A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION OF ORGANIZATIONAL CULTURE AND PROFESSIONAL DEVELOPMENT IN CHAOZHOU No.2 HIGH SCHOOL, GUANGDONG PROVINCE, CHINA

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Abstract: 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' perception 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 was 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's (2003) 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' perception toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China. (2) To determine the level of teachers' perception toward professional development in Chaozhou No.2 high school, Guangdong Province, China. (3) To determine the relationship between the level of teachers' perception 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. The finding revealed that the teachers at Chaozhou No.2 high school had a relatively high perception towards the organizational culture and professional development.

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Key Words: Teachers' Perception; Organizational Culture and Professional Development; Chaozhou No.2 High School; China

Introduction

The most significant characteristic of a knowledge-based society is change, diversity, and speed. Under the social trend emphasizing the rapid development of diversified knowledge, the school's organizational culture requires progressing 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 enhance their teaching ability (Ingvarson, 2005).

In recent years, more and more researchers have studied the relationship between organizational culture and employees to find ways to enhance the company's long-term development (Shahzad, 2012). The school's organizational culture is developed from studying 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, reducing the conflicts between the organization members and providing a healthy working environment for the organization members' professional development. Teachers use their knowledge and experience to train students. The quality of the teaching staff directly determines the school's ability and level of running school. However, with the continuous development of informatization, revolutionary changes have occurred in acquiring and imparting knowledge and the relationship between teaching and learning. This change puts forward higher requirements for the teaching staff's professional ability and teaching level.

Chinese President Xi (2018) said in his speech at the Peking University Teacher-Student Symposium that students hope for the country and its future. The key to talent cultivation lies in teachers. The principal of No.2 high school believes that school development and 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. 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.

Research Objectives
The research objectives in this research are set out as follows:
1. To determine the level of teachers' perception toward organizational culture in Chaozhou No.2 high school, Guangdong Province, China.
2. To determine the level of teachers' perception toward professional development in Chaozhou No.2 high school, Guangdong Province, China.
3. To determine the relationship between the level of teachers' perception toward organizational culture and professional development in Chaozhou No.2 high school, Guangdong Province, China.

Literature Review
Denison's Theory of Organizational Culture
Denison (1990) found that cultural factors affecting organizational performance can be divided into organizational direction and involvement levels 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, and (4) Consistency.

1. Mission refers to providing purpose and meaning for the organization's social role and external objectives and supporting the organization's and its members' precise direction and appropriate action policy. 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). This cultural feature helps the measurement judge whether the company has ambitious and clear goals and ambitions. 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.
· 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 its mission, vision, and strategy, which can be used as a reference for every organization member at work.

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

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

· Customer Focus: The organization understands customers' needs 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 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 in reaching an agreement and incorporating diverse points of view, and organizational activities were coordinated well. 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 follows:

· Core Values: The degree to which members of an organization identify 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. 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 follows:

- 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 enterprise's competitiveness and meet the market's needs.

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 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 Resources, 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 deeply understand their content and themes can they better support and help students understand the content most effectively. Research also mentioned that effective professional development is based on higher-level thinking skills in a discipline (Wenglinsky, 2000 as cited in Guskey, 2003).

Suppose teachers understand the content and instruction knowledge very well. In that case, 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 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 educators' sufficient time and other resources was the other critical characteristic of professional development. For teachers, in order to be adequate to contribute to students, they must need to take time to practice

and practice new ideas and 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.

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 focus more 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.

Lastly, promoting collegiality and collaboration was also essential to 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.

Conceptual Frameworks

Figure1 is the conceptual framework of this study based on the theories presented above.
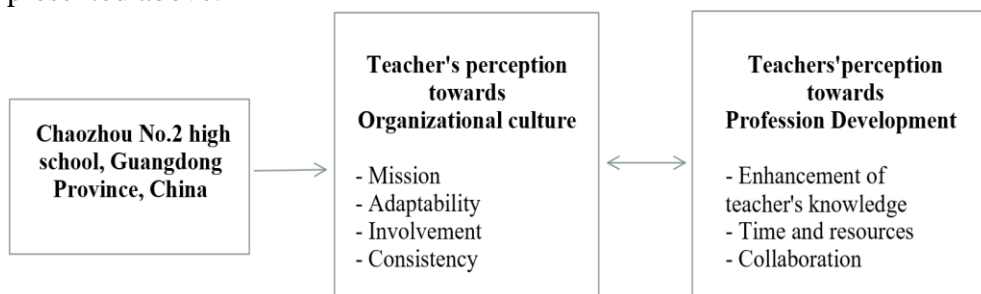
Figure 1. Conceptual Framework of the Study

Research Instruments

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 was examined using descriptive analysis and the Pearson

Moment Correlation Coefficient analysis. The research questionnaire this research divides into three parts: Part (I) questions collected some basic demographic information from teachers. Part (II) involves 26 items for four components of organizational culture, adopted from Gruenert & Valentine (1988). Part (III) questionnaire involves 16 items about three components of professional development, developed by Meagher (2011).

Findings
Research Objective 1
Table 1 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.

Table 1. *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

Research Objective 2
Table 2 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 for enhancement of teacher's knowledge received 3.78, the mean score for time and resources had 3.56, and the mean score for Collaboration was 3.58.

Table 2. *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

Research Objective 3

The results of Table 3 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 means 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.*

Table 3. *Pearson Correlation between the level of Teachers' Perceptions towards Organizational Culture and professional development (n=80)*

Variables		Professional Development
Organizational Culture	Pearson Correlation	.645**
	Sig. (2-tailed)	.000
	N	80

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

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 a 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 that 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 a 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 a .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 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.

Discussions
Brinkley (2013) states that 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 to reach a consensus on future goals; this is a manifestation of school values and a means to guide employees. Because the teacher's perceptions of

organizational culture in this study's area of mission is a high standard in terms of interpretation, the researchers believe that the school's goals and objectives have vital directions and intentions. This research shows that teachers understand and recognize the school's goals and know how to build their contributions to the school's strategic development.

In schools, teachers use professional networks to obtain classroom teaching information and resources. Kellerman's (2008) study supports this as 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. Teachers' professional skill training in this dynamic global environment needs to promote organizational culture.

To integrate 21st-century skills into the curriculum, teachers 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.

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.

Zeichner (2010) calls for a more conversational relationship between equals as cooperating teachers and professors learn with teachers. Teachers conduct professional development and collaboration in teams, have the opportunity to

discuss and learn together voluntarily and equally, 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.

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Richards and Farrell (2005) stated that collaboration stretched teachers to the possibility of benefiting from the expert teachers' experiences, sharing ideas to solve problems, enhancing interaction between colleagues, and making new roles for teachers like team leader, teacher trainer, and critical friend.

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