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Teacher Perceptions of Occupational Professionalism and Collaborative Climate*

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Abstract

This research aims to reveal the relationship between the occupational professionalism of teachers working in primary schools in Keçiören district of Ankara province and their perceptions about collaborative climate. The sample of the research consists of 355 teachers. The research data have been collected through the Occupational Professionalism and Collaborative Climate Scale. According to the results of the research, primary school teachers' perceptions of the occupational professionalism and collaborative climate are at the level of "I agree" (high). Teachers' perceptions of occupational professionalism scale, personal development and contribution to the institution are at the level of "I agree". Professional sensitivity and emotional labor perceptions among the sub-dimensions of occupational professionalism scale are at the level of "absolutely agree". It is also seen that primary school teachers' perceptions of collaborative climate are at the level of "I agree". Teachers' perceptions of the collaborative climate scale regarding collaborative organizational culture, cooperative management attitude, collaborative teacher attitude, sub-dimensions of intra-group cooperation are at the level of "I agree". A moderate and significant relationship has been found between the occupational professionalism of teachers working in primary schools and their perceptions of collaborative climate in a positive context.

Keywords: *Occupational professionalism, collaborative climate, teacher perceptions.*

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Introduction

There are several professions and occupations people have been engaged in since the early times of history. With the advancement of time and developing needs, they start to express each of these occupations with different concepts like in the formation of language and group them. Thus, the foundation of professionalization and specialization has been laid. These efforts, which have been carried out amateurishly, are named with separate concepts and facts (Arslan, Çağlar & Gürbıyık, 2017). The term of profession is defined as "the occupation determined based on systematic knowledge and skills gained through a certain education to produce useful goods for people, to serve and earn money in return" (Turkish Language Association [TDK], 2019). Humanity develops unwritten but generally accepted traditional rules about these professions that occupy with the passage of time.

Regarding all professional fields and occupations; the professional rules evolving and even becoming written in their own fields constitute the concept of professionalism. The term of professionalism is mentioned in dictionaries as 'anti-amateur'. Altıok and Üstün (2014) state that professionalism occurs occupationally and these are synonyms. When evaluating for each profession separately, some common connotations for professionalism stand out. If professionalism is mentioned in more general terms, it is possible to talk about some common criteria (Adıgüzel, Tanrıverdi & Özkan, 2011; Gökçora, 2005). Having an association and establishment of the profession, having long-term and comprehensive training about the profession, having some necessary features in the relevant field, having certain rules about the profession are some of these criteria (Adıgüzel, Tanrıverdi & Özkan, 2011).

Although each profession has some specific criteria over time, what is common to all professions is specialization. Specialization is the in-depth understanding and application of the criteria of the profession by the practitioners. Another of the conditions of specialization in the modern world is the existence of a training process that spans over a certain period. In these trainings, in-depth information is given to those who want to specialize in the profession and let them practice related to the profession.

In order to talk about specialization in some professions, it is also necessary to mention the time and seniority spent in that profession. Professional seniority is gained with a certain work experience in the past time with the effort put into the profession. Teaching is one of the professions where seniority is valuable, but no rank is available. The transformation of the teaching profession into a specialization field has been the result of various processes and stages since history (Altınkurt & Yılmaz, 2014). The teaching profession is defined as a "specialization profession" in the National Education Basic Law No. 1739 (Ministry of National Education [MEB], 1973). Güven (2010) analyzes the teaching profession in Turkey under the dimension of "teaching knowledge, professional organizations and professional standards, in-service training and inspection of practice, social status, professional autonomy". However, by considering those five dimensions, he does not find the teaching profession in Turkey enough in terms of professionalization.

Undoubtedly, the professionalization and specialization of the teaching profession in Turkey or in the other countries both increases the quality of education and is an important factor in

achieving the goals of the most basic educational institutions (schools) and for students to gain the necessary achievements. This is because it is possible for the students to obtain the determined achievements with the guidance of the teachers. Garmston (1998) emphasizes that a professional teacher should have sufficient field knowledge and pedagogical formation, teach his students how to reach the information in the most effective way, be aware of his own values, standards, beliefs, take into account the cognitive and affective processes and ensure the efficient communication with his or her colleagues.

