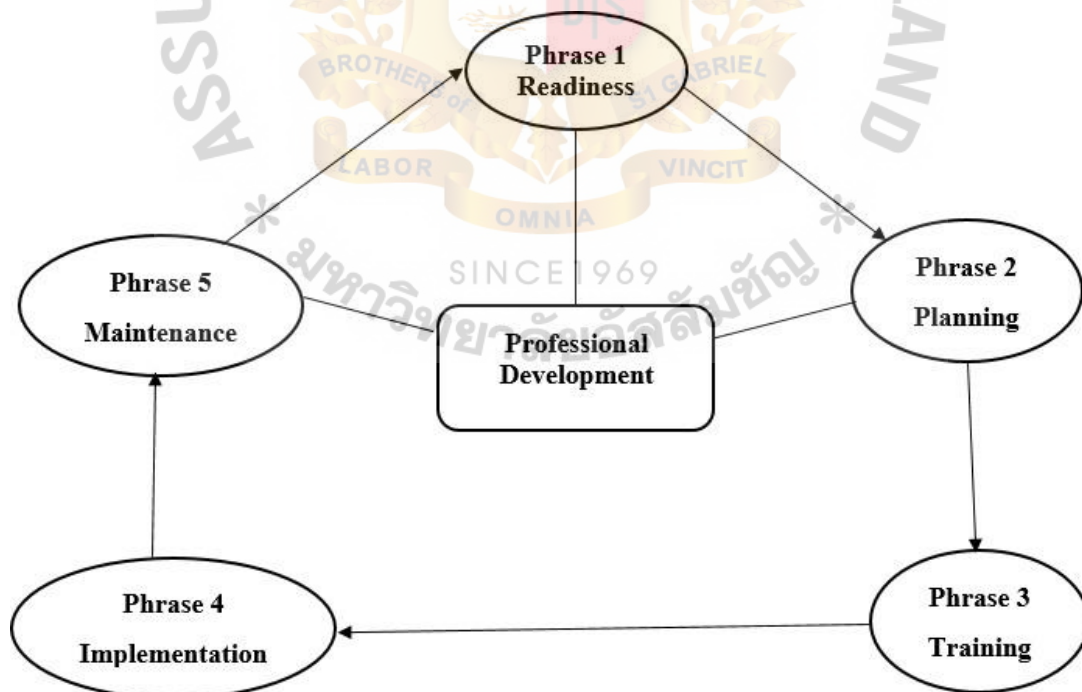


*Source: Wood, F. H., Thompson, S. R., & Russell, F. (1981). Designing effective staff development programs. In B. Dillon-Peterson (Ed.), Staff development/organization development. Alexandria, VA: Association for Supervision and Curriculum Development*

**Continuing Professional Development**

    Continuing Professional Development (CPD) is meant the members of a professional association keep maintaining, improving knowledge and skills of the personal qualities in their professional lives (Early and Bubb, 2004 as cited in Prathumarach, 2011). Bolam (1993) defines continuous professional development as a constant process, which is established based on initial teacher training and involves the entire career development and training opportunities. Continuing professional development has a good impact on practice and learner experience according to maintaining, improving, and broadening practical knowledge and skills in teachers' subject specialization and teachers' teaching (Institution for learning, 2009c: as cited in scale peter, 2011). General Teaching Council (GTV) mentioned that teachers need Continuing Professional Development (CPD) opportunities based on three priority areas: Individual Focused, School Focused, and National Focused (Prathumarach, 2011).

*Figure 3* Continuing Professional Development.
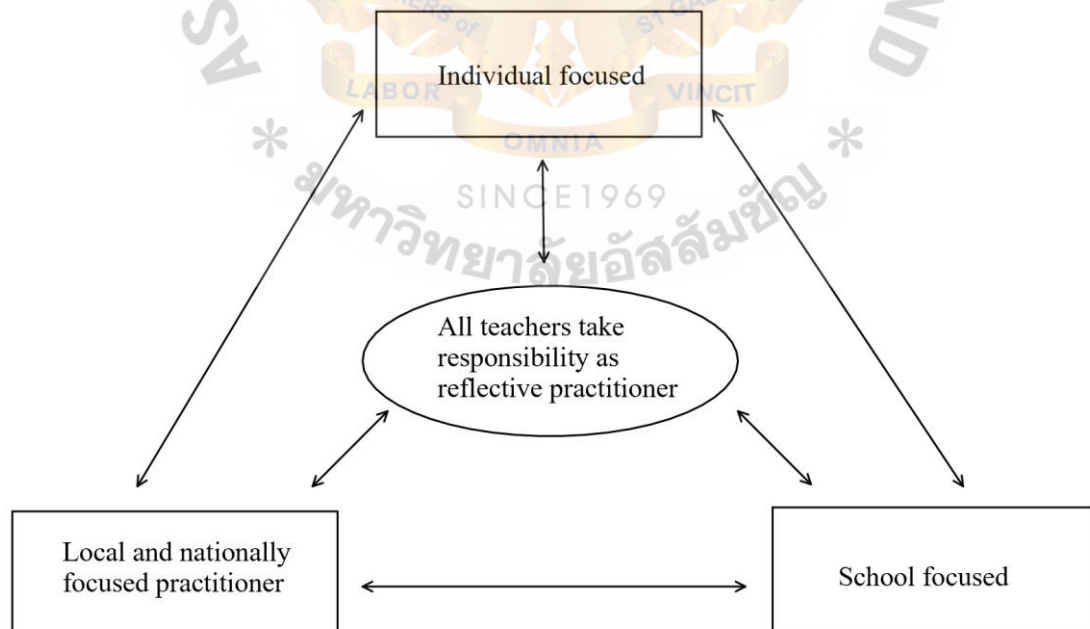


*Source: Continuing Professional Development in Wales. An entitlement for all by the general teaching council for Wales, April, 2002.*

1. Individual Focused: Individually Focused refers to activities focused on teachers' needs and classified separately to determine which support their career development or career goals. The CPD training consists of mentoring, improving a new teaching activity, sharing ideas, and practicing with colleagues working together.

2. School Focused: School focused refers that activities focused on the requirements of the school that currently employs the teacher. The conditions from CPD would be determined from the school development plan and supported resources, such as a suitable budget for relevant activities undertaken by professional development.

3. National Focused: National Focused refers to CPD that should meet the demands of national and local initiatives. These could involve organized activities on a cross-school basis, such as group meetings or around a national priority.

Thence, CPD is an ongoing education process that should focus on different levels by providing the input of professional development and the rich resources for activities and cooperation on various levels while achieving national objectives.

**Related Studies on Organizational Culture and Professional Development**

There is no previous research conducted focusing on the relationship between teachers' perceptions of organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China. Nevertheless, there has some research already done related to this title at the international level.

Vacco (2012) conducted a descriptive study on organizational culture. The research findings investigated the adaptability, mission, participation, and consistency of multidisciplinary organizations. Based on the Dennison model, this research provides organizations with the identification of weak cultural fields. Researchers believe that the weak cultural fields need to be improved to become an effective organization. According to

the results, the level of understanding of the organization's tasks scored 3.6 (out of 5 points).
This result shows that the organization members do not fully understand its purpose and the
organization's work direction or goals. If the organization's purpose and direction are not
fully understood, the organization's members will not have a clear understanding of the
organization's beliefs and goals.

Kujur (2016) studied the relationship between teachers' perceptions of leadership
capacity and organizational culture in India's Marianists schools. The correlation analysis
result showed that the teacher's perceptions total score for organizational culture in the
Marian School of India is 4.02, which is in the range of 3.51-4.50 and is interpreted as high.
The study results showed that teachers' perceptions of leadership capacity and organizational
culture were high in all seven Marianist schools, and there was a significant relationship
between teachers' perceptions of leadership capacity and organizational culture. To improve
and maintain the school, the researcher suggests that school administrators create more
opportunities for teaching research, discussion, and experience sharing among teachers. Let
teachers help each other develop teaching plans and collaboration and prepare the school
vision and mission to improve school leadership and organizational culture. Lastly, teachers
should also pay more attention to students' achievements and give each student more
attention.

Moe (2016) studied the relationship between teachers' perception towards organizational
culture and occupational stress at No.2 Basic Education high school, in Insein Township,
Myanmar.  It is found that the level of school teachers to organizational culture is moderate,
and the level of occupational stress is low. Therefore, the hypothesis was accepted as the
study discovered a moderate negative relationship between teachers' perceptions of
organizational culture and occupational stress existing in the researched school. To better
achieve organizational goals, the researcher recommends that teachers find a way to work

more closely than before and train people with high productivity and good performance. Besides, institutions or managers should adequately handle and strengthen supervision, support, and relationships with teachers and provide teachers with information and motivation to improve working conditions and reduce personal pressure in the workplace.

Furthermore, some researchers assessed teachers' perceptions of professional development by using the various theoretical and conceptual frameworks for different studies. Some achieved previous studies below.

Siliva (2014) studied teachers' views in New Jersey on professional development, the relationship between teacher job satisfaction and teacher working conditions. Siliva's survey results show that compared with the three projects in facilities, resources, and school leadership, the relationship between teacher working conditions, time factors, and teacher professional development is the closest. These findings support the results of Meagher's research, which shows that there is a significant relationship between teacher professional development and teacher working conditions. According to the Pearson correlation coefficient results, there is no statistically significant relationship between teacher professional development and teacher job satisfaction. However, there is a significant relationship between teacher professional development and teacher working conditions because it believes that his working environment and quality have been developed.

