An Analysis on the Relationship between Teachers' Occupational Professionalism and Their Autonomy

Halil Buyruk [1], Ali Akbaş [2]

Abstract

This study aims to analyse the relationship between teachers' occupational professionalism and their autonomy. The population for the study, which uses correlational research model, was composed of teachers working in elementary schools located in Uşak city centre in 2019-2020 academic year. The sample consisted of 391 teachers who were chosen in disproportional cluster sampling method. Teachers' Occupational Professionalism Scale and Teacher Autonomy Scale were used in collecting the research data. T-test, ANOVA, Pearson Moment Product Correlation Coefficient Analysis and Multiple Linear Regression Analysis were used to analyse the data. It was found in consequence that teachers' occupational professionalism differed significantly according to such variables as gender and subject area. A medium-level significant relationship was found between teaching autonomy and professional sensitivity and between emotional labour and contribution to the institution. Accordingly, teachers who were autonomous in teaching process and who had autonomy in professional development and in communication were found to have high professional sensitivity. Thus, it can be said that teachers who attain professional development and who can communicate professionally contribute highly to their institution beside having professional sensitivity. To strengthen teacher professionalism, it is recommended that teachers should be autonomous in teaching and have professional development and communication opportunities.

[1] Ankara University, Faculty of Educational Sciences, Educational Administration, Turkey, halilbuyruk@yahoo.com
[2] Ministry of National Education, Turkey, teacheraliakbas@gmail.com

Introduction

One of the main characteristics of a profession is the autonomy that members of the profession have (Larson, 1977). However, the changes today in working conditions and professions lead to the erosion of professional autonomy and damage its perception as one of the defining features of professionalism. Because professions, which occupy a privileged position in the development course of capitalism, lose their power with the change of production conditions and the control of the professionals on their labour process gradually decreases (Buyruk, 2015). In this context, the teaching profession is defined not with its traditional features such as autonomy, but with concepts such as accountability, standardization, and performance. Teacher autonomy is also considered individually, not at the institutional level. Undoubtedly, the historical transformation in the meaning and function attributed to education is important in this process. Nevertheless, despite the weakening of professional autonomy, teacher professionalism is still associated with the concept of autonomy in relation to the change in the meaning attributed to autonomy (Hargreaves, 2000). Therefore, it is important to reveal the relationship between teachers' occupational professionalism and autonomy.

Even though the emphasis on the important role of education in raising qualified workforce can be said to date back to the industrialisation period, the emphasis gained strength especially in the 21st century and thus discussions centred around the quality of education. Global organisations such as OECD and the World Bank call attract attention to the necessity of quality education for the sustainability of economic development and they also state that the quality of teachers is important in it (OECD, 2005; World Bank, 2012). While improving teacher quality is considered in the context of professionalisation, the professional development of teachers is considered an important factor to increase the quality of education (Villegas-Reimers, 2003). In this framework, the goal is to improve teachers' use of computer technologies and their measurement and evaluation approaches in addition to improving their content knowledge and pedagogical practice. Besides, it is also stressed that increasing accountability in schools, attaining standardisation, passing into performance evaluation system will both promote the quality of education and contribute to the development of teacher professionalism (Sachs, 2016). Such an approach of professionalism- which is represented in standardisation in pedagogical practices and measurable performance- is called new professionalism because it is different from traditional understanding (Hargreaves, 1994; Robertson, 1996). Traditional professionalism is mainly based on the ability to use discretion and having autonomy on the work done. Therefore, one of the parameters used in describing an occupation as professional is the autonomy it has.

Professional autonomy expresses a situation in which authority and control over work- which are formed with solidarity between colleagues and made possible under the observation of professional institutions- belong to employees according to ethical principles (Evetts, 2009). In this context, from the perspective of teachers, autonomy can mean teachers' creation of the structural conditions in which they lead and discuss the functioning in schools and form the curriculum together (Giroux, 1988). Although it can be mentioned on examining the issue historically that teachers had autonomy in some countries such as England in certain periods in designing and implementing curricula, they can be said to have partial autonomy in using discretion over what they do in many countries (Lawton, 2012). Therefore, teacher autonomy is considered in a narrow sense, in a personal context by associating it with acting freely in doing the instructional and educational activities in the classroom. Professionalism- like autonomy- can be considered as a personal stance that a teacher has in relation to professional qualifications, attitudes and behaviours. Yet, the stance is directly related to professional habitus. Bourdieu (2006) uses the term habitus to describe a series of culturally acquired thoughts and patterns of behaviour. Thus, teaching habitus contains a number of tendencies, values, attitudes and patterns of behaviour specific to the profession which are represented in teachers. In this context, autonomy comes into prominence as an essential property which plays a part in shaping teacher professionalism and which shapes professional habitus.

Teacher Professionalism

There is chaos in the use of the concept of profession in the literature. It makes describing the concept and such concepts as professionalisation, professionality and professionalism- which are related to the concept- difficult (Evans, 2008; Evetts, 2011). Although professional is sometimes used to mean doing a job in return for a price, the members of a profession having the necessary qualifications and capabilities- such as "un-appointed teachers"- can also be described as professionals. In this framework, profession is a social status giving an individual or a group the authority and power to do a job and involving the certification of it. It is possible to describe a profession from a different perspective and to identify the professionalism level of the profession. For instance, while professions are distinguished from other jobs in terms of their properties in the framework of traditional professionalisation approach, it is claimed that all jobs will professionalise when they gain a number of properties that an ideal profession should have (Ginsburg, 1997). Systematic knowledge gained through education, autonomy in the workplace, and uniting around a professional organisation are among the fundamental properties that describe a profession (Barber, 1996; Freidson, 1996; Hughes, 1963). It can be said that teaching does not fit the traditional description of a profession in its basic properties. Thus, Etzioni (1969) describes teaching as a semi-profession which makes progress towards professionalisation and claims that it will become professional when it has the properties that a profession necessitates. In a similar way, Hoyle (1974), who considers professionalisation as a process in the context of providing the necessary properties, describes professionalism on the axis of teachers' status, while associates professionality with knowledge, skills and elements constituting the procedures that they use in their work. According to Evans (2008), professionality is the representative stance of the members of an occupation through which they are ideologically, attitudinally, intellectually and epistemologically belong in and which affects their occupational practices. Therefore, professionality represents the individual stance of a member of an occupation which he/she develops on the axis of his/her habitus in relation to occupational qualities, attitudes and behaviours. Professionalism can be described as the plurality of professional orientations embodied in a member of a profession, and it can be considered as a combination of multiple "professionalities" in this framework (Evans, 2008). The combination of personal professionality shapes collective "professionalities"- which in turn influences individuals' orientations towards professionalism. Thus, professionalism and professionality are the processes which affect and transform each other. The attitudes and behaviours specific to the members of a profession are directly related to the status and ideology of the profession.

Teacher professionalism changes along with historical and social conditions and can be re-defined and can gain a new content and shape depending on relations of power (Whitty & Wisby, 2006). Such a change occurring in professionalism affects and directs professional values, professional identity and professionality. Evetts (2011), for instance, makes a distinction between occupational and organisational professionalism. While authority and control over work belongs to employees on the basis of professional ethical principles in the former, there is an approach which is based on increasing managerialism, bureaucracy, standardisation, evaluation and performance analysis in the latter. The latter approach- which is called new professionalism- also represents a break from traditional professionalism which lays emphasis on discretion over work and autonomy (Evans, 2008; Hargreaves, 1994; Robertson, 1996). In the framework of the new professionalism, teachers are expected to be scientifically qualified "technicians" who know how to apply teaching techniques and follow the curriculum and books (Hypolito, 2004). With this approach, the intellectual role of teachers, who play a role in raising students as active and critical citizens, is neglected, so teachers are seen as the implementers of the decisions made by experts who are far from the classroom environment and are deskilled (Giroux, 1988). This process should be evaluated as the manifestation of a holistic transformation in the field of public services. This is because, by asserting that public services, including education, will be offered more effectively and efficiently with the New Public Management (NPM), practices of the market functioning are being put into effect (Robertson, 2000). While pre-service teacher training processes were reorganized in many countries, teacher performance began to be determined according to employers' preferences, school performance was brought to the fore instead of public

inspection, the curriculum was centralized, measurement and evaluation systems were standardized, and a result-oriented measurement and evaluation system was established (Dempster, Freakley, & Parry, 2001). Thus, a new bureaucratic order has been built in which the market functioning and values are more dominant, and control over teachers has increased and centralized. With the widespread use of flexible practices in work relations, full-time and permanent employment in education leaves its place to flexible employment forms that do not have a specific standard. Teachers are faced with a precarious, temporary, contractual working life. All these processes also erode the professional ideology attributed to teachers. With the new management paradigm, the power of the member of the profession passes to the professional manager and the control of the employees over the labour processes is gradually weakening. This situation causes important changes in teachers' professional attitudes and their relations with other components of school- which can be considered as an important part of professionalism.

