Relationships between School Culture and Teachers' Self-Efficacy Beliefs

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ARTICLE INFO	ABSTRACT
	This research aimed to examine the relationship between school culture and teachers' self-efficacy beliefs. Relational survey design, one of the quantitative research methods, was used in the research. The sample group of the research consisted of 381 teachers working in Istanbul. "School Culture Scale" and Teacher Self-Efficacy Belief Scale were used to collect data, and the obtained data were analyzed with the SPSS package program. Descriptive statistics, correlation and regression analysis were applied to analyze the research data. According to the findings of the research, it was determined that female teachers' self-efficacy beliefs were higher than male teachers. On the other hand, it was concluded that teachers perceived duty culture as the dominant culture in schools, and the lowest perceived school culture was bureaucratic culture. Another finding showed that there was a positive relationship between all types of school culture and teachers' self-efficacy beliefs, and it was concluded that "support culture" and "bureaucratic culture" positively predicted teachers' self-efficacy beliefs.

1. Introduction

The effectiveness of educational organizations, which are open social systems, depends on their ability to adapt to changing conditions in a timely and effective manner (Çolakoğlu, 2005). Despite the tremendous changes in the social structure over the centuries, we can say that the school organization has remained almost the same, except for minor differences, especially in terms of classroom order and physical structures (Sheninger & Murray, 2017), and has not been able to keep up with change sufficiently. In fact, recently we have witnessed the emergence of opinions that schools take away children's desire to learn (Baker, 2018). The development of an organization depends on culture change, as the organization quickly returns to its previous state when the values, goals and meanings remain the same (Cameron & Quinn, 2021). For this reason, we think that organizational culture is very important for the change and development of the school. Organizational culture can generally be defined as a system of shared orientations that holds units together and gives them identity (Hoy & Miskel, 2020). An organization's culture is the totality of what the organization values, its dominant leadership style, language, symbols, principles, assumptions, and success stories that make it unique. In a sense, organizational culture represents "how things are here." (Cameron & Quinn, 2021).

Akgündüz (2020) defines organizational culture as the norms, values and assumptions specific to the organization, which are compatible with the general culture and shape the feelings, behaviors and thoughts of the members, although they may differ among the groups that make up the organization. Şenturan (2014), on the other hand, states that the individuals who come from a different cultural mosaic and form the organization with certain norms and criteria, create a system of beliefs and values that are different from other organizations but common within themselves, as a natural result of being a group. The formation that emerges when this system helps the coexistence of different beliefs, values, attitudes, ways of thinking and morality within the organization is called organizational culture.

It is possible to come across many definitions of organizational culture in the literature. Just like the multitude of definitions, classifications of organizational culture also vary. For example, Cameron and Quinn (2021) classify organizational culture as "clan culture", "adhocracy culture", "hierarchy culture" and "market culture". Accordingly, while "hierarchy culture" is a type of culture where formal rules and policies hold the organization together, in "market culture" it is important to surpass everyone else and become the market leader. In market culture, the feeling of winning holds the organization together. In the "clan culture", the organization is like a big family and success is defined by the organizational climate and concern for people. For the culture defined as "adhocracy culture" or "creative culture", the definition of success is to create unique and original products and services. In our research, the classification of organizational culture as "support culture", "bureaucratic culture", "success culture" and "task culture" adopted by Terzi (2005) was preferred. In the literature, Özdemir (2012) found that support culture was the only significant predictor of teacher morale; Çevik and Köse (2017) report that teachers' motivation is predicted by school culture, and Kılınç (2014) reports that school culture and teacher professionalism are related. In light of all this, it is thought that school culture may be related to teachers' self-efficacy beliefs due to its potential to gain identity (Hoy & Miskel, 2020) and the variables it is related to.