Meagher's (2011) studied the relationships of teacher professional development, teacher job satisfaction, and teacher working conditions in Illinois, USA. This study was quantitative and collected the data from 281 mathematics teachers teaching at thirteen secondary schools in Lake Country, Illinois. This study identified the relationship between teacher job satisfaction and three characteristics of effective professional development, including Collaboration, Time and Resources, and Enhancement of teacher's knowledge. The result showed that the relationship between the Enhancement of teachers' knowledge and the

other two variables and the teacher job satisfaction variable is the strongest linear in this study. In the research, teachers responded that they could discuss and learn more about the content areas and methods over professional development. Considering using Pearson correlation coefficients, there is a significant relationship between teacher professional development and teacher working conditions, but there is no significant association between teacher professional development and teacher job satisfaction. Furthermore, Meagher mentioned that the result related to teacher satisfaction was not significant since teachers reported as they were satisfied with their current position.

Wu (2015) studied the relationship of teachers' perceptions towards professional development and their job satisfaction in Guilin University of Electronic Technology, Guangxi, China, in the academic year of 2014-2015. According to surveyed 141 full-time teachers from the Guilin University of Technology. The result indicated that teachers' perception of professional development was regarded as high, and teachers' intrinsic satisfaction was higher than their extrinsic satisfaction, but their job satisfaction was moderate.

Mostly when the Pearson correlation r was .475, which means the relationship between teachers' professional development and job satisfaction was moderately positive. Furthermore, the results show that the probability significance was .000, less than .05, which means there was a significant relationship between teachers' perceptionss towards professional development and their job satisfaction at Guilin University of Electronic Technology. Therefore, the researcher recommended that principals support the professional development activities arrange the multi-tasks for teachers to emphasize integrating technology to improve the teachers' teaching and learning standard and their level of the job.

## Background of Chaozhou No.2 High School, Guangdong Province, China

Chaozhou No.2 high school is a national model school in Guangdong Province. National model schools refer to those schools that actively carry out education and teaching reforms, have high teacher quality and teaching quality, have distinctive school management and high management levels, and have a high reputation both inside and outside the province. Chaozhou No.2 high school originated in 1736 of the Qing Dynasty and was formally renamed and established in 1924. It has been in 96. There are three teaching buildings with a construction area of 55,000 square meters. Including physics, chemistry, biology laboratory, biological specimen room, and multifunctional lecture hall, each classroom is equipped with fully equipped multimedia teaching tools, which is very suitable for modern teaching. The library has more than 100,000 books and an electronic reading room with 200 seats. Teachers and students use the campus local area network to directly access the Internet to access materials and carry out individual and online learning. There are six student dormitories with 396 student apartments, a 400-meter track standard sports field, five basketball courts, two volleyball courts, and a canteen for teachers and students. The continuous improvement of the school's running conditions has laid a solid material foundation for the informatization and modernization of school education.

In order to create a good organizational atmosphere of the school, the school will be its core values, the school's characteristic culture in the form of school newspapers, school journals, display walls and other forms of extensive publicity to teachers, so that the common mission to become the teachers forward gravity. Based on respect for differences and inclusive diversity, the organizational culture will maximize the formation of ideological consensus and common values and become a powerful force for school development. Based on the existing teaching staff, Chaozhou No. 2 High school meticulously plans to expand the teaching staff with high academic qualifications year by year to promote the construction of

high-quality teaching staff. The school carries out quality education in an all-round way, regularly organizes teachers of different grades and different subjects to communicate and share, and actively provides teachers with opportunities for foreign exchange and learning. Plan related courses to improve school organization and teachers' knowledge management capabilities, innovate school-running models and management models and improve the overall education level. Actively carry out classroom teaching reforms and comprehensively improve the quality of education. Speed up the pace of education informatization and comprehensively improve college entrance examination results.

## Summary of Literature Review

This chapter provided a review of the literature. It indicated the importance of organizational culture and professional development. This chapter has presented some suggestions for the organizational culture's contribution to the organization's effectiveness and found different models and theories of Professional Development about the development training for teachers. The researcher used two major educational theorists to support this study. The first theory was Denison's Theory of Organizational Culture. It consists of four main characteristics of the involvement, adaptability, consistency, and mission. Another theory was examined teachers' professional development by using Guskey's Theory of Professional Development, which included Time and Resources, Collaboration, and Enhancement of Teachers' knowledge.

In summary, Organizational culture is essential. A good, correct, or functionally useful organizational culture can effectively mobilize teachers' enthusiasm for work, promote teacher professional development, and become a driving force for school development. It represented the school's image and expressed the collection of feelings and beliefs that

teachers got from the organization. Similarly, the role of teachers' professional development cannot be ignored. It affects the construction of school organizational culture.

This study articulated the relationship between teachers' perceptionss of organizational culture and professional development in Chaozhou No.2 High school Chaozhou City, Guangdong Province, China. Additionally, the background information of the school is also described in this study.

# CHAPTER III

## RESEARCH METHODOLOGY

This chapter's primary purpose is to describe the research method in which data was collected and the procedures used to analyze the collected data. This chapter presented the research design, population, research instrument, reliability and validity of the research instrument, data collection, data analysis, and summary of the research process.

## Research Design

In this study, to determine the relationship between the level of teachers' perceptions toward organizational culture and the level of professional development in Chaozhou No.2 high school, Guangdong Province, China. This study employed descriptive and correlational methods. The correlation between the Teachers' Perceptions of Organizational culture and Professional Development examined to use descriptive analysis and the Pearson Moment Correlation Coefficient analysis.

## Population

The researcher targeted the population for this study is 80 full-time teachers from Chaozhou No.2 High School in China. The participants are 80 teachers working at Chaozhou No.2 high school during the academic year of 2020-2021 (Chaozhou No.2 High School Human Resources Office record, 2020).

Table 1

*The number of teachers from Chaozhou No.2 high school.*

| No. | Grade | Number of teachers |
|-----|---------|--------------------|
| 1 | Grade 10 | 26 |
| 2 | Grade 11 | 30 |
| 3 | Grade 12 | 24 |
| | Total | 80 |

**Research Instrument**

For this research study, the research instrument was carried out with 46 questions (Part I 4 & Part II 26 & Part III 16) developed from different respective fields in order to resolve the objectives of the research.

The survey questionnaires consisted of three parts to find out the results for three questions:

(1) What is the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China?

(2) What is the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China?

(3) Is there any relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China?

The research questionnaire of this research divides into three parts: Part (I) questions collected some basic demographic information from teachers such as gender, age, and working experience. Part (II) is a questionnaire of Organizational Culture; the Questionnaire of Organizational Culture is from School Culture Survey developed by Gruenert & Valentine (1988). The second part involves 26 items for four components of organizational culture. Among them, Mission items included numbers 1-5, Adaptability items included numbers 6-10, Involvement items included numbers 11-21, and Consistency items included numbers 22-26. According to Gruenert & Valentine (1988) questionnaire, the respondents were required to answer the questions based on their perceptions toward organizational culture in their schools by choosing from the score. Table 2 shows the breakdown of the items in the questionnaire.

Table 2

Breakdown of Survey Question of Organizational Culture

| No. | Teachers' perceptions towards organizational Culture | Item Numbers | Items |
|---|---|---|---|
| 1 | Mission | 1-5 | 5 |
| 2 | Adaptability | 6-10 | 5 |
| 3 | Involvement | 11-21 | 11 |
| 4 | Consistency | 22-26 | 5 |
| | Total | 26 | 26 |

Chaozhou No.2 high school teachers are asked to answer survey questions regarding the organizational culture survey using a five-point Likert Scale. The responses choices are the following: 5) Strongly agree, 4) Agree, 3) Neutral, 2) Disagree, and 1) Strongly disagree to rate their agreement levels in each item. Table 3 shows the score and interpretation of the organizational culture survey as follows:

Table 3

Score and interpretation of Organizational Culture Survey Questions

| Teachers' Perceptions of Organizational culture | Score | Range | Interpretation |
|---|---|---|---|
| Strongly Agree | 5 | 4.51-5.00 | Very High |
| Agree | 4 | 3.51-4.50 | High |
| Neutral | 3 | 2.51-3.50 | Moderate |
| Disagree | 2 | 1.51-2.50 | Low |
| Strongly Disagree | 1 | 1.00-1.50 | Very Low |

*Source: Sullivan, G. M., & Artino Jr., H. R. (2013). Analyzing and Interpreting Data from Likert-Type Scales. The Journal of Graduate Medical Education, 5, 541-542.*

Part (III) questionnaire asked about teachers' perceptionss of professional development. Adopting a professional development questionnaire developed by Meagher (2011). In this part, the question involves 16 items about three components of professional development: (1)

Time and Resources include items numbers 1-6, (2) Collaboration includes items number 7-10, and (3) Enhancement of Teacher's knowledge items include numbers 11-16. In Table 4 the detail about the questions for professional development is shown.