Evans (2011), in her study on the changes in teacher professionalism with the implementation of performance management in England, describes professionalism on three dimensions labelled as behavioural, attitudinal, and intellectual. The behavioural dimension, which describes the physical behaviours of a member of a profession at work, focuses on procedural processes, skills and competencies. The attitudinal dimension involves motivation and job satisfaction in addition to perceptions, beliefs and views. The intellectual dimension, which is associated with knowledge basically, represents the epistemological and analytical aspects of professionalism and the ways of reasoning that the members of a profession use. Bayhan (2011), who analysed teacher professionalism in Turkey, tried to uncover teacher professionalism and their professionality by using qualitative and quantitative research methods. She considered teacher professionalism with such sub-factors as responsibility, autonomy, cooperation and socio-economic status and teacher professionality with such sub-factors as occupational competence, professional approach and effectiveness by using two scales on the same form. In this context, on the basis of the distinction made, teacher professionality can be seen as an individual stance of a member of the profession, by associating it with professional competence, attitude and behaviour. However, this individual stance is directly related to professional habitus. Therefore, as Evans (2008) states, professionalism and professionality as processes that affect and transform each other cannot be considered separately and the distinction to be made between these two concepts is fundamentally methodological. Therefore, "Teachers' Occupational Professionalism Scale" developed by Yılmaz and Altınkurt (2014) was preferred in this study. Yılmaz and Altınkurt (2014), developed a scale with sub-factors of personal development, professional sensitivity, contribution to the institution and emotional labour by attracting attention to the fact that teaching was a densely emotional and values-centred profession. Personal development was associated with teachers' following scientific publications and books which enable them to develop in their profession. Therefore, one of the important factors determining teacher professionality is associated with doing activities which enable them to develop professionally and intellectually and with following the latest developments in their subject area. Professional sensitivity means fulfilling the task in the best way in relationship with colleagues and in accordance with the principles of professional ethics. So, professionality requires that collective identity be developed and that one act on the basis of such identity in accordance with certain ethical principles. Contribution to the institution requires taking an active part in organising educational, social and cultural activities in school in connection with occupational commitment. Thus, Helsby (1999) associates professionalism with commitment to a profession. The final sub-factor is emotional labour, which means employees' regulation of their emotions and behaviours as a part of their job in a manner to meet the expectations of those who are served (Hochschild, 2012). In this context, teachers display behaviours appropriate to the working environment while performing their professional activities and thus they manage their emotions according to the requirements of their profession. Autonomy was not included in those factors which aimed to describe teacher professionality. However, one of the most basic properties describing a profession is autonomy.

Teacher Autonomy

While autonomy is defined as the right of self-management with a separate law or as self-government in the case of a community and/or an institution, it is defined as enacting one's own law in the case of individuals (Türk Dil Kurumu [TDK], 2019). In this context, professional autonomy for members of the profession means having the power to keep relatively away from external pressures applied in several ways and to make their own decisions. While the decision-making process on professional issues is made possible by means of professional organisations, this situation enables the members of a profession to be isolated from external control to a certain extent, to control their work and behaviours and thus to have certain amount of autonomy. According to Larson (1977), autonomy is one of the characteristics that distinguish a profession from other jobs. Professionals can establish control over work in their workplace and they can secure the future of their profession and thus they can sustain their autonomy (Freidson, 1996). In this context, it can be said that teacher autonomy basically represents teachers' having a certain realm of authority and freedom in issues related to their occupation (Öztürk, 2011). Teacher autonomy involves teachers' participation in the managerial processes in schools, their having a voice in regulating the work environment and their decision-making on their work (Friedman, 1999; Ingersoll, 2007). Therefore, teachers' having authority in decisions to be made about school policies and in planning education and instruction in their classes and in implementing the plans is associated with their autonomy (Ingersoll, Alsalam, Quinn, & Bobbitt, 1997). Friedman (1999) claims that teachers' activities in schools are done in two areas called organisational and pedagogical and that those activities can be conceptualised fictitiously on two independent axes. One of the axes is the axis of decision level containing the principles and setting the basic rules of teachers' work, and the other is the axis of the content of decision containing the pedagogical and organisational activities. The first one involves the formation of policies and activities while the second one involves determining students' pedagogical needs, the relations among the actors of education, the curriculum, determining the teaching methods, the budget and also the organisational issues in schools. Therefore, teacher autonomy means teachers' having a voice in pedagogical and organisational issues on both axes. In addition to that, it is also important for teachers to develop professionally so that they can take part in those processes. Within this regard, Friedman (1999) also includes professional development in the organisational and pedagogical aspects of teacher autonomy. In a similar way, Öztürk (2011) also describes a three-dimensional autonomy having such aspects as planning and implementing teaching, participation in managerial processes and professional development.

Although teacher autonomy is theoretically described as having different aspects, it is assured in educational systems having a centralised organisation that teachers adhere to decisions made, curricula designed, and achievement evaluation forms established centrally through various control mechanisms. Thus, teachers' possibility to say a word about their occupation is very limited in a system where they cannot take part in the processes of identifying their professional roles and duties, where they cannot determine the teaching content and methods. In this context, teacher autonomy is associated mostly with teachers' acting freely in their classes while doing educational and instructional activities in a narrow sense. This fact indicates that teachers have an area in which they can act in autonomy despite all the rules set and restrictions imposed centrally. It is because teachers have the opportunity to interpret the curriculum in different ways in their classes and they have actual autonomy due to the fact that classrooms are self-enclosed. Teachers' thinking on, planning, designing and implementing the activities they do individually and having relative autonomy in their activities in this sense can be described as individual autonomy. Hargreaves (2000), who considers teacher autonomy in relation to professionalism, points out that teacher autonomy was defined individually in the period when policies of social state were widespread, that teachers did their work on their own by isolating their classes from other teachers. Teaching materials and methods changed rapidly in parallel to the changes in social life and in education after 1980s and individual autonomy was replaced by an approach of autonomy which was based on acting along with colleagues. During this period, teachers' control over the labour process weakened and it became difficult for them to work by isolating their classes. Because, as Lawn (1996) emphasized, with the change in the economy, teaching defined within the framework of the qualities

that would train active citizens during the welfare state period began to be associated with productivity goals at the end of the century. These developments have led to the rise of new professionalism defined by standardization and measurable performance in practices and largely eliminated the autonomy of teachers. Especially, the ontological and epistemic change in society within the framework of "knowledge-based economy" has led to the redefinition of the roles of teachers and increased the control over teachers, with the tighter connection of education to the economy (Robertson, 2010). With the new process, values such as autonomy, criticism, equality, confidence, and respect are redefined taking the economic priorities into consideration, their meanings are narrowed or changed (Bottery, 2000). In this context, the meaning of teacher autonomy has narrowed and become known with more technical content. Besides, it is also claimed that the changing management paradigm will improve teacher autonomy, decisions made centrally in relation to education will be transferred to local units- to schools- along with localisation and that teachers' roles will increase in this process (Yolcu, 2010). However, as in the case of England, the policies implemented have increased control over teachers and restricted them from acting autonomously, let alone increased teacher autonomy (Ball, 2008). Hiring and firing teachers and determining their wages according to school levels have also increased pressure and control over them. While standardized tests, guidebooks, the new management paradigm and the developing technology reduce teachers' relative control over their occupational activities and their individual autonomy; they cause them to go out of decision-making processes more and more.