The effectiveness and efficiency of educational institutions depends on students gaining terminal behavior. Effective and efficient use of the resources available to schools, the outcomes of the system and the student's terminal behavior depends on the professionalism of the teacher. The professionalism of a teacher depends on his or her ability to use resources effectively and efficiently in acquiring certain behaviors to students. Since the aim of the educational institution is to provide the student with the goals added as an input to the system, the professional development of teachers and the professionalization of the teaching profession is a very important point (Yalçınkaya, 2002).

It is possible to say that the professionalism of a teacher directly affects the system and its inputs since the teacher is the main factor in processing students as the inputs of that system. All the facts such as being well-appointed, having high level of experience and knowledge, working for a long time, having received and keep receiving training on issues related to the field and out of the field, reading and research level, adaptation and updating skill, strengths of observation in considering environmental inputs, getting to know the student thoroughly, organizational commitment and being satisfactory in his profession for a teacher are variables directly related to teacher professionalism.

One of the variables that are expected to support the professionalism of teachers who perform functions such as starting the process in the school as a system, processing, evaluating the outputs and getting feedback and providing adaptation is the collaborative climate of the school environment. Business climate - also organizational climate - refers to the atmosphere that dominates the organization or institution. Organizations are groups where people come together to carry out certain jobs or professions and these groups arise from the need of collaboration. The issues and problems that can be solved individually do not require cooperation and collaboration. The problems that people cannot solve alone and the needs they cannot meet require cooperation. Achieving common goals in societies also requires cooperation (Aydın, 2000; as cited in Baykal, 2007).

An organizational climate established in order to cooperate to achieve common goals in a society is formed by the communication between individuals focusing on common goals, the psychological atmosphere in the environment, the solidarity and competitive spirit among individuals. If the climate suitable for sharing is dominant in an organization, employees do not mind overcoming the deficiencies they have noticed in other employees of the organization and to share their advantageous aspects with other employees. The communication environment in the institution will be quite comfortable. People expressing themselves more comfortably enables themselves to act naturally and sincerely. The atmosphere of trust will dominate the organization. The support of the organizational climate increases working performance and commitment to the

organization. However, it will be difficult or impossible for a person thinking that he will be mocked, criticized, judged, to reflect all his feelings and true thoughts on any subject.

Organizational climate is emerging as the communication between the employees in the organization and the way the employees perceive the environment. The fact that the organizational climate is not tense prepares the ground for people to behave comfortably, to reveal their preferences and to reveal the creativity of the employees (Çekmecelioğlu, 2005). Organizational climate is influenced by factors such as organizational manager, organizational staff, organizational culture and structure, and the character of employees. In a sense, the organization is like the crucible in which these characters gather and melt. The fact that the organizational climate increases the productivity, efficiency and production capacity of the employees is directly related to the way employees perceive the organizational climate. The decrease in the productivity of a person who thinks he does not work in a good circle of friends is the natural return of the process (Özçiçek, 2016). Organizational climate is generally based on factors such as support, sincerity, co-operation, reward-punishment and performance (Karadağ, Baloğlu, Korkmaz & Çalışkan, 2008). On the other hand, cultural norms in organizations need to support collaborative climate, sharing of information and transparent communication. Language is an important tool in communication and coordination in organizations where learning is important. People feel the need to speak and have a conversation with other people as they want and feel. The environment and values that people perceive while meeting their needs increase or decrease the commitment to the organization (Kofman & Senge, 1993; Süral Özer, Topaloğlu & Timurcanday Özmen, 2013). In this context, as previously stated, productivity and organizational commitment variables are directly related to the individual's way of perceiving the organizational climate. It is possible that satisfactory atmosphere (collaborative climate) in the work climate will affect the organizational commitment, productivity and work performance of the employees.

Schools are another institutional structure where the work climate exists. Relations between teachers, school board meetings, promotion system, reward and punishment approach, managerial approaches, recess and breaks, relations with parents are considered as the determinants of this climate. The formation of a positive business climate positively affects teachers' motivation (Yüceler, 2005). Professionalization of the teaching profession is important for the effectiveness, efficiency and achievement of the schools. The main goal of schools is to raise students. The aim of the teachers is to ensure that the school achieves its goal. The competence of teachers and their specialization in their profession enables students to acquire targeted behaviors more easily and this fact directly affects the success of students, which is the most important outcome of the goals of schools. Therefore, it is an imperative to examine every concept that is or is expected to be related to the professionalism of teachers and their level of relationship with occupational professionalism. The most important source that guides in this regard is the perceptions that teachers reflect sincerely on themselves and on us.