Table 4

Breakdown of Survey Question of professional development

| No. | Professional Development Constructs | Items Number | Items |
|-----|-------------------------------------|--------------|-------|
| 1 | Enhancement of teacher's knowledge | 27-32 | 6 |
| 2 | Time and Resources | 33-38 | 6 |
| 3 | Collaboration | 39-42 | 4 |
| | Total | 16 | 16 |

Sixteen question items measured professional development for the use of a Five-Point Likert Scale. According to Meagher (2011) questionnaire, the respondents are required to answer the questions based on their perceptions towards professional development in their school by presenting the score from a scoring scale which includes: (1) Never, (2) Seldom, (3) Sometimes, (4) Frequently, and (5) Always. Table 5 would illustrate the scale of interpretation for professional development questions, respectively.

Table 5

Scale and interpretation of Professional development Survey Questions

| Teachers' Perceptions of professional development | Score | Range | Interpretation |
|---------------------------------------------------|-------|-----------|----------------|
| Always | 5 | 4.51-5.00 | Very High |
| Frequently | 4 | 3.51-4.50 | High |
| Sometimes | 3 | 2.51-3.50 | Moderate |
| Seldom | 2 | 1.51-2.50 | Low |
| Never | 1 | 1.00-1.50 | Very Low |

*Source: Sullivan, G. M., & Artino Jr., H. R. (2013). Analyzing and Interpreting Data from Likert-type Scales. The Journal of Graduate Medical Education, 5, 541-542.*

**Reliability and Validity of the Research Instrument**

The Questionnaire of Organizational Culture is from Gruenert & Valentine (1998) developed the School Culture Survey (SCS). According to Denison's organizational culture theory, the new composition has been modified accordingly in the original document to adapt to the research, from teacher collaboration to coherence, collaborative leadership to participation, professional development to adaptability, and unity mission. The reliability of part 1 of the questionnaire was analyzed by means of Cronbach's alpha coefficient as the previous study of Kujur (2016) and the total result was .85. Meanwhile, this study also found that the Crobach's Alpha for the questionnaire part I reached .96.

The professional development questionnaire was confirmed by Wu (2015). Wu (2015) also used this questionnaire and found that the Cronbach's alpha from her studied was .83. The questionnaire is accepted with high validity because it has been used many times by Wu and other researchers to conduct professional development. Meanwhile, this study also found that the Crobach's Alpha for the questionnaire part II reached .93. The reliability coefficients of the organizational culture and professional development were as follows table 6.

Table 6

*The Validity and Reliability of the Research Instruments*

| Description | Alpha Coefficient | Current study |
|---|---|---|
| Organizational culture | .85 Kujur (2016) | .96 |
| Professional Development | .83 Wu (2015) | .93 |

**Collection of Data**

This research mainly aims to determine the relationship between teachers' perceptions towards organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China. To collect data successfully, first and foremost, the researcher requested permission from the school principal in September 2020 from Chaozhou

No.2 high school to collect the data. After the request had been approved, the researcher planed with the teachers' help to distribute the questionnaires and collected the survey responses from the respondents in October 2020. By the second week of December 2020, the researcher interpreted the data. The final defense was in February 2021.

## Data Analysis

The Means, Standard Deviation, and the Correlation methods be used to analyze the data from the questionnaire after data collection.

Objective 1: Means and Standard Deviation be used to determine the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China.

Objective 2: Means and Standard Deviation be used to identify the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China.

Objective 3: The Pearson Product Moment Correlation Coefficient be used to determine the relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

**Summary of the Research Process**

Table 7

*Summary of The Research Process*

| Research objective | Source of Data or Sample | Data Collection Method or Research Instrument | Method of Data Analysis | Results |
|---|---|---|---|---|
| Objective One: To determine the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China. | | Part I: Question on demographic Factors | Means and Standard Deviation | Identified teachers' perceptions toward organizational culture. |
| Objective Two: To determine the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China. | 80 full-time teachers at the No. 2 High school of Chaozhou City | Part II: Question on organizational culture | Means and Standard Deviation | Determined the level of Teachers' perceptions toward professional development. |
| Objective Three: To determine the relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China. | | Part III: Question on professional development | Correlation | There is a significant relationship between the level of teachers' perceptions toward organizational culture and professional development. |

# CHAPTER IV

## RESEARCH FINDINGS

This chapter presents the results, data analysis, and interpretation of the data derived from all 80 teachers who took part in the survey at the Chaozhou No.2 high school in Guangdong, China. Research questionnaires were used to analyze each objective and the research hypothesis and collected from the participants through a questionnaire concerning the following research questions. The results of the research findings were interpreted and presented in three parts as follow:

1. To determine the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China.

2. To determine the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China.

3. To determine the relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

### Demographic Results of the Participants

The following are the demographic profiles of findings from Chaozhou No.2 high school in Guangdong, China. In total, the researcher distributed a questionnaire to the school's 80 full-time teachers, and all 80 respondents returned the questionnaires. The three factors included in the questionnaire's demographic section are gender, age, and working experience. The demographic results have utilized the frequency distribution and percentage as follows:

Table 8

*The Frequency and Percentage of Teachers' Gender*

| Gender | Number | Percentage (%) |
|--------|--------|----------------|
| Male | 24 | 30 |
| Female | 56 | 70 |
| Total | 80 | 100 |

Table 8 shows there was a total of 80 respondents, of which female respondents represented 70% and male respondents represented 30% of the respondent.

Table 9

*The Frequency and Percentage of Teachers' Age*

| Age | Number | Percentage (%) |
|-----|--------|----------------|
| 20-29 | 17 | 21.25 |
| 30-39 | 52 | 65 |
| 40-49 | 9 | 11.25 |
| 50 and above | 2 | 2.5 |
| Total | 80 | 100 |

Table 9 shows that the 17 respondents or 21.25% of all respondents whose age were in the 20-29 years old range. The 30-39 years old range and this age range was the highest percentage of the total population, with 52 people, accounting for 65% of the interviewees. There were nine respondents or 11.25% in the 40-49 years old range. Furthermore, the age range was the lowest percentage of the total population is 50 and above years old range, only two respondents accounted for 2.5%.

Table 10

*The Frequency and Percentage of Teachers' Teaching Experience*

| Teaching experience | Number | Percentage (%) |
|---------------------|--------|----------------|
| 1 to 5 years | 6 | 7.5 |
| 6 to 10 years | 55 | 68.75 |
| 11 to 15 years | 8 | 10 |
| 16 years and above | 11 | 13.75 |
| Total | 80 | 100 |

Table 10 shows that most interviewees are people with 6 to 10 years of work experience, with 55 people, accounting for 68.75% of the interviewees. Moreover, six people with 1 to 5 years of work experience accounted for 9.3%, eight people from 11 to 15 years accounted for 10%, and 11 people with 16 years and above work experience accounted for 13.75%.

## Findings for Research Objective One

Research objective one of this study was to determine the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China.

To determine the teachers' perceptions of organizational culture in this school, the researcher developed a research questionnaire part II with four evaluation components with 26 items. The four components include Mission from Items 1 to 5, Adaptability from Items 6 to 10, Involvement from Items 11 to 21, and Consistency from Items 21 to 26. For this objective, the researcher has utilized the total score of means and standard deviations of four components of teachers' perceptions of organizational culture to determine the teachers' perceptions towards organizational culture in Chaozhou No.2 high school.

Table 11

*Teachers' Perceptionss towards Organizational Culture in the area of Mission (n=80)*

|  | Items | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1 | Teachers Support the Mission of The School. | 4.15 | .74 | High |
| 2 | The School Mission Provides A Clear Sense of Direction for Teachers. | 3.82 | .83 | High |
| 3 | Teachers Understand the Mission of The School. | 3.86 | .86 | High |
| 4 | The School Mission Statement Reflects the Values of The Community. | 3.73 | .84 | High |
| 5 | Teaching Performance Reflects the Mission of The School. | 3.50 | .96 | Moderate |
|  | Total | 3.81 | .69 | High |

Table 11 shows the total mean scores of teachers' perceptions towards organizational culture in the *mission* at the Chaozhou No.2 high school in Guangdong was 3.81, in the range of 3.51- 4.50, which was interpreted as high according to our data interpretation standards. Item 1, the teacher's perceptionss of teachers' support the school's mission and got the highest mean score (4.15), and item 5, viewed as less essential about the teaching performance reflects the school's mission earned the lowest (3.50).

Table 12

*Teachers Perceptions towards Organizational Culture in the area of Adaptability (n=80)*

|  | Items | Mean | SD | Interpretation |
|---|---|---|---|---|
| 6 | Teachers Utilize Professional Networks to Obtain Information and Resources for Classroom Instruction. | 3.98 | .84 | High |
| 7 | Teachers Regularly Seek Ideas from Seminars, Colleagues, And Conferences. | 3.87 | 1.02 | High |
| 8 | Professional Development Is Valued by The Faculty. | 3.90 | .75 | High |
| 9 | Teachers Maintain A Current Knowledge Base About the Learning Process. | 3.95 | .72 | High |
| 10 | The Faculty Values School Improvement. | 3.96 | .81 | High |
|  | Total | 3.92 | .70 | High |

Table 12 shows the total mean scores of teachers' perceptions towards organizational culture in *adaptability* at the Chaozhou No.2 high school in Guangdong was 3.92, in the range of 3.51- 4.50, which was interpreted as high according to our data interpretation standards. Item 6, illustrated that it is useful for teachers to utilize professional networks to obtain information and resources for classroom instruction, which got the highest mean score (3.98). Nevertheless, item 7, teachers were not so useful about regularly seeking ideas from seminars, colleagues, and conferences got the lowest (3.87).