The fact that the educational system in Turkey is organised centrally, that curricula are prepared centrally, that teachers' participation in the process of management in schools is limited makes the use of teacher autonomy by including its various dimensions in a broad sense difficult. Therefore, teacher autonomy scale which was prepared by Çolak and Altınkurt (2017) on the basis of the scales previously used in the literature and which prioritised teachers' individual autonomy was preferred in this study. Çolak and Altınkurt (2017) considered teacher autonomy in four aspects called the teaching process, curriculum, professional development and occupational communication. The teaching process autonomy involves teachers' including the extracurricular subjects in their lessons, their deciding on teaching methods and techniques and their assessment of their students. The curriculum autonomy has to do with teachers' re-arranging the curriculum according to students' needs, choosing subjects according to students' needs in planning lessons and with teachers' choosing the appropriate materials and resources while teaching a subject. Autonomy in professional development means the possibility for teachers to participate in in-service training activities which they consider necessary. Finally, autonomy in occupational communication is teachers' expressing their thoughts freely in school meetings and in committees.

The number of studies conducted in Turkey in relation to teacher professionalism and autonomy has been increasing day by day. Studies concerning the relationships between teacher professionalism and bureaucratic functioning (Cerit, 2012; Karaca & Başer, 2016), job satisfaction (Altınkurt & Yılmaz, 2014), work-life balance (Yılmaz & Altınkurt, 2015), teachers' attitudes towards professional development (Eroğlu, Erdoğan, & Özbek, 2018) and their fear of loss of dignity (Hoşgörür, 2017) in addition to studies which are directly concerned with teacher professionalism (Bayhan, 2011; İlgan, Aslanargun, & Shaukat, 2015; Yılmaz & Altınkurt, 2014; Yirci, 2017) are available. Teacher autonomy was also made the subject of study in several papers. The subjects of the studies included such issues as the views of teachers of various branches (Arslan & Özenici, 2017; Kılınç, Bozkurt, & İlhan, 2018; Özaslan, 2015; Üzüm & Karslı, 2013), teacher autonomy and student achievement (Ayral et al., 2014), leadership (Çelik, 2016; Öksüz-Gül, 2015; Yazıcı & Akyol, 2017), school climate (Çolak & Altınkurt, 2017), job satisfaction (Çolak, Altınkurt, & Yılmaz, 2017) and the correlations between teachers' self-efficacy perceptions (Karabacak, 2014). On reviewing the literature, no studies concerning the relationship between teacher professionalism and autonomy were found. However, professional autonomy is an important aspect of traditional teacher professionalism and a fundamental stage of professionalisation. It is important to reveal the relationship between teachers' occupational professionalism and autonomy today, where rapid changes are experienced in professional structures, and this constitutes the main problem of this research. Therefore, this study, which is expected to

contribute to fill the deficiency in the literature, aims to analyse the relationship between teachers' occupational professionalism and their autonomy through a number of variables. In accordance with its purpose, this paper seeks answers to the following questions:

1. What is the occupational professionalism and autonomy level of teachers?

2. Do teacher professionalism and autonomy differ according to gender, marital status, subject area, educational status and seniority?

3. Is there a significant relationship between teachers' occupational professionalism and autonomy?

4. Is teacher autonomy a significant predictor of teachers' occupational professionalism?

Method

Research Model

This study, which considers the relationship between teachers' occupational professionalism and their autonomy, uses the correlational research model (Karasar, 2012). Correlational designs which can be considered as descriptive studies aim to determine the correlations between variables. In this context, this current study aims to analyse the explanatory and predictive correlations between teachers' occupational professionalism and their autonomy.

Population and Sample

The research population was composed of 2254 teachers working in elementary education institutions (primary schools and secondary schools) located in Uşak city centre (Ministry of National Education [MoNE], 2019). The research sample was chosen in disproportional cluster sampling. The number of samples to represent the population was calculated as 381 with 95% reliability. Plans were made to reach 450 teachers thinking that data losses could occur in the study, but 402 teachers were reached. Thus, the rate of return of the data collection tool was 89%. Balcı (2011) stresses that the rate of return should be at least 80% to be able to make a judgement about research results. 11 data collection tools which did not have normal distribution were excluded from the data set and the data of 391 participants were used. 57.3% (n=224) of the participants were female whereas 42.7% (n=167) of them were male. Of the teachers included in the research, 17.1% (n=67) were single but 82.9% (n=324) were married. On evaluating them according to seniority, it was found that the rate of those who had 21-year or more teaching experience was 29.4% (n=115), the rate of teachers with 16–20-year experience was 16.1% (n=63), the rate of teachers with 11–15-year experience was 21% (n=82), the rate of teachers with 6–10-year experience was 18.4% (n=72) and the rate of teachers with 1–5-year experience was 15.1% (n=59). 33.2% of the participants (n=130) were primary school teachers while 66.8% of them (n=261) were teachers of various branches in secondary schools. On analysing the participants in terms of educational status, it was found that a great majority of them (90.8%, n=355) had graduate degree whereas a minority of them (9.2%, n=36) had post-graduate education.

Data Collection Tools

Teachers' Occupational Professionalism Scale developed by Yılmaz and Altınkurt (2014) and Teacher Autonomy Scale developed by Çolak and Altınkurt (2017) were used as the tools of data collection in this study. The scales were preferred because they had been used previously in various studies (Çolak & Altınkurt, 2017; Eroğlu et al., 2018; Hoşgörür, 2017; Yazıcı & Akyol, 2017) and because they were proved to be valid and reliable.

Teachers' Occupational Professionalism Scale: Teachers' occupational professionalism scale, which was developed by Yılmaz and Altınkurt (2014), contained 24 items and 4 sub-factors labelled as personal development, professional sensitivity, contribution to the institution and emotional labour. The scale can be evaluated by its total score or by its dimensions. The fit indices following the CFA done in consistence with the five-pointed Likert type structure of the scale were as in the following: χ^2/sd= 2.66, RMSEA= 0.08, GFI= 0.82, AGFI= 0.78, RMR= 0.05, SRMR= 0.08, CFI= 0.80, NFI= 0.72, NNFI= 0.77, PGFI=

0.67. Cronbach's Alpha (α) was checked to test the reliability of the scale. The reliability coefficients for the sub-factors were found as .79 for personal development, .74 for professional sensitivity, .86 for contribution to the institution and .80 for emotional labour (Yılmaz & Altınkurt, 2014). Confirmatory factor analysis (CFA) was conducted in this study to analyse the validity of the scale. The fit indices following the CFA done in consistence with the five-pointed Likert type structure of the scale were as in the following: χ2/sd= 2.49, RMSEA= 0.06, GFI= 0.89, AGFI= 0.86, RMR= 0.05, SRMR= 0.08, CFI= 0.92, NFI= 0.87, PGFI= 0.71. According to these results, the model has acceptable fit values. In addition, Cronbach's Alpha (α) was checked to test the reliability of the scale. According to the calculations, Cronbach Alpha internal consistency coefficients are; personal development .78, professional sensitivity .89, contribution to the institution .83, emotional labour .86, and .92 for the whole scale. Items in the scale are scored in the range of "1-strongly disagree and 5-strongly agree". The increase in the score obtained from the scale indicates the high level of occupational professionalism of the respondent in sub-dimensions and in the entire scale.

Teacher Autonomy Scale: Teacher autonomy scale, which was developed by Çolak and Altınkurt (2017) consisted of 17 items and 4 sub-factors. The variances explained by the factors were as in the following: 19.06% for teaching autonomy, 16.87% for curriculum autonomy, 14.31% for professional development autonomy and 13.57% for occupational communication autonomy. The rate of variances explained by four factors together was found to be 63.84%. The goodness of fit indices found with confirmatory factor analysis was as in the following: χ2/sd=2.23, RMSEA=.06, GFI=.90, AGFI=.86, SRMR=.06, CFI=.97, IFI=.97, NFI=.94, NNFI=.96, PGFI=.66. Cronbach's Alpha internal consistency coefficients for the factors were .82 for teaching autonomy, .82 for curriculum autonomy, .85 for professional development autonomy and .78 for occupational communication autonomy and .89 for the whole scale (Çolak & Altınkurt, 2017). Confirmatory factor analysis (CFA) was conducted in this study to analyse the validity of the scale. The fit indices following the CFA done in consistence with the five-pointed Likert type structure of the scale were as in the following: χ2/sd= 3.27, RMSEA= 0.07, GFI= 0.89, AGFI= 0.85, RMR= 0.05, SRMR= 0.08, CFI= 0.93, NFI= 0.90, PGFI= 0.64. According to these results, the model has acceptable fit values. In addition, Cronbach's Alpha (α) was checked to test the reliability of the scale. According to the calculations, Cronbach Alpha internal consistency coefficients are; teaching autonomy is .85, curriculum autonomy is .85, professional development autonomy is .83, occupational communication autonomy is .75, and .91 for the whole scale. A total score can be obtained from the scale. Items in the scale are scored in the range of "1-strongly disagree and 5-strongly agree". The increase in the score obtained from the scale indicates the high level of occupational professionalism of the respondent in sub-dimensions and in the entire scale.