As one of the factors that make up the collaborative climate at school, the teachers are expected to behave professionally in school work and their approach to students, in professional activities that require teamwork, social activities, sports activities, ceremonies, etc. and to act and have a level head without being influenced by their emotions such as selfishness, rage and anger. The teacher is not selfish and does not act individually at the school where the collaborative climate is dominant. He or she tends to act collectively. The support given by the teacher to his

colleague also affects himself with the positive climate he creates at school. In this context, the aim of this study is to determine the level of primary school teachers' perception working in the district of Keçiören, Ankara, between occupational professionalism and collaborative climate, and to determine whether there is a relationship between teachers' perception of occupational professionalism and collaborative climate. In this context, answers to the following questions have been sought:

1. What is the level of teachers' perception of occupational professionalism and collaborative climate?

2. Is there a significant relationship between occupational professionalism and teachers' perceptions of collaborative climate?

Methodology

This section includes the research model, the population and sample studied through the research, the scales used in the research and the validity and reliability analysis of them, the collection of data and the analysis of the data.

Research Model

The Research Model is a research in the relational screening model which is conducted to determine the relationship between teachers' occupational professionalism and collaborative climate perceptions. Relational screening model is a research method used to determine the presence or degree of co-exchange between two or more variables (Karasar, 2009).

Study Population

The study population of the study is the teachers working in public primary schools in Keçiören District of Ankara. However, it was not possible to reach all the teachers due to reasons such as schools in dispersed sites, transportation difficulties, traffic jam of the big city and limited time, so sampling was done. A simple random sample was chosen as the sample of the study and the teachers at school who voluntarily agreed to participate in the research during the scales were being implemented are included in this sample (Johnson & Christensen, 2014). According to the information of Keçiören district MEM, there are 1820 class and 6021 branch teachers (some of the branch teachers could not be reached even though some of them are in middle school). 605 scales were distributed in this research and 355 of them responded. This number has the capacity to represent the study population (Krejcie & Morgan, 1970). The rate of response is 58.6%. 85.6% of the participants in the research are primary school teachers and 14.4% of them are subject teachers. 82.3% of the participants are women while 17.7 are men.

Data Collection Tools

Personal Information Form, Teachers' Occupational Professionalism Scale and Collaborative Climate Scale were used as data collection tools. Information about the data collection tools are given below.

Personal Information Form

The personal information form is asked for determining if the perceptions of primary school teachers participating in the research towards occupational professionalism and collaborative climate show a significant difference according to personal variables. It consists of questions such as "branch, gender, age, professional seniority, marital status, educational status, unionization, union preference" but it was not used in this research.

Occupatinal Professionalism Scale

Occupational Professionalism Scale has been used to measure teachers' occupational professionalism as a data collection tool in this research. The stated scale was developed by Yılmaz and Altınkurt in 2014. The scale of which validity and reliability study was carried out by Yılmaz and Altınkurt consists of 24 items. The scale has four sub-dimensions: 1) Personal development, 2) Contribution to Institution, 3) Professional Sensitivity and 4) Emotional Labor. A 5-point Likert-type (strongly agree - strongly disagree) rating scale was used in the scale. The Cronbach Alpha reliability coefficients of the Occupational Professionalism Scale and its sub-dimensions were indicated as 0.79 for the Personal Development factor, 0.74 for the Professional Sensitivity factor, 0.86 for the Contribution to Institution factor, 0.80 for the Emotional Labor factor and 0.90 for the entire scale (Yılmaz & Altınkurt, 2014). As part of this research; Cronbach Alpha internal consistency coefficients of the factors were calculated as 0.79 for the Personal Development factor, 0.85 for the Professional Sensitivity factor, 0.84 for the Contribution to the Institution factor, 0.91 for the Emotional Labor factor and 0.92 for the entire scale.