Table 13

*Teachers Perceptions towards Organizational Culture in the area of Involvement (n=80)*

| | Items | Mean | SD | Interpretation |
|---|---|---|---|---|
| 11 | Leaders Value Teachers' Ideas. | 3.59 | .91 | High |
| 12 | Leaders in This School Trust the Professional Judgments of Teachers. | 3.65 | .81 | High |
| 13 | Leaders Take Time to Praise Teachers That Perform Well. | 3.60 | .88 | High |
| 14 | Teachers Are Involvement in The Decision-Making Process. | 3.07 | 1.20 | Moderate |
| 15 | Leaders in Our School Facilitate Teachers Working Together. | 3.69 | .93 | High |
| 16 | Teachers Are Kept Informed on Current Issues in The School. | 3.69 | .94 | High |
| 17 | My Involvement in Policy or Decision-Making Is Taken Seriously. | 3.29 | 1.24 | Moderate |
| 18 | Teachers Are Rewarded for Experimenting with New Ideas and Techniques. | 3.57 | .96 | High |
| 19 | Leaders Support Risk-Taking and Innovation in Teaching. | 3.39 | 1.01 | High |
| 20 | Administrators Protect Instruction and Planning Time | 3.66 | .92 | High |
| 21 | Teachers Are Encouraged to Share Ideas. | 3.60 | .86 | High |
| | Total | 3.53 | .80 | High |

Table 13 shows the total mean scores of teachers' perceptions towards

organizational culture in the area of *involvement* at the Chaozhou No.2 high school in

Guangdong was 3.53, in the range of 3.51- 4.50, which was interpreted as high according to

our data interpretation standards. Item 15 Teachers felt it was important that the leaders in the

school to working together with teachers and, item 16, teachers can keep informed on current

issues in the school, it got the highest mean score (3.69), but they felt there are fewer

opportunities involved in the decision-making process, it got the lowest (3.07).

Table 14

*Teachers' Perceptions towards Organizational Culture in the area of Consistency (n=80)*

| | Items | Mean | SD | Interpretation |
|---|---|---|---|---|
| 22 | Teachers Have Opportunities for Dialogue and Planning Across Grades and Subjects. | 3.54 | .92 | High |
| 23 | Teachers Spend Consideration Time Planning Together. | 3.69 | .82 | High |
| 24 | Teachers Take Time to Observe Each Other Teaching. | 3.91 | .71 | High |
| 25 | Teachers Work Together to Develop and Evaluate Programs and Projects. | 3.56 | .84 | High |
| 26 | Teaching Practice Disagreements Are Voiced Openly and Discussed. | 3.74 | .91 | High |
| | Total | 3.69 | .70 | High |

Table 14 shows the total mean scores of teachers' perceptions towards organizational

culture in the Consistency area at the Chaozhou No.2 high school in Guangdong was 3.69, in

the range of 3.51- 4.50 interpreted as high according to our data interpretation standards. Item

24, teachers viewed that observing each other's teaching was necessary, and it got the highest

mean score (3.91). However, item 22, having opportunities for dialogue and planning across

grades and subjects was considered less, which got the lowest mean (3.54).

Table 15

*The Summary of the total Mean and Standard Deviations score of Teachers' Perceptions towards Organizational Culture (n=80)*

| Variable | Mean | SD | Interpretation |
|----------|------|-----|----------------|
| Mission | 3.81 | .69 | High |
| Adaptability | 3.92 | .70 | High |
| Involvement | 3.53 | .80 | High |
| Consistency | 3.69 | .70 | High |
| Total | 3.69 | .65 | High |

Table 15 shows the total mean scores of teachers' perceptions towards organizational culture at the Chaozhou No.2 high school in Guangdong was 3.87, in the range of 3.51- 4.50, which was interpreted as high according to the data interpretation standards. The mean score of the mission received 3.81, the mean score of adaptability received 3.92, the mean score of involvement had 3.53, and the mean score of consistency was 3.69.

Teachers' perceptions of adaptability are regarded as the highest among four components that meant teachers at the Chaozhou No.2 high school in Guangdong had the opportunity to learn and use new educational resources to improve teaching methods and teaching methods following social development. Moreover, the mission illustrated a high level, which meant that teachers at the Chaozhou No.2 high school in Guangdong understand the school's goals and the ideal situation in the future. They all know how to make their contributions to the school's strategic development. Overall, the teachers' perceptions were high towards organizational culture according to the data result.

**Findings for Research Objective Two**

Research objective two of this study was to determine the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong Province, China.

To determine the teachers' perceptions toward professional development in this school, the researcher developed a research questionnaire part III that had three components of evaluation with 16 items. The three components were the *enhancement of teacher's knowledge* from Items 27 to 32, *Time and Resources* from Items 33 to 38, and *Collaboration* from Items 39 to 42. For this objective, the researcher has utilized the total score of means and standard deviations of four components of teachers' perceptions of organizational culture to determine the teachers' perceptions towards professional development in Chaozhou No.2 high school, Guangdong Province, China.
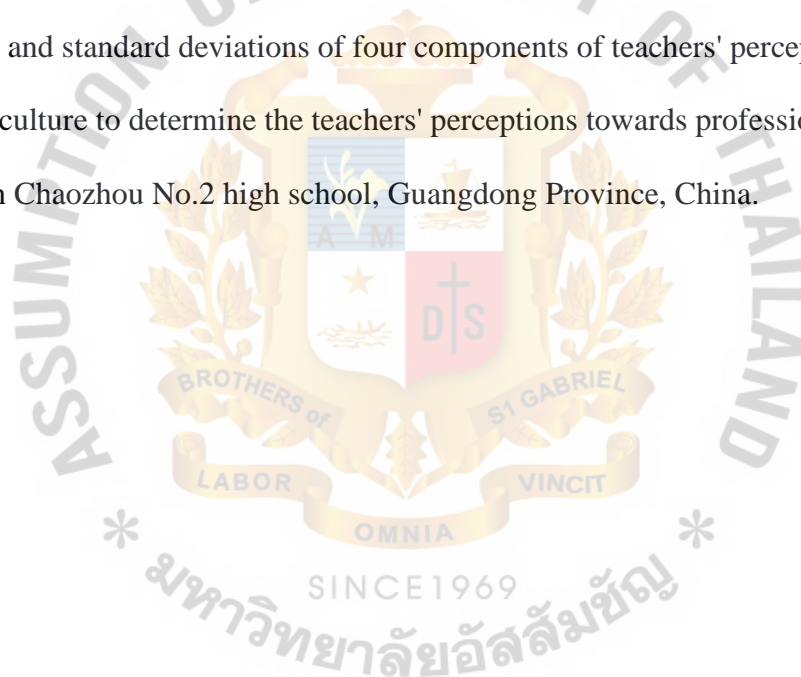
Table 16

*Teachers Perceptions towards professional development in the area of Enhancement of teacher's knowledge (n=80)*

| | Items | Mean | SD | Interpretation |
|---|---|---|---|---|
| 27 | My Professional Development Activities Are Scheduled Exclusively with Teachers Who Work in My Subject Area. | 3.63 | .80 | High |
| 28 | During My Professional Development Activities, Teachers in My Subject Area Review and Discuss Student Work of Our Subject Area. | 3.62 | .81 | High |
| 29 | During My Professional Development Activities, I Am Provided with Data on Student Achievement Related to My Subject Area. | 3.66 | .81 | High |
| 30 | During My Professional Development Experiences, I Discuss and Review Teaching Materials That Are Appropriate for My Classroom. | 3.89 | .77 | High |
| 31 | My Professional Development Activities Enhance My Content Knowledge for The Courses I Teach. | 3.99 | .73 | High |
| 32 | My Professional Development Activities Enhance My Pedagogical Knowledge for The Course I Teach. | 3.89 | .79 | High |
| | Total | 3.78 | .62 | High |

Table 16 shows the total mean scores of teachers' perceptions towards professional development in the area of *enhancement of teacher's knowledge* at the Chaozhou No.2 high school in Guangdong was 3.78, in the range of 3.51- 4.50, which was interpreted as high according to our data interpretation standards. Item 31, teachers perceived that their professional development activities enhance their content knowledge for the courses they teach had the highest mean, 3.99. Whereas item 28, during their professional development

activities, teachers in their subject area review and discuss student work of the subject area had the lowest mean, 3.62.

Table 17

*Teachers Perceptions towards professional development in the area of Time and Resources (n=80)*

| | Items | Mean | SD | Interpretation |
|---|---|---|---|---|
| 33 | My Professional Development Activities are Scheduled During Regular School Hours. | 3.56 | .92 | High |
| 34 | My Professional Development Activities Occur Regularly Throughout the School Year. | 3.62 | .81 | High |
| 35 | My Professional Development Activities Occur in A Location That Is Convenient for Me to Attend. | 3.58 | .88 | High |
| 36 | My Professional Development Activities Occur at A Location Outside of My School. | 3.24 | .75 | Moderate |
| 37 | My Professional Development Activities Occur After Regular School Hours. | 3.55 | .84 | High |
| 38 | During My Professional Development Experiences, I Have Access to Teaching Materials That Potentially Could Be Used in My Classroom. | 3.82 | .77 | High |
| | Total | 3.56 | .56 | High |

Table 17 shows the total mean scores of teachers' perceptions towards professional development in *Time and Resources* at the Chaozhou No.2 high school in Guangdong was 3.56, in the range of 3.51- 4.50, which was interpreted as high according to our data interpretation standards. Item 38, teachers perceived that they have access to teaching materials used in the classroom during professional development activities. The highest with

a mean score of 3.82 and the lowest score on item 36, their professional development

activities occur at a location outside of the school with a mean score of 3.24.