Data Analysis

The SPSS 20.0 programme was used for the statistical analysis of the data and the significance level was regarded as .05 and .01. Prior to analysing the data, the data set was examined for probable erroneous coding and incomplete or deviant values. Average values were assigned for the lost values. The data collected in this study were examined for their consistence with normal distribution by using Kolmogorov Smirnov Test. Büyüköztürk, Akgün, Karadeniz, Demirel, and Kılıç Çakmak (2016) stress that scores do not deviate significantly from normal distribution if skewness coefficients are between -1 and +1. Thus, the data for 11 participants which were outside the normal distribution were not used, and the data for remaining 391 participants were found to have normal distribution. Descriptive statistics were used to analyse the teachers' demographic properties and independent t-test was used to find whether or not the teachers' occupational professionalism and their autonomy differed significantly according to gender, marital status, subject area and educational status. ANOVA analysis was done to find whether or not there were any significant differences between teachers' seniority and the scores they received from the scale. In analysing the relationships between teachers' occupational professionalism and their autonomy, Pearson's Correlations Coefficient Analysis was used. Having absolute values between .70 and .1.00 was considered to be high, absolute values between .69 and .30 were considered to be medium and absolute values between .29 and .10 were considered to be low correlations in this study. Teacher autonomy (teaching process autonomy, curriculum autonomy,

professional development autonomy and occupational communication autonomy) was regarded as the predictor variable and teachers' occupational professionalism (personal development, professional sensitivity, contribution to the institution and emotional labour) was regarded as the predicted variable in this study and standardised regression coefficients, semi-partial correlation coefficients, multiple correlations, R2 (determination coefficients) and corrected R2 (corrected determination coefficients) were found by doing regression analysis to analyse the predictive power of teacher autonomy on teacher professionalism. Whether there was a multicollinearity problem between variables which were the assumptions of regression analysis was tested and, in the analysis, the highest VIF value was found to be 2.54, the lowest tolerance value was found .39 and the highest CI value was found to be 24.9. According to these values, it was concluded that there was no multicollinearity problem (VIF<10; Tolerance value> .20 and CI<30). In fact, the correlation values between independent variables below .80 indicates that there is no multiple connection problem (Tabachnick & Fidell, 2007).

Results

This section includes teachers' views on their professionalism and autonomy, a comparison of the views according to gender, subject area, seniority and educational status, correlation analysis about whether there are any significant correlations between teacher professionalism and teacher autonomy and the results of regression analysis done to find whether or not teacher autonomy predicts teachers' occupational professionalism significantly.

A comparison of Teachers' Views on their Occupational Professionalism

The results for the t-test done to find whether or not there were any significant relationships between teachers' occupational professionalism according to gender, marital status, subject area and educational status are shown in Table 1.

Table 1. The Comparison of Teachers' Views on their Professionalism according to Gender, Marital Status, Domain and Educational Status

Variables	Categories	n	$\overline{X}$	s	t	sd	p
Gender	Female	224	4.15	.45	3.00	389	.00*
	Male	167	3.99	.54			
Marital status	Single	67	4.14	.44	1.11	389	.27
	Married	324	4.07	.51			
Subject Area	Primary school	130	4.20	.56	3.34	389	.00*
	Branch teacher	261	4.02	.45			
Educational status	Graduate	355	4.07	.50	1.80	389	.07
	Post-graduate	36	4.22	.48			

*p<.05

According to Table 1, teachers' occupational professionalism levels differed significantly according to gender [$t_{(389)}$=3.00; p<.05] and subject area [$t_{(389)}$=3.34; p<.05] whereas their professionalism levels did not differ significantly according to marital status [$t_{(389)}$=1.11; p>.05] and educational status [$t_{(389)}$=1.80; p>.05]. It can be said accordingly that female teachers have stronger professionalism behaviours than male teachers and primary school teachers have stronger professionalism behaviours than the teachers of other branches.

Teachers' levels of professional development [$t_{(389)}$=3.01; p<.05] and emotional labour [$t_{(389)}$=2.98; p<.05] -the sub-factors of teachers' occupational professionalism- differed according to gender. Female teachers had higher averages than male teachers in the sub-factors of personal development ($\overline{X}$=3.77, S= .64) and emotional labour ($\overline{X}$=4.38, S= .54). The participants' personal development [$t_{(389)}$=2,33; p<.05] and emotional labour [$t_{(389)}$=2.98; p<.05] levels differed according to their educational status. Thus, the teachers who had received post-graduate education had higher averages in the sub-factors of personal development ($\overline{X}$=3.92, S= .69) and emotional labour ($\overline{X}$=4.54, S= .42) than those who had received undergraduate education ($\overline{X}$=3.65 S=.67; $\overline{X}$=4.28, S=0.61). The participants differed in professional

sensitivity [$t_{(389)}$=2.59; p<.05], emotional labour [$t_{(389)}$=2.90; p<.05] and contribution to the institution [$t_{(389)}$=4.61; p<.05] - the sub-factors of teacher professionalism- according to their subject area significantly. Accordingly, primary school teachers' levels of professional sensitivity ($\overline{X}$=4.63, S= .60), emotional labour ($\overline{X}$=4.42, S= .65) and contribution to the institution ($\overline{X}$=4.08, S= .66) were higher the levels of other teachers ($\overline{X}$=4.48, S=0.51; $\overline{X}$=4.24, S= .56; $\overline{X}$=3.78, S= .57).

A Comparison of Teachers' Views on Professional Autonomy

Table 2. The Comparison of Teachers' Views on Their Autonomy according to Gender, Marital Status, Domain and Educational Status

Variables	Categories	n	$\overline{X}$	s	t	sd	p
Gender	Female	224	4.23	.55	0.69	389	.49
	Male	167	4.18	.65			
Marital status	Single	67	4.17	.55	0.51	389	.61
	Married	324	4.21	.60			
Subject Area	Primary school	130	4.29	.66	1.91	389	.06
	Branch teacher	261	4.17	.56			
Educational status	Graduate	355	4.21	.58	0.48	389	.63
	Post-graduate	36	4.16	.73			

*p<.05

As is clear from Table 2, teachers' views on their autonomy did not differ according to gender [$t_{(389)}$= 0.69; p>.05], subject area [$t_{(389)}$=1.91; p>.05], marital status [$t_{(389)}$= 0.51; p>.05] and educational status [($t_{(389)}$=0.48; p>.05]. Yet, their levels of occupational communication autonomy [$t_{(389)}$= 2.30; p<.05] - a sub-factor of teacher autonomy- differed according to gender. Thus, the male teachers ($\overline{X}$=4.32, S= .75) had higher averages than the female teachers ($\overline{X}$=4.14 S=.76) in this sub-factor. The teachers differed in the sub-factors of occupational communication autonomy [$t_{(389)}$= 2.20; p<.05] and teaching process autonomy [$t_{(389)}$=2.03; p<.05] according to their subject area. Primary school teachers had higher levels of occupational communication autonomy ($\overline{X}$=4.33, S= .77) and teaching autonomy ($\overline{X}$=4.46, S= .65) than the teachers of other branches ($\overline{X}$=4.15, S=0.75; $\overline{X}$=4.33, S= .57).