Collaborative Climate Scale

The second scale used in the research is the collaborative climate - teacher scale. The Turkish version of the scale developed by Sveiby and Simons (2002) was made by Limon and Durnalı (2017). The scale consists of four dimensions and 16 items. The scale has four sub-dimensions: 1) Collaborative Organizational Culture 2) Cooperative Management Attitude 3) Cooperative Teacher Attitude and 4) Intra-Group† Cooperation. A 5-point Likert type rating scale was used in the scale. Cronbach Alpha reliability coefficients of the Collaborative Climate Scale and its sub-dimensions have been indicated as Collaborative Organizational Culture α = .873, Cooperative Management Attitude α = .861, Cooperative Teacher Attitude α = .787, Intra-Group Cooperation α = .709 and Total of Collaborative Climate Scale α = .911 (Limon and Durnalı, 2017). As part of this study; the Collaborative Organizational Culture was calculated as α = .88, Cooperative Management Attitude as α = .93, Cooperative Teacher Attitude as α = .84, Intra-GroupCooperation as α = .95 and Total of Collaborative Climate Scale as α = .94.

Data Collection

This research was carried out with the permission of Ankara Provincial Directorate of National Education and Bolu Abant İzzet Baysal University Social Sciences Department Human Research Ethics Committee – Protocol No. 2019/163. After the necessary permits were completed, the scales were distributed to schools for implementation. The scales were left to some of the

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† This term is used to describe the collaboration in teachers group who teaches the same subject."

schools and they were collected later. These scales were applied directly by the researcher in some schools with the permission of the school administration. Necessary information was provided to teachers by deputy principals and researchers. During informing, it was especially stated that teachers would not write their names and surnames. However, some teachers objected to the "union preference" variable and the researcher told the teachers that they could optionally leave it blank. The scales filled in break were filled in an average of 15 minutes and some were left to the classes directly. Applied scales were checked and collected while the scales with missing information were given to the teachers to be refilled to be collected again.

Data Analysis

The normality of the data has been analyzed with the Kolmogorov Smirnov test in this study. According to the Kolmogorov-Smirnov and Shapiro-Wilk test results, it was determined that all data did not show a normal distribution of $p < 0.05$ and thus non-parametric tests were applied in the study. In the study, percentage and frequency distributions were used in the analysis of personal information in the first sub-problem. As statistical processes in the research; descriptive statistics such as percentage (%), arithmetic mean ($\bar{x}$), standard deviation (ss) were produced and Spearman rho analysis was performed in the relationship analysis. In the analysis, the significance level was taken as $p < .05$.

Findings, Discussion and Interpretation

First Sub-Problem

The first sub-problem of the research is formed under "What is the level of teachers' perceptions of occupational professionalism and the collaborative climate?" question. Descriptive statistics related to occupational professionalism and collaborative climate scales and sub-scales of them are given in Table 1.

Table 1. *Descriptive analysis results of teachers' perception of occupational professionalism and collaborative climate.*

Scales	Sub-Dimensions	N	$\bar{x}$	ss
Occupational Professionalism Scale	Personal Development	355	3.57	.66
	Professional Sensitivity	355	4.42	.55
	Contribution to the Institution	355	3.82	.59
	Emotional Labor	355	4.44	.56
	Total	355	4.04	.47
Collaborative Climate Scale	Collaborative Organizational Culture	355	4.07	.69
	Cooperative Management Attitude	355	4.08	.71
	Cooperative Teacher Attitude	355	3.91	.70
	Intra-Group Cooperation	355	4.15	.79
	Total	355	4.03	.60

According to Table 1, it is seen that primary school teachers' perceptions of occupational professional are at the level of "I agree" with the average value of $\bar{x} = 4.04$. Within the scope of occupational professionalism scale sub-dimensions; it was found out "I agree" with $\bar{x} = 3.57$ for personal development sub-dimension, "I strongly agree" with $\bar{x} = 4.42$ for professional sensitivity sub-dimension, "I agree" with $\bar{x} = 3.82$ for contribution to the institution sub-dimension and "I

totally agree" with 4.44 for emotional labor sub-dimension. These results show that teachers' perception of occupational professionalism is at a "high" level. When the findings of the occupational professionalism scale are analyzed, they overlap the findings of Çelik and Yılmaz (2015) except for the personal development sub-dimension.