Table 18

*Teachers Perceptions towards professional development in the area of Collaboration (n=80)*

| | Items | Mean | SD | Interpretation |
|---|---|---|---|---|
| 39 | I Am Part of a Team of Professional Development Experiences. | 3.41 | .96 | Moderate |
| 40 | I Believe That the Teachers That Work with In My Professional Development Activities Share A Common Goal and Vocabulary Related to Our Work with Students. | 3.61 | .73 | High |
| 41 | My Professional Development Activities Allow Me to Be an Active Member of a Peer Study Group. | 3.60 | .73 | High |
| 42 | It Is Useful to Work with Other Teachers in The Professional Development Activities. | 3.71 | .83 | High |
| | Total | 3.58 | .68 | High |

Table 18 shows the total mean scores of teachers' perceptions towards

professional development in the area of *Collaboration* at the Chaozhou No.2 high school in

Guangdong was 3.58, in the range of 3.51- 4.50, which was interpreted as high according to

our data interpretation standards. Item 42, teachers perceived that it is useful to work with

other teachers in professional development activities as the highest mean score of 3.71.

Nevertheless item 39, teachers felt that they also need to be the number of a team in the

professional development experiences since this item had the lowest mean score of 3.41.

Table 19

*The summary of Means and Standard Deviation of Teachers' Perceptions towards Professional Development (n=80)*

| Variable | Mean | SD | Interpretation |
|---|---|---|---|
| Enhancement of teacher's knowledge | 3.78 | .62 | High |
| Time and Resources | 3.56 | .56 | High |
| Collaboration | 3.58 | .68 | High |
| Total | 3.65 | .56 | High |

Table 19 shows the total mean scores of teachers' perceptions towards professional development at the Chaozhou No.2 high school in Guangdong was 3.65, in the range of 3.51-4.50, which was interpreted as high according to the data interpretation standards. The mean score of enhancement of teacher's knowledge received 3.78, the mean score of time and resources had 3.56, and the mean score of Collaboration was 3.58.

Teachers' perceptions of the enhancement of teacher's knowledge are regarded as the highest among the three components. That meant the development of school education had created the right conditions for teachers' knowledge cultivation. Teachers at the Chaozhou No.2 high school in Guangdong had the opportunity to enhance professional knowledge and skills to help students enhance self-understanding and learning motivation. Overall, the teachers' perceptions also were high towards professional development, according to the data result.

**Findings for Research Objective Three**

The research objective three of this study was to determine the relationship between teachers' perceptions of organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

For this objective, the researcher used a statistical software program to analyze the data according to the selected variables. The Pearson Product Moment Correlation Coefficient was used to analyze the relationship between teachers' perceptions of organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

Table 20

Pearson Correlation between the level of Teachers' Perceptions towards Organizational Culture and professional development (n=80)

| Variables | | professional development |
|---|---|---|
| | Pearson Correlation | .645** |
| Organizational Culture | Sig. (2-tailed) | .000 |
| | N | 80 |

Note：**. Correlation is significant at the 0.05 level (2-tailed).

The results of Table 20 show the relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China. Since Pearson correlation $r$ is .645 and Sig. is .000, which is smaller than .05. Pearson Product Moment Correlation $r$ is .645**, which meant that the relationship between teachers' perceptions toward organizational culture and professional development is strongly positive. *It was concluded that there was a significant relationship between teachers' perceptions of organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.* Thus, the researcher rejected the null hypothesis in this study and accepted the research hypothesis: "There is a significant relationship between the level of teachers' perceptions toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China."

# CHAPTER V

## CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The purpose of this study was to determine if there was a significant relationship between teachers' perceptions toward organizational culture and professional development in the Chaozhou No.2 high school in Guangdong, China. There were three research objectives in this study, and these were as follows:

1. To determine the level of teachers' perceptions toward organizational culture in Chaozhou No.2 high school, Guangdong province, China.

2. To determine the level of teachers' perceptions toward professional development in Chaozhou No.2 high school, Guangdong province, China.

3. To determine the relationship between teachers' perceptions of organizational culture and professional development Chaozhou No.2 high school, Guangdong province, China.

### Conclusions

The following conclusions of this study are based on the analysis of data and its findings.

According to the finding of objective 1, the total results of the teachers' perceptions of four components of organizational culture in the Chaozhou No.2 high school in Guangdong, China, gained a high level at the total mean score of 3.69. The average scores of these four dimensions of organizational culture are all high. Besides, different higher-level occurrences based on four organizational culture components are ranked according to the average score: Adaptability, Mission, Consistency, and Involvement. Teachers' perceptions of four dimensions: Adaptability got the highest mean score (3.92), and Involvement got the

lowest (3.53), which showed from respondents' perceptions. According to the data

interpretation criteria, which means that the school organizational culture can enable teachers

to achieve their professional development and the foundation and motivation of their

existence. It is the strong cohesion and creativity generated by all school members and

promotes its continuous development.

This study has also revealed that the total results of the teachers' perceptions of

three components of professional development in the Chaozhou No.2 high school in

Guangdong, China, gained a high level at the total mean score of 3.65 according to the data

interpretation criteria. The average scores of these three dimensions of professional

development are all high. Besides, different higher-level occurrences based on three

professional development components are ranked according to the average score:

Enhancement of teacher's knowledge, Collaboration, and Time and Resources. Teachers'

perceptions of three dimensions: Enhancement of teacher's knowledge got the highest mean

score (3.78) and Time and Resources got the lowest (3,56), which showed from respondents'

perceptions. In general, according to the survey results, the teachers of Chaozhou No. 2 High

school continue to develop and improve their knowledge of professional thinking,

professional knowledge, and professional capabilities through professional development.

They are satisfied with their participation in the school's professional development activities.

On the correlation between the teachers' perceptions of the organizational culture

and their work motivation, data analysis has shown that at .05 level of significance, the

significant value between the relationship of the two variables was 0.00, which was less

than .05, which meant that there was a significant relationship between the teachers'

perceptions of organizational culture and professional development in Chaozhou No.2 high

school in Guangdong, China. The Pearson Correlation r value was .645**, which means that

the relationship between teachers' perceptions towards organizational culture and professional development in Chaozhou No.2 high school in Guangdong, China was a very strong positive. It was evident that the research hypothesis was correct.

To sum up, the researcher believes that school is the best place for teachers' professional development. Teachers can not only learn together, collectively empower and empower, adhere to certain beliefs, share visions and values, and gather strength. Besides, the process of dialogue, discussion, collaboration, and feedback between teachers can develop interpersonal relationships, strengthen action skills, and continuously improve teachers' professional practice. Furthermore, for the school, the result is an increase in school performance in general, the achievement of goals, and improvement in graduates' quality.

### Discussion

In schools, teachers use professional networks to obtain classroom teaching information and resources. As supported by Kellerman's (2008) study, this is a means of innovation in the digital age. Like Chang, Y  et al(2015) stated, the organizational culture can influence the existence and increase of members in an organization.  Organizational culture also changes employees' ability to absorb and accept and guide employees to adopt new technologies, adapting to the dynamic global environment. In this dynamic global environment, teachers' professional skill training needs to promote organizational culture.

As stated by Brinkley (2013), managers need to pay attention to organizational culture to succeed. The organizational mission is one of the essential issues in organizational culture. Organizations need to have a long-term and meaningful development direction for their schools, and the members of the organization reach a consensus on future goals; this is a manifestation of school values and a means to guide employees. Because the teacher's Perceptions towards organizational culture in the area of mission in this study is a high

standard in terms of interpretation, the researchers believe that the school's goals and objectives have vital directions and intentions. The results of this research show that teachers understand and recognize the school's goals and know how to build their contributions to the school's strategic development.

The unique way organizational culture affects company employees as members of a particular community also includes its impact on their work attitudes, colleagues, and the sense of responsibility of the entire organization (Howell et al, 2012). Likewise, Grigoryan (2015) also cited that the critical component of organizational culture is its state of communication ecology between individuals and within the team. Help employees internalize the organization's culture to feel consistent with the company's values, which has a significant positive impact on organizational performance (Posner, 2010). From the results of this research, the school administrators can coordinate and integrate cooperation among the organization members.

Have a strong organizational culture is one of the prerequisites for a successful school. A culture enables members to participate in various organizational processes and feel the organizational commitment is also called a strong culture (Murat & Açıkgöz, 2007). According to a study conducted by Çelik(2007), employees according to bring about compatibility among members of the organization and between the organization and the external environment, and increase motivation through the establishment of psychological bonds between employees and the organization. The research target school respects and encourages teachers' academic development, continuously invest resources in training teachers to make them competitive, and mobilizes teachers' enthusiasm for work. Teachers become a considerable force to promote school development.

Overall,

For teachers to integrate 21st-century skills into the curriculum, they must receive continuous professional development (Friedrich, L., 2016). Indicated the selected schools improve their teaching knowledge and classroom thinking that affects students' learning outcomes by developing teachers' teaching methods. Guskey (2003) stated that only help teachers understand the content and topics in depth can they participate effectively and help students understand the content well. Therefore, Schools should create good conditions for teachers' knowledge training and provide learning and training opportunities and high-quality subject resources. Continuously improve teachers' application-related professional knowledge and skills, continuously pursue cutting-edge knowledge, and expand the field of expertise. To help students enhance their interest and motivation in learning.