The concept of self-efficacy was first introduced by Bandura (Çolak, Yorulmaz, & Altınkurt, 2017). Bandura (1983) states that perceived self-efficacy is related to the individual's judgments about what he can do with what he has, not what he has. The basic idea of self-efficacy theory is that the probability of a person to perform actions in areas in which he/she considers himself competent is high, and the probability of performing actions in which he considers himself inadequate is low (Arseven, 2016). For this reason, it is thought that it is very important for teachers to have a strong background and high self-efficacy beliefs in order to achieve the goals of education so that they can take action and influence students in line with the goals. When studies on self-efficacy in the literature are examined, it is seen that academic self-efficacy has a positive relationship with professional attitude (Özgenel & Deniz, 2020), there is a negative relationship between self-efficacy and burnout (Bolat, 2011), and high self-efficacy increases productivity and prevents negative thoughts such as anxiety and stress (Durmaz & Ören, 2017) were reported. Based on these and similar findings in the literature, it is understood that self-efficacy can affect many variables on a very wide scale.

Within the scope of our research, it is aimed to determine whether the organizational culture formed in schools will be related to teachers' self-efficacy beliefs. It is aimed to contribute to the literature by revealing the relationship between school culture and teachers' self-efficacy beliefs, to draw attention to the relationship between school culture and self-efficacy, to provide data about school culture to policy makers, and to ensure that policy texts are revised to support the correct school culture. In addition, since it will be difficult to achieve goals in a school consisting of teachers with low self-efficacy, it is thought that revealing the relationship between school culture and teachers' self-efficacy may be important for school administrators. In this context, the main problem statement of the research is "What is the relationship between school cultures and teachers' self-efficacy beliefs?" was determined as . In order to answer the main problem, first of all, determining the averages regarding school culture and teacher self-efficacy beliefs, revealing whether self-efficacy beliefs differ between male and female teachers, and determining whether there are significant relationships between variables were determined as the sub-problems of the research.

2. Method

2.1.Research Model

Since our research was conducted to determine the relationship between teachers' perceptions of school culture and their self-efficacy beliefs, it was carried out according to the "relational survey" pattern, which is

one of the quantitative research methods. Correlational designs are quantitative research processes in which the degree of relationship of two or more variables is measured through correlational statistical methods (Creswell, 2020).

2.2. Research Sample

The sample of our research consists of 381 teachers working in Kadıköy, Pendik and Kartal districts of Istanbul in the 2022-2023 academic year. Our sample was selected using the "convenience sampling method". "Convenience sampling method", one of the non-probability sampling methods, is a sampling method in which the researcher takes into consideration the suitability and willingness of the participants to be studied when determining the participants (Creswell, 2020) and continues to select participants until the researcher reaches the targeted sample size (Yıldırım, 2021). Data regarding the sample of the research are given in Table 1.

Table 1. *Demographic Data*

Demographic features		n	%
Gender	Male	254	66,7
	Female	127	33,3
Age	20-40 Age	139	36,5
	41 Years and Above	242	63,5
Education Status	Undergraduate- Associate degre	306	80,3
	Graduate	75	19,7
School Type	Pre School-Primary School	186	48,8
	Middle School	92	24,1
	High School	103	27,0

According to Table 1, 66.7% of the 381 teachers participating in the research are female and 33.3% are male teachers. Additionally, it is seen that 63.5% of the teachers are 41 years old and over. 48.8% of teachers work in pre school and primary schools, 24.1% work in secondary schools and 27% work in high schools. When we look at their educational status, it is understood that 19.7% of the teachers have a graduate education, while 80.3% have associate's degree and undergraduate.

2.3. Data Collection Tools and Procedure

In this research, "Personal Information Form", "School Culture Scale" and "Teacher Self-Efficacy Belief Scale" were used to collect data. Permission was received from Istanbul Sabahattin Zaim University Ethics Committee to apply the scales.

School Culture Scale: "School Culture Scale" developed by Terzi (2005) was used to determine teachers' perceptions of school culture. School Culture Scale consists of 29 items. The scale has 4 sub-dimensions: "support", "success", "bureaucratic" and "task". Terzi (2005) states that the scale has a high level of validity.The school culture scale has a five-point Likert-type rating system. In our research, the Cronbach's Alpha coefficient for "support culture" was .906; Reliability coefficient of "success culture", .856; The reliability coefficient of "bureaucratic culture" was found to be .852 and the reliability coefficient of "task culture" was found to be .738.