The findings mentioned above coincide exactly with the findings of Altınkurt and Yılmaz (2014). In Altınkurt and Yılmaz studies (2014), professional sensitivity was found out with $\bar{x}$ = 4.41 and emotional labor sub-dimension with $\bar{x}$ = 4.24. In terms of personal development ($\bar{x}$ = 3.51) and contribution to the institution ($\bar{x}$ = 3.62), they achieved results at the level of "I agree". Bayhan (2011) concluded that teachers' perceptions of professionalism are high both professionally and individually, but their professionalism is limited to class and student areas.

When the findings of the teachers' occupational professional level are analyzed, it is clearly seen that they implicitly overlap with the findings of Çelik Yılmaz (2017). In the overall dimension of occupational professionalism, it is observed that teachers' perception of themselves as professional is "high". This finding shows that teachers perceive themselves as professional. Although teachers' perceiving themselves professionally may prevent them from seeing themselves adequately and preventing professional development, it constitutes a source of motivation for their view of their profession.

Teachers' perceptions of the personal development sub-dimension, which is one of the occupational professional sub-dimensions, are at the level of "I agree". When the items of personal development sub-dimension are examined, it is understood that teachers make efforts to improve themselves and follow conferences, scientific meetings, books, journals and publications related to their professions. As it is understood from the sub-items of the scale, the high levels of personal development sub-dimension items indicate that teachers are trying to improve themselves. Their efforts to improve themselves is a significant gain in terms of occupational professionalization. Gore, Lloyd, Maxwell, Julie, and Hywel (2017) also highlight in their studies that teachers' self-development is an important step towards professionalization. Sedova, Sedlacek, and Svarıcek (2016) and Hardy and Melville (2019) likewise emphasize that the trainings teachers receive towards professionalization also increase the quality of education.

It is analyzed that teachers have a very high perception in the sub-dimension of professional sensitivity. The sensitivity of teachers to their professions gives information about how open they are to improvement. In addition, it is seen that teachers are of high concern and interest for colleague relations. Their openness to exchange of information with colleagues is a positive situation for teamwork. Teamwork is also important for collaborative climate. When professional sensitivity sub-dimension items are examined, teachers' awareness of the needs of their professions attracts the attention. The high awareness of teachers towards the teaching profession also bring their awareness about the point to light where they position themselves according to the profession. Professional awareness is a sign for teachers in completing their deficiencies. According to the scale items, teachers' perceptions about being a role model for their students are also high. The role models of teachers are a valuable requirement of the teaching profession.

Teachers' perceptions of contribution to the institution, which is an occupational professionalism sub-dimension, appear at a high level with the level of "I agree". When the sub-dimension scale items are examined, it is seen that teachers are quite eager to use information and communication technologies in the classroom. In addition, they appear to be prone to scientific

research in solving problems at schools. The fact of teachers' preferring group works rather than individual studies come into the view. The preference of teachers for group work is a necessity in terms of collaborative climate directly related to professional professionalism. The preference of teachers for teamwork shows that teachers are ready in terms of individual professionalism, which is the basic requirement of occupational professionalism. The fact teachers follow professional legislation is also suitable for professional teachers, who are the precondition of occupational professionalism, to perform the profession. It has been also observed how teachers are willing to take part in the development-teams of the school. This indicates teachers' perception of teamwork and collaborative climate.

Teachers' perceptions of emotional labor sub-dimension among professional professionalism sub-dimensions are quite high with the level of "I strongly agree". When the findings are analyzed, it is seen that in the sub-dimension of emotional labor teachers do not behave emotionally in performing their professions and do not bring their emotion forward during their professional studies. Examining the items of the sub-dimension, the teacher's failure to reflect his personal feelings to the class is a behavior suitable for the spirit of professionalism. It is clear that the teachers communicate well with the parents of the students and give feedback to their students. In addition, it is understood teachers do not reflect their administrative problems and personal problems to their students. Being professional requires thinking of home, work or colleague and manager and student relationships independently. This case shows discernment power of the teacher between role of being a teacher and other roles. Teachers' failure to reflect their problems with their colleagues on the relationships they establish with their students is crucial in order to protect the collaborative climate. The teachers' failure to reflect their personal problems in the course preparation is another important point in terms of professionalism. Within this framework, this finding shows us that teachers are ready prepared for their classes.