Zeichner (2010) calls for a more conversational relationship between equals as cooperating teachers and professors learn with teachers. Teachers conduct professional development and professional collaboration in teams, had the opportunity to discuss and learn together in a voluntary and equal manner, and share their ideas during the work. Richards and Farrell (2005) mentioned that cooperation allows teachers to benefit from expert teachers' experience, share problem-solving ideas, strengthen the interaction between colleagues, and give teachers new roles such as team leaders, teacher training, and key friends. The researcher stated that school leaders and teachers at all levels should be provided with opportunities to cooperate and exchange teaching ideas and strategies regularly, discover and solve problems, improve teachers' professional development experience, and develop new teaching methods to enhance student learning.

Teachers must spend time practicing and practicing new ideas and teaching strategies to enhance new teaching knowledge and improve abilities and skills to effectively contribute to students (Birman, 2000, Guskey, 2003). In other words, teachers practice new teaching methods, expand their knowledge and skills, and effectively promote professional

development. It is necessary to have sufficient time and resources. The teachers in selected schools have enough time and resources to integrate their knowledge and continuously improve and design better teaching methods to ensure that students learn the latest knowledge. The researcher assumed that only enough time is not enough to promote the effective professional development of teachers. Sallee (2011) also stated that effective career development requires sufficient time and organization, structure, and focus on teaching methods and content. Therefore, in addition to providing teachers with ample teaching time, schools should also provide teachers with more efficient and convenient resources for professional development and promote teachers' enthusiasm for individualized and autonomous learning.

According to Vacco's (2012) results on organizational culture, if the organization members do not have a clear understanding of the organization's purpose and direction, they will not have a clear understanding of the organization's beliefs and goals. Jones (2012) studied the relationship between leadership practice and organizational culture and school performance. The study results show that high-performance teachers have a better understanding of leadership practices and organizational culture than teachers in low-performance schools. Moe (2016) studied the relationship between teachers' perceptions of organizational culture and occupational stress. It is found that school teachers' emphasis on organizational culture is moderate, and occupational stress is low. Researchers recommend that teachers find a way to work more closely than before to develop high productivity and good performance. The organization's management staff should also provide teachers with information and motivation to properly handle, support, and strengthen the relationship with teachers. Chit (2015) researched teachers' views on school professional development based on the 26th Elementary Education High School demographics in Mandalay, Myanmar. According to the survey results using one-way analysis of variance (ANOVA) in the research,

teachers have gained new knowledge and skills from professional learning, have a favorable view of the school's professional development, and have a positive attitude towards students' academic performance Impact. As we all know, changes in organizational culture will affect the organization's commitment, trust, professional development, and job satisfaction to its members (Yusuf, FA, 2020). Thus，schools need to adapt to and meet the times' needs by continuously providing professional development. This will ensure that employees will work actively and hard in the future, but it also means that more understanding, coordination, and participation are required (Kujur, 2016).

## Recommendations

The finding of this study showed the perceptions of teachers to organizational culture and professional development. In line with the findings, the researchers would like to make some recommendations to improve the relationship between the second high school teachers' perceptions towards organizational culture and professional development in Chaozhou No.2 high school in Guangdong, China. The following recommendation would help the school Teachers, school Administrators' and future researchers.

**Recommendation for the Teachers**

In a school organization, teachers' professional development requires teachers to have self-development needs and self-development awareness. Teachers must have the courage to explore and create their unique teaching methods. Nevertheless, while maintaining independent thinking, one must be tolerant of differences in viewpoints. Actively communicate, cooperate, exchange, share with teachers of different majors and grades, provide help and support to other teachers, encourage each other to understand the organizational culture, and take professional development as a standard career pursuit.

**Recommendation for the Administrators**

Administrators need to understand how the importance of teachers' professional development is related to organizational culture Because the degree of professional development of teachers is directly related to students' academic performance and school development.

This study showed that most teachers are not satisfied with their inability to participate in decision-making and have fewer opportunities to participate in professional development outside the school. Thus, the researcher recommended that the school administrators draw on faculty and staff's advice before deciding. Effective leadership in collaboration with faculty and staff while supporting the school's related behaviors. School leaders also need to provide development plans, establish inter-school cooperation mechanisms, and conduct open cooperation with schools at different levels. This will not only increase the teacher experience but also strengthen the internal school teachers' relationship. Contact to promote the continuous development and improvement of the school.

**Recommendation for the schools**

The development of a school is inseparable from the development of teachers. Develop an excellent regular training system for teachers, increase communication between teachers of different subjects inside and outside the school, and provide teachers with more opportunities for mutual learning and mutual improvement. At the same time, the school should actively promote the participation of every teacher in curriculum development. The school integrates the research results of all teachers, create unique school culture and characteristics, and achieve the essential teaching and learning function.

**Recommendation for future researchers**

This research adopts the questionnaire survey method, and the research design focuses on quantification. Although a large amount of information is obtained after the

questionnaire is collected, it is limited by quantitative research limitations. It fails to gain a

deeper understanding of the problems encountered by teachers and their responses. To make

up for the lack of quantification, it is recommended that future researchers consider

combining qualitative and quantitative research, further in-depth analysis and discussion, and

on-site observation of schools to understand the difficulties faced by the school's

development of organizational culture makes the research results more objective and valuable,

and give a greater depth understanding of teachers' perceptions organizational culture and

professional development.

Besides, there is a wide range of research topics on organizational culture and

professional development, and there are more variables that can be input. In the future, other

variables can be expanded to discover more valuable and meaningful related issues, enrich

the connotation of the organizational culture and professional development, and construct a

complete knowledge framework system.
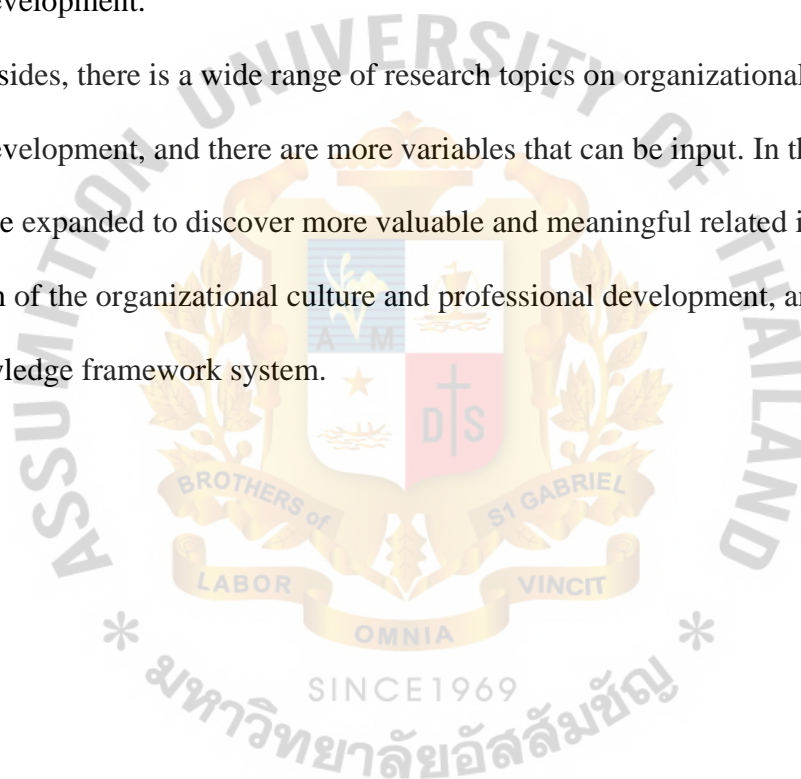
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**APPENDICES**
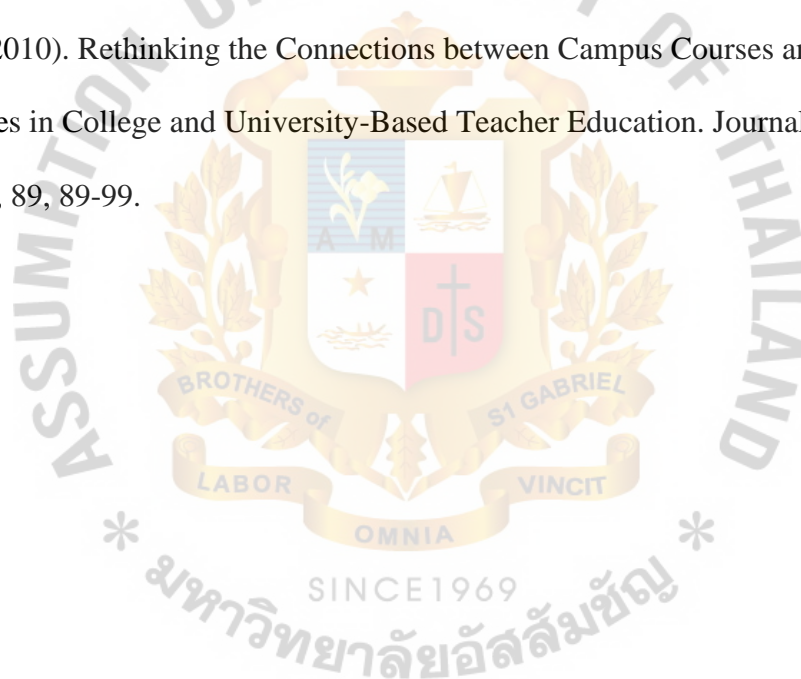
APPENDIX  A

Questionnaire

(English Version)

<div align="center">**Survey Questionnaire**</div>

This survey is designed to assess the relationship of teachers' perceptions towards organizational culture and professional development at Chaozhou No.2 high school. Your valid response would help this research to arrive at an important conclusion regarding the relationship between the teacher's organizational culture and professional development at given schools. This survey contains questions in three parts - Part I on demography, Part II on organizational culture, and Part III on professional development.