Table 3. The Comparison of Teachers' Views on Occupational Professionalism and Autonomy According to Seniority

	Seniority	n	$\overline{X}$	S	sd	F	p	η2
Teacher Professionalism	1-5 years	59	4.10	.46	4	1.106	.35	-
	6-10 years	72	4.10	.39				
	11-15 years	82	4.03	.50				
	16-20 years	63	4.18	.46				
	21 years	115	4.04	.57				
Teacher Autonomy	1-5 years	59	4.04	.58	4	1.703	.15	-
	6-10 years	72	4.25	.47				
	11-15 years	82	4.24	.54				
	16-20 years	63	4.29	.57				
	21 years	115	4.19	.69				

As is evident from Table 3, teachers' occupational professionalism behaviours [$F_{(4;386)}$=1.106; p>.05] and autonomy levels [$F_{(4;386)}$=1.703; p>.05] did not differ significantly according to seniority. On the other hand, in the examination of sub-dimensions; personal development [$F_{(4;386)}$=3.069; p<.05] - a sub-factor of teacher professionalism and occupational communication autonomy [$F_{(4;386)}$=4.756; p<.05] - a sub-factor of teacher autonomy- differed significantly according to seniority. According to the results of the Scheffe test conducted to determine the sources of differences, the average score ($\overline{X}$ = 3.86) obtained from the scale in the personal development sub-factor of teachers with seniority between 1-5

years was higher than the teachers with seniority of 21 years or more ($\overline{X}$ = 3.52). In the sub-factor of occupational communication autonomy, the average scores of senior teachers of both 16-20 years ($\overline{X}$ = 4.42) and 21 years and more ($\overline{X}$ = 4.33) were higher than those of senior teachers of 1-5 years ($\overline{X}$ = 3.90).

The Correlations between Teachers' Occupational Professionalism and Autonomy

Table 4. The Mean and Standard Deviations for the Variables and the Correlations between the Variables

Variables	1	2	3	4	5	6	7	8	9	10
1. **Teacher Professionalism**	1.00									
2. Personal D.	.75**	1.00								
3. Professional S.	.77**	.40**	1.00							
4. Emotional L.	.82**	.47**	.67**	1.00						
5. Contribution I.	.86**	.55**	.54**	.57**	1.00					
6. **Teacher Autonomy**	.57**	.30**	.54**	.50**	.49**	1.00				
7. Teaching	.54**	.25**	.59**	.53**	.42**	.88**	1.00			
8. Curriculum	.47**	.25**	.48**	.39**	.40**	.87**	.75**	1.00		
9. Professional D.	.36**	.29**	.24**	.25**	.36**	.75**	.51**	.51**	1.00	
10. Occupational C.	.45**	.18**	.39**	.45**	.43**	.69**	.50**	.45**	.45**	1.00
Mean	4.08	3.68	4.53	4.31	3.88	4.21	4.38	4.23	3.83	4.21
Standard D.	.50	.68	.55	.60	.62	.59	.60	.72	.96	.76

**p<.01

A close examination of Table 4 makes it clear that teachers' occupational professionalism ($\overline{X}$=4.08, S=.50) and autonomy ($\overline{X}$=4.21, S=.59) levels are high. Teachers exhibited professionalism behaviour in professional sensitivity ($\overline{X}$=4.53) the most and in personal development ($\overline{X}$=3.68) the least. On examining the standard deviations, it was found that the sub-factor of professional sensitivity had the most homogenous distribution (S=.55). It was determined that teachers behaved the most autonomous in the sub-factor of the teaching process ($\overline{X}$=4.38) and the least autonomous in the sub-factor of professional development ($\overline{X}$=3.83). The teachers were found to feel the most autonomous in the sub-factor of the teaching process ($\overline{X}$=4.38) and the least autonomous in the sub-factor of professional development ($\overline{X}$=3.83). The standard deviations demonstrated that the teaching process autonomy had the most homogenous distribution (S=.60).

Table 4 shows that there is moderate, positive and significant correlation (r = .57; p <.01) between teachers' occupational professionalism and their autonomy. There are low correlations between teaching process autonomy and personal development (r=.25) and medium level positive correlations between professional sensitivity (r=.59), emotional labour (r=.53) contribution to the institution (r=.42) scores. There are low correlations between curriculum autonomy and personal development (r=.25); medium level correlations between professional sensitivity (r=.48), emotional labour (r=.39) and contribution to the institution (r=.40) and high significant and positive correlations between teaching autonomy (r=.75). There are low correlations between professional development (r=.29), professional sensitivity (r=.24) and emotional labour (r=.25) and medium level significant, positive correlations between contribution to the institution (r=.36), teaching autonomy (r=.51) and curriculum (r=.51). There are low correlations between occupational communication autonomy and personal development (r=.18) and medium level significant, positive correlations between professional sensitivity (r=.39), emotional labour (r=.45), contribution to the institution (r=.43), teaching autonomy (r=.50), curriculum (r=.45) and professional development (r=.45).

The Predictor Level of Sub-factors of Teacher Autonomy for the Sub-factors of Teacher Professionalism

Table 5. The Results of Regression Analysis in Relation to Predicting the Sub-factors of Teachers' Occupational Professionalism

Variables		Personal Development	Professional Sensitivity	Emotional Labour	Contribution to the Institution	Teachers' Occupational Professionalism
		[R=.32; R²=.10] F$_{(4;386)}$=10.91; p=.00	[R=.61; R²=.37] F$_{(4;386)}$=57.13; p=.00	[R=.58; R²=.33] F$_{(4;386)}$=47.60; p=.00	[R=.51; R²=.26] F$_{(4;386)}$=33.48; p=.00	[R=.59; R²=.34] F$_{(4;386)}$=50.53; p=.00
Teaching Process	β	.09	.52	.47	.16	.35
	t	1.12	8.03	7.02	2.30	5.33
	p	.27	.00**	.00**	.02*	.00**
Curriculum	β	.08	.09	-.03	.11	.08
	t	1.08	1.42	-.47	1.61	1.25
	p	.28	.16	.64	.11	.21
Professional Development	β	.20	-.13	-.09	.11	.05
	t	3.32	-2.68	-1.85	2.11	.88
	p	.00**	.01**	.07	.04*	.38
Occupational Comm.	β	.01	.15	.27	.25	.22
	t	.24	3.05	5.36	4.66	4.46
	p	.81	.00**	.00**	.00**	.00**

*p<.05; **p<.01

According to Table 5, the sub-factors of teacher autonomy have medium level significant correlations with personal development (R=.32; p<.01) - a sub-factor of teacher professionalism. These predictor variables explain 10% of the variance for personal development. The relative order of importance of the sub-factors of teacher autonomy in their effects on personal development according to standardised regression coefficients is as in the following: professional development (β=.20), teaching process (β=.09), curriculum (β=.08) and occupational communication (β=.01). Regression coefficients demonstrated that only professional development autonomy (t=3.32; p<.01) was the significant predictor of personal development- a sub-factor of teacher professionalism. Significant correlations were found between teacher autonomy and professional sensitivity- a sub-factor of teacher professionalism (R=.61; p<.01). Predictor variables explained 37% of the variance for professional sensitivity. The relative order of importance of the sub-factors of teacher autonomy in their effects on professional sensitivity according to standardised regression coefficients is as in the following: teaching process (β=.52), occupational communication (β=.15), professional development (β=-.13) and curriculum (β=.09). Regression coefficients demonstrated that teaching process autonomy (t=8.03; p<.01), professional development autonomy (t=-2.68; p<.01) and occupational communication autonomy (t=3.05; p<.01) were the significant predictors of professional sensitivity. Teacher autonomy had medium level significant correlations (R=.58; p<.01) with emotional labour- one of the basic components of teacher professionalism. Predictor variables explained 33% of the variance for emotional labour. The relative order of importance of the sub-factors of teacher autonomy in their effects on emotional labour according to standardised regression coefficients is as in the following: Teaching autonomy (β=.47), occupational communication autonomy (β=.27), professional development autonomy (β=-.09) and curriculum autonomy (β=-.03). Regression coefficients demonstrated that teaching autonomy t=7.02; p<.01) and occupational communication autonomy (t=5.36; p<.01 were the significant predictors of emotional labour. An examination of Table 5 makes it clear that there are medium level significant relationships between teacher autonomy and contribution to the institution (R=.51; p<.01). Predictor variables explain 26% of the variance for contribution to the institution. The relative order of importance

of the sub-factors of teacher autonomy in their effects on contribution to the institution is as in the following: occupational communication autonomy (β=.25), teaching autonomy (β=.16), professional development autonomy (β=.11) and curriculum autonomy (β=.11). Regression coefficients demonstrated that teaching autonomy (t=2.30; p<.05), professional development autonomy (t=2.11; p<.05) and occupational communication autonomy were the significant predictors of contribution to the institution (t=4.66; p<.01).