According to Table 1 data, it is observed that teachers' collaborative climate levels are at the level of "I agree" with an average of $\bar{x}$ = 4.03. Within the scope of collaborative climate scale sub-dimensions; it was realized cooperative organizational culture at the level of "I agree" with $\bar{x}$ = 4.07, collaborative management attitude at the level of "I agree" with $\bar{x}$ = 4.08, collaborative teacher attitude at the level of "Agree" with $\bar{x}$ = 3.91 and intra-group cooperation sub-dimension "I agree" with $\bar{x}$ = 4.15.

Teachers' perceptions of the collaborative organizational culture at the collaborative climate scale sub-dimension are at the level of "I agree". The high level of teachers' perceptions about organizational culture with "I agree" reveals that when the items of the sub-dimension of the scale are carefully examined, an atmosphere for sharing occurs in the school environment. Informing teachers about education is of great importance for the development of schools. On the other hand, the fact of teachers to express their ideas about education comfortably suggests that a democratic atmosphere prevails in schools.

The perceptions of teachers about the collaborative management attitude in the collaborative climate scale sub-dimension are at the level of "I agree". This data displays that the administrations of schools are in an encouraging and supportive attitude towards teachers. The transparent attitudes of school administrations indicate that they inform teachers about the necessary topics. It is a significant point for school administrators to encourage teachers to find new solutions, in order to professionalize teachers. School administrators' encouragement of

transparent communication between teacher groups provides the basis for a peaceful and collaborative work environment among teachers.

Teachers' perceptions of the collaborative teacher attitude sub-dimension towards collaborative climate scale are at the level of "I agree". The high level of teachers' perceptions towards the school climate shows that teachers create a working environment based on sharing in the school. The teachers' sharing of information demonstrates they mutually improve each other, and they care about peer relationships. Sharing the knowledge of the teachers also contributes to the solution of the problems in the school environment.

On the other hand, having analyzed the findings regarding teacher perceptions in group collaboration sub-dimension, it is understood that the teachers attach importance on group cooperation. Teachers' support each other in educational matters directly promotes to the formation of solidarity and cooperation atmosphere instead of competitive atmosphere in the school environment. The effective establishment of group cooperation dominates the atmosphere of sharing and solidarity instead of the intense competition environment between classes. It is thought that the indicator of the cooperative climate will make it possible to decrease the differences between the classes of solidarity.

Teachers' perceptions of the total of collaborative climate are at a high level with "I agree". When the findings are examined, the perceptions of teachers towards occupational professionalism, as well as their perceptions of collaborative climate, are at a high level with the level of "I agree". The fact that teachers are prone to cooperation shows that teachers are willing to work together in accordance with the spirit of sharing in academic development of schools.

Second Sub-Problem

The second sub-problem of the research is formed under "Is there a significant relationship between professional professionalism and teachers' perceptions of collaborative climate?" question. Spearman rho correlation analysis findings related to the level of relationship of teacher perceptions towards occupational professionalism and collaborative climate are given in Table 2.

Table 2. Spearman Rho Correlation analysis of the relationship level of teacher perceptions towards occupational professionalism and collaborative climate

	Collaborative organizational culture	Managerial attitude towards cooperation	Teacher attitude towards cooperation	Intra-Group Cooperation	Collaborative Climate (Total)
Personal Development	.24*	.20*	.23*	.24*	.27*
Professional sensitivity	.35*	.35*	.30*	.30*	.39*
Contribution to the institution	.43*	.39*	.36*	.27*	.45*
Emotional labor	.43*	.39*	.36*	.27*	.45*
Occupational Professionalism (Total)	.42*	.40*	.35*	.32*	.45*