**Part I: Demographic Questionnaires**

**Direction:** Please read the statement bellow and either tick mark (☑) the rating for each item as you find more relevant.

**1. Gender**

Male ☐    Female ☐

**2. Age (Year Old)?**

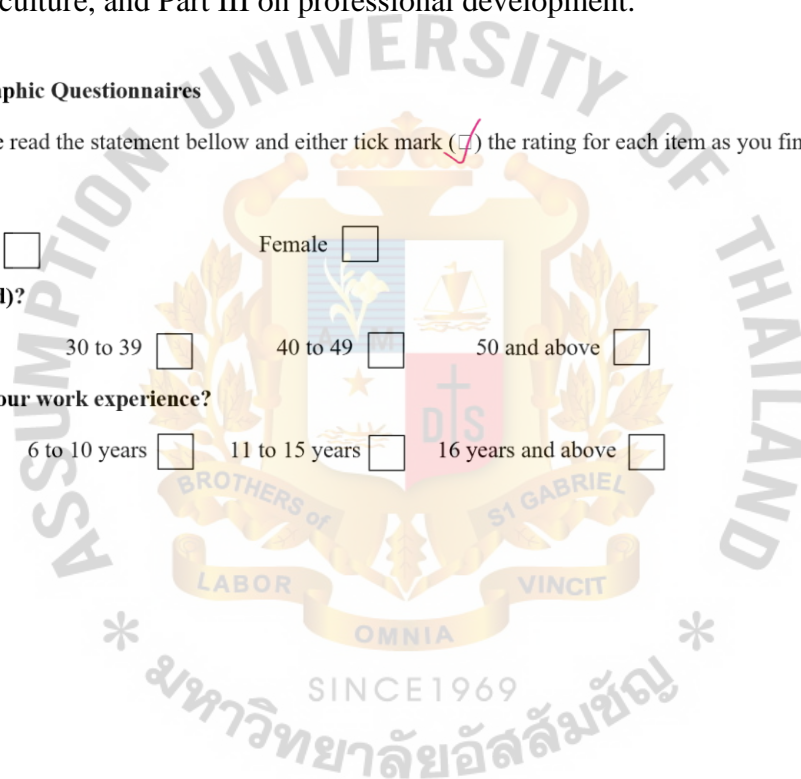20 to 29 ☐    30 to 39 ☐    40 to 49 ☐    50 and above ☐

**3. How long is your work experience?**

1 to 5 years ☐    6 to 10 years ☐    11 to 15 years ☐    16 years and above ☐

**Part II: Organizational Cultural Survey**

**Direction:** This survey is making use of a Likert scale for the respondents to answer the question.
The following survey contains 26 statements regarding your perceptions of organizational culture in this school. After reading each statement, place a checkmark (✓) under the column that represents your opinion. Please tick one and only one checkmark per statement. The following numbers represent the level of your perceptions and agreements to the statements:
1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

| Items No. | Construct 1: Mission. In our school,we: | Strongly Dissagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | Teachers support the mission of the school. | 1 | 2 | 3 | 4 | 5 |
| 2. | The school mission provides a clear sense of direction for teachers. | 1 | 2 | 3 | 4 | 5 |
| 3. | Teachers understand the mission of the school. | 1 | 2 | 3 | 4 | 5 |
| 4. | The school mission statement reflects the values of the community. | 1 | 2 | 3 | 4 | 5 |
| 5. | Teaching performance reflects the mission of the school. | 1 | 2 | 3 | 4 | 5 |

| Items No. | Construct 2: Adaplability. In our school,we: | Strongly Dissagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 6. | Teachers utilize professional networks to obtain information and resources for classroom instruction. | 1 | 2 | 3 | 4 | 5 |
| 7. | Teachers regularly seek ideas from seminars, colleagues, and conferences.teachers. | 1 | 2 | 3 | 4 | 5 |
| 8. | Professional development is valued by the faculty. | 1 | 2 | 3 | 4 | 5 |
| 9. | Teachers maintain a current knowledge base about the learning process. | 1 | 2 | 3 | 4 | 5 |
| 10. | The faculty values school improvement. | 1 | 2 | 3 | 4 | 5 |

| Items No. | Construct 3: Involvement. In our school,we: | Strongly Dissagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 11. | Leaders value teachers' ideas. | 1 | 2 | 3 | 4 | 5 |
| 12. | Leaders in this school trust the professional judgments of teachers. | 1 | 2 | 3 | 4 | 5 |
| 13. | Leaders take time to praise teachers that perform well. | 1 | 2 | 3 | 4 | 5 |
| 14. | Teachers are involvement in the decision making process. | 1 | 2 | 3 | 4 | 5 |
| 15. | Leaders in our school facilitate teachers working together. | 1 | 2 | 3 | 4 | 5 |
| 16. | Teachers are kept informed on current issues in the school. | 1 | 2 | 3 | 4 | 5 |
| 17. | My involvement in policy or decision making is taken seriously. | 1 | 2 | 3 | 4 | 5 |
| 18. | Teachers are rewarded for experimenting with new ideas and techniques. | 1 | 2 | 3 | 4 | 5 |
| 19. | Leaders support risk-taking and innovation in teaching. | 1 | 2 | 3 | 4 | 5 |
| 20. | Administrators protect instruction and planning time. | 1 | 2 | 3 | 4 | 5 |
| 21. | Teachers are encouraged to share ideas. | 1 | 2 | 3 | 4 | 5 |

| Items No. | Construct 4: Consistency. In our school,we: | Strongly Dissagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 22. | Teachers have opportunities for dialogue and planning across grades and subjects. | 1 | 2 | 3 | 4 | 5 |
| 23. | Teachers spend consideration time planning together. | 1 | 2 | 3 | 4 | 5 |
| 24. | Teachers take time to observe each other teaching. | 1 | 2 | 3 | 4 | 5 |
| 25. | Teachers work together to develop and evaluate programs and projects. | 1 | 2 | 3 | 4 | 5 |
| 26. | Teaching practice disagreements are voiced openly and discussed. | 1 | 2 | 3 | 4 | 5 |

**Part III: Professional Development Questionnaire**

**Direction:** The following survey contains 16 statements regarding your perceptions of professional development. After reading each statement, place a checkmark (✓) under the column that represents your opinion. Please tick one and only one checkmark per statement. The following numbers represent the level of your perceptions and agreements to the statements:
**1= Never, 2= Seldom, 3= Sometimes, 4= Frequently, 5= Always**

| Items No. | Construct 1: Enhancement of teacher's knowledge | Never | Seldom | Sometimes | Frequently | Always |
|---|---|---|---|---|---|---|
| 27. | My professional development activities are scheduled during regular school hours. | 1 | 2 | 3 | 4 | 5 |
| 28. | My professional development activities occur regularly throughout the school year. | 1 | 2 | 3 | 4 | 5 |
| 29. | My professional development activities occur in a location that is convenient for me to attend. | 1 | 2 | 3 | 4 | 5 |
| 30. | My professional development activities occur at a location outside of my school. | 1 | 2 | 3 | 4 | 5 |
| 31. | My professional development activities occur after regular school hours. | 1 | 2 | 3 | 4 | 5 |
| 32. | During my professional development experiences, I have access to teaching materials that potentially could be used in my classroom. | 1 | 2 | 3 | 4 | 5 |

| Items No. | Construct 2: Time and Resources | Never | Seldom | Sometimes | Frequently | Always |
|---|---|---|---|---|---|---|
| 33. | My professional development activities are scheduled exclusively with teachers who work in my subject area. | 1 | 2 | 3 | 4 | 5 |
| 34. | During my professional development activities, teachers in my subject area review and discuss student work of our subject area. | 1 | 2 | 3 | 4 | 5 |
| 35. | During my professional development activities, I am provided with data on student achievement related to my subject area. | 1 | 2 | 3 | 4 | 5 |
| 36. | During my professional development experiences, I discuss and review teaching materials that are appropriate for my classroom. | 1 | 2 | 3 | 4 | 5 |
| 37. | My professional development activities enhance my content knowledge for the courses I teach. | 1 | 2 | 3 | 4 | 5 |
| 38. | My professional development activities enhance my pedagogical knowledge for the course I teach. | 1 | 2 | 3 | 4 | 5 |

| Items No. | Construct 3: Collaboration | Never | Seldom | Sometimes | Frequently | Always |
|---|---|---|---|---|---|---|
| 39. | I am part of a team of professional development experiences. | 1 | 2 | 3 | 4 | 5 |
| 40. | I believe that the teachers that work with in my professional development activities share a common goal and vocabulary related to our work with students. | 1 | 2 | 3 | 4 | 5 |
| 41. | My professional development activities allow me to be an active member of a peer study group. | 1 | 2 | 3 | 4 | 5 |
| 42. | It is useful to work with other teachers in the professional development activities. | 1 | 2 | 3 | 4 | 5 |