The sub-factors of teacher autonomy have medium level significant correlations with teachers' occupational professionalism in general (R=.32; p<.01). These predictor variables explain 34 % of the variance for teacher professionalism. The relative order of importance of the sub-factors of teacher autonomy in their effects on teacher professionalism according to standardised regression coefficients is as in the following: teaching process autonomy (β=.35), occupational communication autonomy (β=.22), curriculum autonomy (β=.08) and professional development autonomy (β=.05). Regression coefficients demonstrated that teaching process (t=5.33; p<.01) and professional communication autonomy (t=4.46; p<.01) were the significant predictors of teachers' occupational professionalism.

Discussion, Conclusions and Suggestions

This study analyses the evaluations concerning teachers' occupational professionalism and autonomy made by the teachers working in elementary schools located in Uşak city centre according to a number of variables and then tries to explain the relationship between the participants' professionalism behaviours and their autonomy levels and the levels of prediction. The participants' occupational professionalism and autonomy levels were high. The highest agreement in the sub-factors of occupational professionalism was in professional sensitivity- which was followed by emotional labour, contribution to the institution and personal development, respectively. The results of this study are largely parallel to the ones obtained in Altınkurt and Yılmaz (2014), in Yılmaz and Altınkurt (2015) and in Hoşgörür (2017) by using the professionalism scale used in this study. Even though the ordering for the sub-factors was different in the above-mentioned studies, teachers had the highest agreement in the sub-factor of professional sensitivity and the lowest agreement in the sub-factor of personal development. Teachers, on the other hand, showed autonomous behaviour most in the teaching process sub-factor and least in the professional development sub-factor. Teachers' autonomy behaviours are above the middle level in the study conducted by Çolak and Altınkurt (2017) and Çolak et al. (2017) using the teacher autonomy scale. Considering the sub-factors, in the aforementioned studies, it was found that teachers behaved autonomously most in the teaching process and least in the professional development sub-factor. Therefore, the findings of this study regarding the occupational professionalism and autonomy levels of teachers and their sub-factors coincide with the findings of previous studies.

Teachers' occupational professionalism levels differed according to their gender significantly. Accordingly, female teachers had higher professionalism levels than male teachers. A review of the literature in relation to the relationship between teachers' occupational professionalism and gender demonstrated that teacher professionalism did not differ significantly according to gender (Bayhan, 2011; Yılmaz & Altınkurt, 2015; Hoşgörür, 2017). However, significant differences were available in the sub-factors of teacher professionalism according to gender. Bayhan (2011), for instance, found that female teachers perceived themselves more competent professionally than male teachers. Altınkurt and Yılmaz (2014) concluded that male teachers thought they had contributed to their institution more than female teachers. In another study conducted using the same scale, Yılmaz and Altınkurt (2015) concluded that the participants' views on such sub-factors of occupational professionalism as personal development and contribution to the institution differed according to gender and that female teachers had higher averages in those sub-factors. Hoşgörür (2017), on the other hand, concluded that teachers' occupational professionalism differed significantly in the sub-factors of professional sensitivity and emotional labour according to gender. Thus, the researcher found female teachers' professionalism to be higher than male teachers' in both sub-factors. In traditional professionalization approaches, the increase in the rate of women in a profession is seen as an obstacle to professionalization on the grounds

that it weakens the status of the profession (Hypolito, 2004). This is because the increase in female employment in a profession causes a decrease in wages, less preference of the profession, and thus a decrease in the status. Within the framework of this approach, it was expected that the professionalism level of men would be higher. This current study, however, found that female teachers' occupational professionalism was higher. The situation can be understood more clearly when the sub-factors are examined. Because research findings revealed that female teachers' professionalism level was higher than male teachers in terms of personal development and emotional labour. Unlike traditional professions, teaching has been generally considered to be a profession that women should do in relation to gender roles in its historical development. On evaluating the results obtained in the literature along with the ones obtained in this study, it can be said that characteristics such as emotionality and patience- which are identified with women- come into prominence in teaching and that an approach consistent with gender roles are adopted in managing the emotions in the profession.

The occupational professionalism levels of the teachers differed significantly according to their subject areas. Yılmaz and Altınkurt (2015) concluded that primary school teachers had higher levels of contributions to the institution in their professionalism behaviours than teachers of other branches. Hoşgörür (2017), attracting attention to the fact that the differences found in contribution to the institution were between primary school and secondary school teachers, concluded that primary school teachers were more professional in their total professionalism scores, in professional sensitivity and in emotional labour than teachers of other branches. Primary school teachers' professionalism levels were significantly higher than branch teachers in this study. On examining the sub-factors, primary school teachers were found to have higher levels of professional sensitivity, emotional labour and contribution to the institution than teachers of other branches. The fact that primary school teachers are with their students for longer periods of time and that they have more control over labour processes can be influential in their identification with their institution. It would be more meaningful to consider all these discussions together with teacher autonomy. Professionalism levels of teachers did not differ significantly according to marital status and education level. It became apparent that personal development and emotional labour- the sub-factors of occupational professionalism- differed according to teachers' levels of education. Thus, teachers who had received post-graduate education had higher averages than teachers who received undergraduate degree. Therefore, it can be argued that post-graduate education is generally more important to teachers who consider personal development important.

The participants' marital status and seniority did not cause significant differences in their evaluations on their professionalism. Some studies also concluded that teachers' occupational professionalism levels did not differ according to seniority (Altınkurt & Yılmaz, 2014; Hoşgörür, 2017). Karaca and Başer (2016), on the other hand, concluded that seniority caused significant differences in professionalism behaviours. Accordingly, teachers' professionalism levels increase as their seniority increases. Yılmaz and Altınkurt (2015) concluded that teachers' occupational professionalism levels and their levels of personal development and emotional labour- the sub-factors of professionalism- differed significantly according to seniority. Senior teachers had higher levels of professionalism than other teachers. Hoşgörür (2017), however, concluded that senior teachers used more emotional labour than other groups. This study concludes that teachers' professionalism behaviours differed significantly according to seniority in the personal development sub-factor. Teachers who were in the first years of their profession attach more importance to their personal development than senior teachers. This indicates that teachers who are in the first five years of their profession follow the current developments, scientific publications and books that will enable them to develop professionally and therefore they turn to activities helping them to develop intellectually.

The participants' autonomy behaviours did not differ significantly according to gender, subject area, marital status and educational status. On reviewing the literature in relation to the relationships between teachers' autonomy and gender, it was found that teacher autonomy did not differ significantly according to gender (Çolak & Altınkurt, 2017; Üzüm & Karslı, 2013; Yazıcı & Akyol, 2017). Çolak et al.