Teacher Self-Efficacy Belief Scale: "Teacher Self-Efficacy Belief Scale" developed by Çolak, Yorulmaz and Altınkurt (2017) was used to measure teachers' self-efficacy beliefs. The scale consists of 27 items and there are no reverse items in the scale. The scale has four dimensions: "academic self-efficacy", "social self-efficacy", "intellectual self-efficacy" and "professional self-efficacy". As a result of EFA, the researchers applied CFA to the 27-item structure of the scale, which was collected under four factors, and the fit indices obtained revealed that the model was a valid model. "Teacher Self-Efficacy Belief Scale" has a five-point Likert-type rating system. In our research, Cronbach's Alpha coefficient obtained from the entire scale was determined as .936.

Permission was obtained from the researchers who developed the scales. In addition, permission was obtained from the Ethics Committee of Istanbul Sabahattin Zaim University to conduct the application. Data collection tools were applied by the researchers to teachers working in Kadıköy, Pendik and Kartal. Volunteerism was taken into account in the application of the scales and efforts were made to ensure that the scales were answered sincerely. It was also explained that the results obtained from the scale would be used only for the

relevant research and that the results would not be shared with anyone in accordance with the principle of confidentiality. While applying the scales, there was no time limit so that teachers could answer accurately and sincerely.

2.4. Data Analysis

Creswell and Creswell (2021) state that data analyzes of a quantitative research should reflect statistical tests, analyzes should not be underreported, and privacy must be respected. In this context, these requirements were taken into consideration in our research. In the research, kurtosis and skewness values were first analyzed and then the average values for the scales were reported. Since the relationship between variables was wanted to be determined in the context of the research, correlation analysis was performed and then regression analysis was included. The data obtained in our study were analyzed with the help of SPSS program. In the research, first of all, "Kurtosis", "Skewness" and "Reliability" values were calculated to analyze the normal distribution of the data and the relevant values are shown in Table 2.

Table 2. *Skewness, Kurtosis and Reliability Values of the Scales*

Factor	N	Skewness	Kurtosis	Cronbach Alpha
Support Culture	381	-,759	,667	,906
Success Culture	381	-,662	,257	,856
Bureaucratic Culture	381	-,007	-,110	,852
Task Culture	381	-,581	,152	,738
Self-Efficacy Belief Total	381	-,676	-,281	,936
Academic Self-Efficacy	381	-,940	,157	,807
Social Self-Efficacy	381	-,649	-,641	,872
Intellectual Self-Efficacy	381	-,593	,166	,904
Professional Self-Efficacy	381	-1,161	,919	,887

Table 2 shows that the "kurtosis" and "skewness" values of the data are between ±1.5. Since the "kurtosis" and "skewness" values were within ±1.5, it was decided that the scores of the scales showed a normal distribution and parametric tests were performed. In the study, "correlation" and "regression" analyzes were used to examine the relationship between variables.

2. Findings

Table 3 shows the averages of the sub-dimensions that make up the school culture and teachers' self-efficacy beliefs.

Table 3. *Mean and Standard Deviation Values for School Culture and Teachers' Self-Efficacy Beliefs*

Factor	N	M	Sd
Support Culture	381	3,88	,760
Success Culture	381	3,86	,785
Bureaucratic Culture	381	3,31	,755
Task Culture	381	4,14	,590
Self-Efficacy Belief Total	381	4,45	,418
Academic Self-Efficacy	381	4,46	,547
Social Self-Efficacy	381	4,50	,476
Intellectual Self-Efficacy	381	4,20	,624
Professional Self-Efficacy	381	4,64	,432

When Table 3 is examined, it is seen that teachers' perceptions of "task culture" are higher than other types of organizational culture. Accordingly, it is possible to say that the teachers who participated in our research think that the "task culture" is more dominant in their organizations. When the averages of teachers' self-efficacy beliefs are examined, it can be stated that teachers' self-efficacy beliefs are at a very high level (M = 4.45). Again, it can be stated that teachers' self-efficacy beliefs are at a very high level in all sub-dimensions of self-efficacy, except for the intellectual self-efficacy sub-dimension. Table 4 shows the t-test results of Teachers' Self-Efficacy Beliefs by Gender.