APPENDIX  B

Questionnaire

(Chinese Version)

# 调查问卷

这项调查旨在评估潮州第二中学教师的观念与组织文化和专业发展之间的关系。 您的有效回应将有助于这项研究得出有关于研究学校教师的组织文化与专业发展之间的关系的重要结论。 该调查包含三个部分的问题：第一部分是人口统计学，第二部分是组织文化，第三部分是专业发展。

第一部分：人口统计学问卷

方向：请阅读下面的说明，并在每个项目后打勾（☑）。

1.性别

      男 ☐      女 ☐

2.年龄（岁）？

20至29 ☐    30至39 ☐    40至49 ☐    50及以上 ☐

3.您的工作经历多长时间？

1至5年 ☐    6至10年 ☐    11至15年 ☐    16年及以上 ☐

第二部分：组织文化调查

方向：本次调查使用了李克特量表，以使受访者回答问题。
以下调查包含26条有关您对这所学校的组织文化看法的陈述。 阅读每条陈述后，在代表您的观点的栏下放置一个复选标记（☑）。 请在每个陈述中打勾一个且仅打一个勾号。 以下数字代表您对陈述的理解和同意的水平：
1 =非常不同意，2 =不同意，3 =中立，4 =同意，5 =非常同意

| 项目序号 | 概念1: 使命感.  在我们学校，我们: | 非常不同意 | 不同意 | 中立 | 同意 | 非常同意 |
|---|---|---|---|---|---|---|
| 1. | 我们支持学校的使命。 | 1 | 2 | 3 | 4 | 5 |
| 2. | 学校的使命为教师的发展提供了明确的方向。 | 1 | 2 | 3 | 4 | 5 |
| 3. | 我们能理解学校的使命。 | 1 | 2 | 3 | 4 | 5 |
| 4. | 学校的使命宣言体现了社区的价值观。 | 1 | 2 | 3 | 4 | 5 |
| 5. | 教学绩效可以反映学校的使命。 | 1 | 2 | 3 | 4 | 5 |

| 项目序号 | 概念1: 适应性.  在我们学校，我们: | 非常不同意 | 不同意 | 中立 | 同意 | 非常同意 |
|---|---|---|---|---|---|---|
| 6. | 我们利用专业网络获取课堂教学的信息和资源。 | 1 | 2 | 3 | 4 | 5 |
| 7. | 我们经常从研讨会、同事和会议中寻求建议。 | 1 | 2 | 3 | 4 | 5 |
| 8. | 我们学校的教学人员重视专业发展。 | 1 | 2 | 3 | 4 | 5 |
| 9. | 我们保持一个关于学习过程的现有知识库。 | 1 | 2 | 3 | 4 | 5 |
| 10. | 教员们重视学校的改进。 | 1 | 2 | 3 | 4 | 5 |

| 项目序号 | 概念4: 参与度.  在我们学校，我们: | 非常不同意 | 不同意 | 中立 | 同意 | 非常同意 |
|---|---|---|---|---|---|---|
| 11. | 领导者重视教师的想法。 | 1 | 2 | 3 | 4 | 5 |
| 12. | 学校的领导相信老师的专业判断。 | 1 | 2 | 3 | 4 | 5 |
| 13. | 学校领导会花时间表扬表现好的老师。 | 1 | 2 | 3 | 4 | 5 |
| 14. | 教师可以参与决策过程 | 1 | 2 | 3 | 4 | 5 |
| 15. | 学校的领导和老师们一起工作。 | 1 | 2 | 3 | 4 | 5 |
| 16. | 我们随时了解学校的时事。 | 1 | 2 | 3 | 4 | 5 |
| 17. | 我认真参与的学校政策或决策制定过程。 | 1 | 2 | 3 | 4 | 5 |
| 18. | 我们因试验新思想和新技术而受到奖励。 | 1 | 2 | 3 | 4 | 5 |
| 19. | 学校领导支持教学中的冒险和创新。 | 1 | 2 | 3 | 4 | 5 |
| 20. | 学校管理员保护教学和计划时间. | 1 | 2 | 3 | 4 | 5 |
| 21. | 我们被鼓励去分析自己的观点。 | 1 | 2 | 3 | 4 | 5 |

| 项目序号 | 概念4: 一致性.  在我们学校，我们: | 非常不同意 | 不同意 | 中立 | 同意 | 非常同意 |
|---|---|---|---|---|---|---|
| 22. | 我们有机会进行跨年级和跨科目的对话和划。 | 1 | 2 | 3 | 4 | 5 |
| 23. | 我们花时间一起探讨各种计划。 | 1 | 2 | 3 | 4 | 5 |
| 24. | 我们会花时间观察其他老师的教学。 | 1 | 2 | 3 | 4 | 5 |
| 25. | 我们一起开发和评估项目。 | 1 | 2 | 3 | 4 | 5 |
| 26. | 教学实践中出现的分歧可以进行公开表达和论。 | 1 | 2 | 3 | 4 | 5 |

第三部分：职业发展问卷

方向：以下调查包含16条关于您对专业发展的看法的陈述。 阅读每条陈述后，在代表您的观点的栏下放置一个复选标记（✓）。 请在每个陈述中打勾一个且仅打一个勾号。 以下数字代表您对陈述的理解和同意的水平：
1 =从不，2 =很少，3 =有时，4 =经常，5 =总是

| 项目序号 | 概念1: 增进老师知识 | 从不 | 很少 | 有时 | 经常 | 总是 |
|---|---|---|---|---|---|---|
| **27.** | 我的专业发展活动安排在正常的上课时间。 | 1 | 2 | 3 | 4 | 5 |
| **28.** | 我的专业发展活动在整个学年中定期进行。 | 1 | 2 | 3 | 4 | 5 |
| **29.** | 我的专业发展活动发生在方便我参加的地方。 | 1 | 2 | 3 | 4 | 5 |
| **30.** | 我的专业发展活动发生在学校以外的地方。 | 1 | 2 | 3 | 4 | 5 |
| **31.** | 我的专业发展活动是在正常的课余时间进行的。 | 1 | 2 | 3 | 4 | 5 |
| **32.** | 在我的专业发展经验中，我可以使用在教室内可能利用到的教学材料。 | 1 | 2 | 3 | 4 | 5 |

| 项目序号 | 概念2：时间和资源 | 从不 | 很少 | 有时 | 经常 | 总是 |
|---|---|---|---|---|---|---|
| **33.** | 我的专业发展活动仅和我工作领域的教师有关。 | 1 | 2 | 3 | 4 | 5 |
| **34.** | 在我的专业发展活动中，我学科领域的老师审查并讨论我们学科领域内学生的作业。 | 1 | 2 | 3 | 4 | 5 |
| **35.** | 在我的专业发展活动中，会为我提供与我学科领域相关的学生成绩数据。 | 1 | 2 | 3 | 4 | 5 |
| **36.** | 在我的专业发展经验中，我讨论并复习了适合课堂的教材。 | 1 | 2 | 3 | 4 | 5 |
| **37.** | 我的专业发展活动增强了我所教授课程的内容知识。 | 1 | 2 | 3 | 4 | 5 |
| **38.** | 我的专业发展活动增强了我所教授课程的教学知识。 | 1 | 2 | 3 | 4 | 5 |

| 项目序号 | 概念3：合作 | 从不 | 很少 | 有时 | 经常 | 总是 |
|---|---|---|---|---|---|---|
| **39.** | 在职业发展的经历中，我是专业开发经验团队的成员。 | 1 | 2 | 3 | 4 | 5 |
| **40.** | 我相信，在我的专业发展活动中，与我一起共事的老师对我们所教授的学生和我有着共同的目标和词汇。 | 1 | 2 | 3 | 4 | 5 |
| **41.** | 我的专业发展活动使我成为同领域学习小组中的积极成员。 | 1 | 2 | 3 | 4 | 5 |
| **42.** | 在职业发展活动中与其他老师一起工作很有用。 | 1 | 2 | 3 | 4 | 5 |

APPENDIX  C

Translation Certification

ศูนย์สร้างเสริมการเรียนรู้ **RealLearning Center and Translation**
**Institute** ที่อยู่ **Address:** เลขที่ **134** ซอย รามคำแหง **24** บาง
กะปิ จังหวัด กรุงเทพ **10240**
เบอร์โทรมือถือ **Tel: (662) 719-2166**
อีเมล **Email : info@reallearning4u.com**
เว็บไซต์ **Website:** www.reallearning4u.com

**Letter of Certification**

This is to certify that Ms. Zhe Lin's Questionnaire for her Master Thesis in Assumption University of Thailand was translated and edited into standardized Chinese simplified version by our professional translator from *RealLearning Center & Translation Institute*. The translated version was developed exactly based on the original English one, and a *back-translation* procedure was used for checking the translation validity. Thus, the quality of the translated Chinese version was confirmed herein this letter.

RealLearning Center &
Translation Institute
Bangkok, Thailand

Mr. Peng Wang
(The Translator)
Nov 25, 2020

# BIOGRAPHY OF THE RESEARCH

**Personal Profile**

Name: Zhe Lin

Date of Birth: 02.1997

Gender: Female

Nationality: China

**Education**

2019.08-2021.06   Master of Education (Educational Administration)

Assumption University of Thailand

2015.09-2019.06   Bachelors in Art.

Guangzhou University of China