According to Table 2, a positive and low level of significant correlation has been found between the perceptions of teachers towards personal development in the occupational professionalism sub-dimension and perceptions of collaborative climate sub-dimension, collaborative organizational culture (r = .24), cooperative management attitude (r = .20), collaborative teacher attitude (r = .23), intra-group cooperation (r = .24) and total of collaborative climate (r = .27). Analyzing the findings, it is observed that there is a positive and low level significant relationship between teachers' perceptions of personal development in occupational professionalism sub-dimension and their cooperative organizational culture, collaborative management attitude, collaborative teacher attitude, sub-dimension of group collaboration and overall collaborative climate perceptions of the scale. Personal development is that the teacher wants to develop himself in his profession without obligation. As a requirement of the professionalism of the self-improving teacher, it is a natural process for the teacher to give importance to cooperation and collaborative climate while conducting his profession, to establish good dialogues with his managers, and to behave free of emotions in his work with his colleagues and branch-groups. Based on the conclusion of fact, the personal development of teachers is not sufficiently supported in a collaborative climate environment. Low level of teachers' perceptions of personal development in the occupational professionalism sub-dimension and the sub-dimensions of the cooperative climate and the level of relationship for the overall collaborative climate means that teachers improve their personal development with their efforts albeit at a low level.

A positive and moderate-level significant relationship has been found between teachers 'perceptions of occupational professionalism's sub-dimension of professional sensitivity and perceptions of teachers' collaborative organizational culture (r = .35), cooperative management attitude (r = .35), collaborative teacher attitude (r = .30), intra-group collaboration (r = .30) sub-dimensions and total of collaborative climate (r = .39). On the other hand, moderate and positively significant relationship between professional sensitivity sub-dimension of occupational professionalism and collaborative climate and sub-dimensions shows that there is a moderate increase in the perceptions of the collaborative climate with the increase of teachers' professional sensitivity. If the level of professional sensitivity of teachers decreases, a negative decrease in collaborative climate and sub-dimensions is also expected. This makes it clear that a teacher with a high level of professional sensitivity is communicating with colleagues in order to get feedback about their profession, paying attention to information exchange and cooperating with both the school administration and their colleagues.

The relationship found between teachers' perceptions of occupational professionalism's contribution to the institution and perceptions of collaborative climate sub-dimensions, collaborative organizational culture (r = .43), cooperative managerial attitude (r = .39), collaborative teacher attitude (r = .36) and collaborative climate total (r = .39) is quite positive, at moderate-level and very significant. On the other hand, there is a positively low-level relationship between the contribution to the institution sub-dimension and sub-dimension of the in-group collaboration (r = .27). The teacher desiring to contribute to the institution participates in social, cultural and professional activities related to education in and outside the school. Social, cultural and professional activities necessitate team and group work due to their nature. Teachers' willingness to participate in these studies and collaborative organizational culture, moderate relationship between manager and teacher attitude towards cooperation facilitates the work of the school in terms of contribution to the institution. The teacher following the professional legislation is also

expected to discuss with his friends at the institution about both his professional knowledge and legislation information. In this sense, it is hoped that the teachers' perceptions of collaborative organizational culture and perceptions of cooperative managerial and teacher attitudes cooperation, intra-group collaboration support each other.

There is a positively moderate relationship between teachers' perceptions of emotional labor in occupational professionalism sub-dimension and perceptions of collaborative climate sub-dimensions, collaborative organizational culture (r = .43), cooperative management attitude (r = .39), collaborative teacher attitude (r = .36) sub-dimensions and collaborative climate total (r = .45). From another point of view, there is a positive low-level relationship between the emotional labor sub-dimension and the intra-group cooperation sub-dimensions (r = .27). The only condition of creating a collaborative organizational culture and working collaboratively within the group is not to reflect their emotions even if teachers have some problems.

It is normal for individuals to have problems in working environments and especially in school environment as an institution. However, it is rather necessary to put these problems aside to create team spirit and to work in cooperation. In terms of social environments, interaction between teachers in schools is quite high. In addition, there may be various problems between administrators and teachers, between parents and teachers, and between students and teachers. However, in order to create a collaborative climate directly related to occupational professionalism and occupational professionalism, it is necessary to put formerly experienced problems in the back burner especially in teamwork groups. It is a dream to think about the organizational environment where problem does not exist. Creating a team spirit despite the problems is not an action every organization can accomplish. In this sense, existence of a moderate relationship between the emotional labor sub-dimension of teachers' occupational professionalism and the sub-dimensions of the collaborative climate and low but positively meaningful relationship between intra-group sub-dimension is pleasing.