Table 4. *t-Test Results of Teachers' Self-Efficacy Beliefs According to Gender Variable*

Variables	Groups	N	M	Sd	t	df	p
Self-efficacy belief	Female	254	4,48	,411	2,167	379	,031
	Male	127	4,39	,425			

When Table 4 is examined, it is seen that there is a significant difference (p <.05) between female teachers and male teachers in terms of self-efficacy belief. Accordingly, it is seen that female teachers' self-efficacy beliefs are significantly higher than male teachers.

The results of the correlation analysis conducted to determine the relationship between teachers' perceptions of school culture and their self-efficacy beliefs are presented in Table 4.

Table 4. *The Relationship Between Teachers' Perceptions of School Culture and Self-Efficacy Beliefs*

Variables	1	2	3	4	5	6	7	8	9
1-Support Culture	-								
2-Success Culture	,846**	-							
3-Bureaucratic Culture	,104*	,243**	-						
4-Task Culture	,580**	,617**	,428**	-					
5-Self-Efficacy Belief Total	,252**	,211**	,184**	,263**	-				
6-Academic Self-Efficacy	,172**	,141**	,141**	,196**	,801**	-			
7-Professional Self-Efficacy	,225**	,171**	,081	,218**	,804**	,605**	-		
8-Social Self-Efficacy	,202**	,151**	,142**	,181**	,812**	,564,**	,566	-	
9-Intellectual Self-Efficacy	,211**	,207**	,207**	,248**	,815**	,530**	,510**	,479**	-

(**Correlation is significant at the 0.01 level: *Correlation is significant at the 0.05 level)

Correlation coefficients between 0.70 and 1.00 on an absolute value basis mean a "high" relationship, between 0.70 and 0.30 mean a "medium" level of relationship, and between 0.30 and 0.00 mean a "low" level of relationship (Büyüköztürk, 2020). According to Table 4, it can be stated that there is a positive and low-level significant relationship between "support culture", "success culture", "bureaucratic culture" and "task culture" in schools and teachers' self-efficacy beliefs. Accordingly, it can be stated that the increase in the perceptions of "support", "success", "bureaucratic" and "task" culture in schools is accompanied by an increase in teachers' self-efficacy beliefs. However, the highest correlation between the two variables appears to be between task culture and self-efficacy belief. The results of the multiple regression analysis regarding the level of school culture predicting teachers' self-efficacy beliefs are shown in Table 5.

Table 5. *The Level of Prediction of School Culture on Teachers' Self-Efficacy Beliefs*

Independent v.	Dependent v.	B	Std. Error	(β)	t	p	R	R²	F	P
Constant		3,517	,152		23,087	,000				
Support Culture	Self-Efficacy Belief	,153	,053	,278	2,899	,004	.316	.100	10,408	000
Success Culture		-,072	,052	-,136	-,1,395	,164				
Bureaucratic Cultu.		,073	,031	,133	2,365	,019				
Task Culture		.091	,049	,129	1,877	,061				

*p<.05

When the findings obtained from Table 5 are examined, it is understood that while "support culture" and "bureaucratic culture", which are among the school culture types, positively predict teachers' self-efficacy beliefs (p <.05), "success culture" and "task culture" do not significantly predict teachers' self-efficacy beliefs. For this reason, the "success culture" and "task culture" dimensions were removed from the model and the regression analysis was repeated. Table 6 shows the extent to which support culture and bureaucratic culture predict teachers' self-efficacy beliefs.