(2017) concluded that teachers working in primary schools displayed more autonomy in the teaching process than teachers who taught at other stages of education. Yazıcı and Akyol (2017) also reached similar conclusions and stated that primary school teachers displayed autonomy behaviours more than other teachers in the sub-factors of curriculum autonomy and teaching process autonomy. In a similar way, it became apparent in this study on examining the sub-factors that primary school teachers' autonomy levels were high in occupational communication and in the teaching process. Thus, it can be stated that primary school teachers are more autonomous in the teaching process due to the nature of their work. The fact that they teach many courses at a basic level and that they have more control over their work can improve their autonomy behaviours. As mentioned before, one of the main characteristics that define professionalism in the traditional sense is professional autonomy. In this context, it is meaningful that the autonomy levels of primary school teachers are higher. Because primary school teachers have the opportunity to work by isolating their classes from other employees. Branch teachers have to interact more with other teachers about lesson planning, teaching and exam applications, and in this sense, their autonomy may decrease compared to primary school teachers. Although it can be mentioned that the autonomy of all teachers has decreased with the development of the new professionalism, the level of autonomy of branch teachers may decrease more due to the pressure of central examination, specialization in a certain field and being dependent on other teachers in some way. Indeed, research findings support this evaluation. Üzüm and Karslı (2013) concluded that seniority did not cause any significant differences in teacher autonomy but that it was directly proportional to political autonomy. Çolak et al. (2017) claim that teaching process autonomy also differ significantly according to seniority and that teachers with teaching experience below ten years display more autonomy behaviours. Çolak and Altınkurt (2017), Yazıcı and Akyol (2017) concluded that occupational communication autonomy behaviours did not significantly differ according to seniority. In this study, teachers' occupational communication autonomy behaviours differed significantly according to seniority. Senior teachers displayed more occupational communication autonomy behaviours than senior teachers of 1-5 years. Therefore, it can be said that senior teachers can express themselves better and mention their opinions more freely in in-school meetings and boards. The experience gained in the profession may play a role in achieving this result. On the other hand, considering that 1-5 years senior teachers work on a contract basis, it is possible to conclude that job security may affect teachers' participation in communication processes at school. Because permanent teachers can act more freely with the self-confidence provided by job security while expressing themselves in meetings and boards.

As Larson points out (1977), autonomy in theoretical discussions is defined as one of the most basic features that distinguish a profession from other jobs. In this framework, it is important to reveal the correlations between teachers' occupational professionalism and autonomy. On examining the correlations between teachers' occupational professionalism and teacher autonomy and their sub-factors, it was found that there were positive correlations at various levels. It was understood that studies conducted in Turkey did not generally consider teacher autonomy by relating it to professionalism or that they did not include the issue in studies of professionalism. Bayhan (2011) discovered that there was a positive and significant correlation between teachers' professionalism and autonomy levels. On the other hand, teacher autonomy is an important component of teacher professionalism- as it is stressed in several studies abroad (Hargreaves, 2000; Hextall, Gribb, Gewirtz, Mahony, & Troman, 2007). Especially in studies conducted in the Anglo-Saxon world, the importance of teacher autonomy is emphasized and the narrowing of professional autonomy is discussed in various theoretical and qualitative based studies (Au, 2007; Buyruk, 2018; Evans, 2011; Hargreaves, 2000; Robertson, 1996; Stevenson & Wood, 2013). While the decrease in professional autonomy is frequently emphasized in the aforementioned studies, teachers attach importance to professional autonomy. The centralization of curriculum and examinations and increased control in schools greatly limits teacher autonomy and range of action. Thus, based on the studies carried out, it can be said that a strong correlation between teacher professionalism and autonomy is an expected result. According to the result of the analysis, there was a medium level, positive correlation between teachers' occupational

professionalism and autonomy. Various reasons can be cited for this correlation to be lower than expected. Although professionalism can be defined as an individual stance of the teacher as a member of a profession in relation to professional qualifications, attitudes and behaviour, as Evans (2008) states, the attitude, and behaviour specific to the profession are directly related to the status and ideology of the profession. However, in this study, teachers' occupational professionalism has been dealt with mostly with their individual dimensions. On the other hand, teacher autonomy, as stated in the theoretical discussions, includes teachers' participation in the managerial processes in schools, their having a voice in regulating the work environment, and their decision-making about their work (Friedman, 1999; Ingersoll, 2007). It includes professional development axis as well as being competent in organizational and pedagogical issues (Friedman, 1999; Öztürk, 2011). The participation in organizational and pedagogical processes of teachers in Turkey is rather limited. In this context, teacher autonomy is more narrowly associated with the teachers' freedom of movement while carrying out education activities in their classroom. In this study, individual autonomy was focused in terms of teacher autonomy. Therefore, the correlation between teachers' occupational professionalism and autonomy can be evaluated in this context. Analyses done for the sub-factors revealed the factors having significant positive correlations. In this context, it was remarkable that there were high positive correlations between curriculum autonomy and teaching process autonomy. Thus, it can be said that teachers' having a say in the curriculum is directly related to their autonomy in the teaching process. It was also significant that there were medium level, positive correlations between professional development- which was a sub-factor of occupational professionalism- and curriculum autonomy and teaching autonomy. Although it is not possible formally to talk about teacher autonomy in planning and implementation of teaching at the central or school level, it is possible for teachers to actualize these processes in their classroom by providing their professional development. Indeed, Friedman (1999) drew attention to the organizational and pedagogical dimensions of professional autonomy and emphasized the importance of professional development for the realization of these two dimensions. Öztürk (2011) also drew attention to the importance of professional development as well as participation in planning and management processes. Therefore, it can be stated that teachers who can provide professional development have the opportunity to make small changes in the curriculum and act more autonomously in teaching process.

Professional development autonomy was found to be a predictor of personal development- a sub-factor of teacher professionalism following the regression analysis. However, the effects of the sub-factors of autonomy on personal development were very limited because the other sub-factors of teacher autonomy did not predict personal development. Therefore, it can be said that the variance for personal development stems largely from variables outside the model. The variables causing this could be the subject matter of another study. In addition to that, the findings obtained in this study demonstrated that teaching process, professional development and occupational communication were the significant predictors of professional sensitivity- a sub-factor of teacher professionalism. Thus, it can be said that teachers who have autonomy in the teaching process, who are autonomous in professional development and in occupational communication have high professional sensitivity. In order for teachers to perform their profession in the best way within the framework of ethical principles, it is important for them to act relatively autonomously in the teaching process, to continue their professional development, and to be able to have a voice in decision-making processes within the school. According to the results of the analyses, teaching autonomy and occupational communication autonomy are the significant predictors of emotional labour. Teachers who have autonomy in teaching process and in occupational communication can be said to have more developed behaviours of emotional labour. Besides, it also became apparent that teaching autonomy, professional development autonomy and occupational communication autonomy were the significant predictors of contribution to the institution. Therefore, it can be stated that teachers who have teaching process autonomy, who have professional development and occupational communication have higher contributions to their institution. In our study, it is possible to state that autonomy is handled mostly in an individual sense, and in this framework, teaching process autonomy is more determinant in teacher autonomy. However, in organizational

matters, teachers' having a voice and being able to exist in boards and meetings are important aspects of autonomy. Indeed, according to the analysis results, it is revealed that the teaching process and occupational communication autonomy are significant predictors of teachers' occupational professionalism. Therefore, it can be stated that teachers who behave autonomously in the teaching process and have strong occupational communication behaviours have a high level of occupational professionalism.

According to these results, the relationship between teachers' occupational professionalism and autonomy may be studied on larger samples. It may be suggested to conduct studies that will allow the evaluation of the results with a wider perspective by including variables such as employment security, public-private schools, school size, and city size. On the other hand, based on the research findings, it is possible to make various suggestions for experts involved in the development of educational policies and practitioners. As emphasized in OECD reports (2005, 2016), increasing the teacher quality is closely related to strengthening teacher professionalism. Thus, it is important to implement policies that will enable teachers to be autonomous especially in the teaching process, support their professional development and increase their occupational communication capacities to increase the quality of education and improve teacher professionalism. Teachers' capacities to act autonomously in the teaching process, ensure their professional development, and strengthen their occupational communication can be made possible primarily by having secured working conditions and improving their personal rights. In addition, teachers' participation in decision-making processes in organizational and pedagogical issues, their access to in-service training activities that will ensure their professional development can increase their professionalism and quality of education and strengthen the teaching profession. Research results show that the teachers with strong autonomy behaviours in the aforementioned dimensions have higher emotional labour behaviours, professional sensitivity and their contribution to the institution is higher.

References

Altınkurt, Y., & Yılmaz, K. (2014). Öğretmenlerin mesleki profesyonelliği ile iş doyumları arasındaki ilişki. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, *4*(2), 57-71.

Arslan, A., & Özenici, S. (2017). İngilizce okutmanlarının öğretmen özerkliğine ilişkin görüş ve algıları. *Uluslararası Eğitim Bilimleri Dergisi*, 4(12), 297-305.

Au, W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. *Educational Researcher, 36*(5), 258-267.

Ayral, M., Özdemir, N., Türedi, A., Yılmaz-Fındık, L., Büyükgöze, H., Demirezen, S., … Tahirbegi, Y. (2014). Öğretmen özerkliği ile öğrenci başarısı arasındaki ilişki: PISA örneği. *Journal of Educational Sciences Research*, *4*(1), 207-218.