According to teachers' perceptions, there is a moderately positive relationship between the total dimension of occupational professionalism and sub-dimensions of collaborative organizational culture (r = .42), cooperative manager attitude (r = .40), collaborative teacher attitude (r = .35) and intra-group collaboration (r = .32). The relationship between the total dimension of occupational professionalism and the total dimensions of collaborative climate (r = .45) is also positively moderate.

A positive and moderate level relationship has been found between teachers' perceptions of occupational professionalism and their collaborative climate. While doing a job related to the profession, occupational professionalism necessitates team work intrinsically. The most basic feature of teamwork is undoubtedly the collaborative climate. Increasing teachers' occupational professionalism and the understanding of collaborative climate are considered as an ordinary process. On the contrary side, it is quite normal that the perception of teachers, who are not prone to cooperation, to fall in the perception of professionalism. In this case, the fact that the investments made in teacher professionalism, teachers' self-development, contribution to the institution, high professional sensitivity and creation of the collaborative climate environment by emotional labor will increase the current working efficiency.

Conclusion and Recommendations

The aim of this research is to determine the relationship between primary school teachers' perceptions of occupational professionalism and collaborative climate. The results of the research are given based on the sub-problem order of the research.

It is clearly seen that primary school teachers' perceptions of occupational professionalism are at the level of "I agree". Teachers' perceptions towards the sub-dimensions of the occupational professionalism scale are at the level of "I agree" in the sub-dimensions of personal development and contribution to the institution, whereas it is at the level of "strongly agree" in the sub-dimensions of professional sensitivity and emotional labor. The perceptions of primary school teachers towards collaborative climate are at the level of "I agree" both in total and in collaborative organizational culture, cooperative managerial attitude, collaborative teacher attitude, intra-group cooperation sub-dimensions.

There is a low level of positive correlation between the sub-dimension of personal development according to the teacher' perceptions and cooperative management attitude sub-dimensions, collaborative teacher attitude sub-dimensions, intra-group collaboration sub-dimensions and total of collaborative climate. According to the teacher' perceptions, the relationship between the total of the professional sensitivity sub-dimension, collaborative organizational culture, cooperative management attitude, collaborative teacher attitude, sub-co-operative sub-dimensions and collaborative climate are positively moderate.

A positive and moderate-level relationship has been obtained between the sub-dimensions of contribution to the institution, collaborative organizational culture, cooperative managerial attitude, collaborative teacher attitude and the total of cooperative climate within the scope of teacher perceptions. On the other hand, the contribution of the institution and the in-group cooperation has a positive and low level relationship between them. According to the perceptions of teachers, there is a positive moderate-level relationship between the emotional labor sub-dimension and the collaborative organizational culture, the cooperative management attitude, the collaborative teacher attitude sub-dimensions and the collaborative climate total. Furthermore, the presence of a low-level relationship between the emotional labor sub-dimension and the sub-co-operative sub-dimensions has been revealed. According to the perceptions of teachers, there is a relation between the total dimension of occupational professionalism and the collaborative organizational culture, cooperative managerial attitude, collaborative teacher attitude and sub-dimensions of intra-group collaboration is at positively moderate level. Similarly, there is a positive and moderate relationship between the total dimension of occupational professionalism and the total dimensions of collaborative climate, also.

As a result, it is seen that the teachers consider themselves professionally, but they think they have an amateur side. Since the teaching profession takes place at the initiative of the teacher in the classroom and behind closed doors, they think that there is a collaborative climate in their institutions, although not entirely. In accordance with the results of the research, the recommendations are as follows:

1. In order to increase the professionalism level of teaching as a profession, additional arrangements such as career steps, quality education before and during service,

improvement in personal rights, and enactment of the teaching profession law can be made.

2. Relational literature review can be made between the lack of research related to cooperative climate and the concepts such as motivation with collaborative climate, organizational commitment, morale, quality of work life, organizational autonomy in literature.

3. A qualitative research can be conducted for teachers who have become distinguished with their individual professionalism in their profession and their experiences can be modeled.

4. An extensive study can be done comparing professionalism approaches to the teaching profession of different countries.

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