Table 6. *The Level of Prediction of Support Culture and Bureaucratic Culture on Teachers' Self-Efficacy Beliefs*

Independent variables	Dependent variable	B	Std. Error	(β)	t	p	R	R²	F	P
Constant		3,658	.133		27,512	,000				
Sup. Cul.	Self-Efficacy Belief	,129	,027	,235	4,764	,000	,298	,089	18,364	,000
Bur. Cul.		,088	,027	,159	3,228	,001				

When Table 6 is examined, it is seen that the regression model is significant (R=,298; R2=,089; p<.05). "Support Culture" and "bureaucratic culture" positively predict teachers' self-efficacy beliefs. Accordingly, "support culture" and "bureaucratic culture" explain approximately 9% of the total variance on teachers' self-efficacy beliefs.

3. Discussion and Conclusion

Bandura (1983) states that perceived self-efficacy is related to the individual's evaluation of what they can do with what they have, not what they have. It is stated in the literature that individuals with high self-efficacy believe that they have the power to cope with difficulties and fulfill the assigned tasks (Ergun Özler et al., 2017). The findings of our research show that teachers' self-efficacy perceptions are at a very high level (m = 4.45). In the study conducted by Aslan and Kalkan (2018), it was observed that the perception level of teachers regarding their professional self-efficacy was "quite sufficient", and in the study conducted by Ünal (2022), it was observed that the self-efficacy of teachers was at a very high level (m = 4.34). This shows that our data are compatible with the literature. Although a high level of self-efficacy belief is positive in many aspects such as motivation (Kutluca, 2018) and level of commitment to the institution (Ermiş, 2019), we can also state that a very high level of self-efficacy perception, as in our research, may appear as one of the important obstacles to teacher development in our changing and developing century. As a matter of fact, Demirel Yazıcı and Cemaloğlu (2022) state that the rate of teachers with master's and doctorate degrees in Turkey is lower than the OECD average. It is likely that one of the reasons for this situation stems from teachers' high self-efficacy beliefs.

According to the findings of our research, we can see that male and female teachers differ significantly in terms of their self-efficacy beliefs. Accordingly, female teachers' self-efficacy beliefs are at a higher level than male teachers. Especially when the studies examining women's problems in working life in the context of syndromes such as glass ceiling syndrome (Mert, 2019) and queen bee syndrome (İmamoğlu Akman and Akman, 2016) are examined, it is seen that despite various problems and difficulties, female teachers' perception of their self-efficacy beliefs higher than male teachers will increase the number of female administrators in the future and It is thought that it may be meaningful and valuable in terms of improving the representation of women at the management level. Again, considering that the number of female teachers working in schools within the scope of formal education is the majority (Ministry of National Education, 2022) - assuming that the self-efficacy belief is perceived correctly - it is evaluated that this situation will have a positive impact on the school organization due to the variables that will reflect positively on self-efficacy.

When the data regarding the perception of school culture, which is another variable of our research, is examined, it is understood that the teachers who participated in our research perceive "task culture" as the dominant culture in their schools. Sezgin (2010), Güngör (2019), Yurttaş (2022) reached similar results in their research. This result reveals that teachers attach importance to organizational goals in their schools, and even that a culture in which organizational goals are given more importance than individual goals prevails in schools. Again, in the study, it was determined that the sub-dimension perceived lowest by the teacher among the sub-dimensions of school culture was "bureaucratic culture". Yurttaş (2022) and Karaca Güzel (2021) reached similar results in their research. According to this result, it can be said that the perceptions of the teachers working in the schools within the scope of the research that there are many meetings in the schools, the relations between the teachers working in the school are official and that the teachers do not want to conflict with the administration are low. Although a positive and significant relationship was detected between task culture and self-efficacy belief, the regression analysis showed that task culture did not have a significant relationship in predicting self-efficacy belief. For this reason, it is understood from our findings that it would be more appropriate to increase the perception of "support culture" and "bureaucratic culture" in order to positively predict teacher self-efficacy, especially in schools where self-efficacy belief is low. However, it is also observed that there is a positive, significant and low-level relationship between all school culture types and teacher self-efficacy beliefs. The research includes a limited sample. It may be recommended that new studies reach sample groups in different regions. It should also be noted that the measurement tools used in the research reflect the teachers' own evaluations. Beyond this, it may be recommended to policy makers to revise political texts and create a sustainable structure in order to improve school culture and strengthen teachers' self-efficacy beliefs.

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