Balcı, A. (2011). *Sosyal bilimlerde araştırma*. Ankara: Pegem Akademi.

Ball, S. J. (2008). *The education debate*. Bristol: The Policy Press.

Barber, B. (1996). Meslekler sosyolojisinde bazı sorunlar. In Z. Cirhinlioğlu (Ed.). *Meslekler ve sosyoloji* (pp. 43-65). Ankara: Gündoğan Yayınları.

Bayhan, G. (2011). *Öğretmenlerin profesyonelliğinin incelenmesi* (Unpublished doctoral dissertation). Marmara University, İstanbul.

Bottery, M. (2000). *Education, policy and ethics.* London and Newyork: Continium.

Bourdieu, P. (2006). *Pratik nedenler* (H. U. Tanrıöver, Trans.). İstanbul: Hil Yayınları.

Buyruk, H. (2015). *Öğretmen emeğinin dönüşümü*. İstanbul: İletişim Yayınları.

Buyruk, H. (2018). Changes in teachers' work and professionalism in England: Impressions from the "shop floor". *Malaysian Online Journal of Educational Sciences, 6*(2), 1-20.

Büyüköztürk, Ş., Akgün, Ö. E., Karadeniz, Ş., Demirel, F., & Kılıç Çakmak, E. (2016). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.

Cerit, Y. (2012). Okulun bürokratik yapısı ile sınıf öğretmenlerinin profesyonel davranışları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, *18*(4), 497-521.

Çelik, S. (2016). *Resmi liselerde dağıtılmış liderlik ve öğretmen özerkliği ilişkisinin öğretmen görüşlerine göre incelenmesi: Elazığ ili örneği* (Unpublished master's thesis). Hacettepe University, Ankara.

Çolak, İ., & Altınkurt, Y. (2017). Okul iklimi ile öğretmenlerin özerklik davranışları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, *23*(1), 33-71. doi:10.14527/kuey.2017.002

Çolak, İ., Altınkurt, Y., & Yılmaz, K. (2017). Öğretmenlerin özerklik davranışları ile iş doyumları arasındaki ilişki. *Karadeniz Sosyal Bilimler Dergisi, 9*(2), 189-208.

Dempster, N., Freakley, M., & Parry, L. (2001). The ethical climate of public schooling under new public management. *International Journal of Leadership in Education: Theory and Practice*, *4*(1), 1-12.

Eroğlu, M., Erdoğan, U., & Özbek, R. (2018). Öğretmenlerin mesleki profesyonellikleriyle mesleki gelişime yönelik tutumları arasındaki ilişkinin incelenmesi. *Journal of Social And Humanities Sciences Research*, *5*(30), 4379-4388.

Etzioni, A. (1969). *The semi-professions and their organization.* New York: Free Press.

Evans, L. (2008). Professionalism, professionality and the development of education professionals. *British Journal of Educational Studies*, *56*(1), 20-38.

Evans, L. (2011). The 'shape' of teacher professionalism in England: Professional standards, performance management, professional development, and the changes proposed in the 2010 white paper. *British Educational Research Journal*, *37*(5), 851-870.

Evetts, J. (2009). The management of professionalism: A contemporary paradox. In S. Gewirtz, P. Mahony, I. Hextall, & A. Cribb (Eds.), *Changing teacher professionalism* (pp. 19-30). USA and Canada: Routledge.

Evetts, J. (2011). A new professionalism? Challenges and opportunities. *Current Sociology, 59*(4), 406-422. doi:10.1177/0011392111402585

Freidson, E. (1996). Mesleksel kontrolün değişen doğası. In Z. Cirhinlioğlu (Ed.), *Meslekler ve sosyoloji* (pp. 99-127). Ankara: Gündoğan Yayınları.

Friedman, I. A. (1999). Teacher-perceived work autonomy: The concept and its measurement. *Educational and Psychological Measurement, 59*(1), 58-76.

Ginsburg, M. (1997). Professionalism or politics as a model for educators' work and lives. *Educational Research Journal, 11*(2), 133-146.

Giroux, H. A. (1988). *Teachers as intellectuals.* USA: Bergin and Garvey Publishers.

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: Theory and Practice, 6*(2), 151-182.

Hargreaves, D. (1994). The new professionalism: The synthesis of professional and institutional development. *Teaching and Teacher Education, 10*(4), 423-438.

Helsby, G. (1999). Multiple truths and contested realities: The changing faces of teacher professionalism in England. In C. Day, A. Fernandez, T. Hague, & J. Moller (Eds.), *The life and work of teachers* (pp. 93-108). London: Falmer.

Hextall, I., Gribb, A., Gewirtz, S., Mahony, P., & Troman, G. (2007). *Changing teacher roles, identities and professionalism: An annotated bibliography*. England, London: King's Colleage, Roehampton University, & T.L.R.P. Teaching & Learning Research Programme. Retrieved from http://www.tlrp.org/themes/seminar/gewirtz/papers/bibliography.pdf

Hochschild, A. R. (2012). *The managed heart: Commercialization of human feeling.* California: The University of California Press.

Hoşgörür, T. (2017). Öğretmenlerin mesleki profesyonellikleri ile saygınlıklarını yitirme kaygıları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi, 23*(3), 387-424.

Hoyle, E. (1974). Professionality, professionalism and control in teaching. *London Education Review*, *3*(2), 13-19.

Hughes, E. C. (1963). Professions. *Daedalus, 92*(4), 655-668.

Hypolito, A. M. (2004). Teachers' work and professionalization: The promised land or dream denied?. *Journal for Critical Education Policy Studies*, *2*(2), 203-226.

Ingersoll, R., Alsalam, N., Quinn, P., & Bobbitt, S. (1997). Teacher professionalization and teacher commitment: A multilevel analysis. National Center for Education Statistics. Retrieved from https://repository.upenn.edu/gse_pubs/548

Ingersoll, R. M. (2007). Short on power long on responsibility. *Educational Leadership, 65*(1), 20-25. Retrieved from http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Short-on-Power,-Long-on-Responsibility.aspx

İlgan, A., Aslanargun, E., & Shaukat, S. (2015). Developing teacher professionalism scale: Validation and reliability study. *Eğitimde Kuram ve Uygulama, 11*(4), 1454-1474.

Karabacak, M. (2014). *Ankara ili genel liselerinde görev yapan öğretmenlerin özerklik algıları ile öz yeterlik algıları arasındaki ilişki* (Unpublished master's thesis). Ankara University, Ankara.

Karaca, D., & Başer, M. U. (2016). İlk ve ortaokullarda bürokratikleşme düzeyinin öğretmen profesyonelliğine etkisi. *Yaşadıkça Eğitim, 30*(2), 73-92.

Karasar, N. (2012). *Bilimsel araştırma yöntemi* (23th ed.). Ankara: Nobel Yayıncılık.

Kılınç, A. Ç., Bozkurt, E., & İlhan, H. (2018). Öğretmen özerkliğine ilişkin öğretmen görüşlerinin incelenmesi. *Eğitim ve İnsani Bilimler Dergisi: Teori ve Uygulama*, *9*(18), 77-98.

Larson, M. S. (1977). *The rise of professionalism: A sociological analysis*. California: University of California Press.

Lawn, M. (1996). *Modern times? Work, professionalism and citizenship in teaching*. London: Falmer Press.

Lawton, D. (2012). *The politics of school curriculum.* London: Routledge.

Ministry of National Education. (2019). Milli eğitim istatistikleri. Retrieved from http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=361

OECD. (2005). *Teachers matter: Attracting, developing and retaining effective teachers, education and training policy*. Paris: OECD Publishing. Retrieved from https://dx.doi.org/10.1787/9789264018044-en

OECD. (2016). *Supporting teacher professionalism: Insights from TALIS 2013*. Paris: OECD Publishing. doi:10.1787/9789264248601-en

Öksüz-Gül, F. (2015). *Eğitimsel liderlik uygulamaları bağlamında öğretmen özerkliğinin incelenmesi* (Unpublished master's thesis). Marmara University, İstanbul.

Özaslan, G. (2015). Öğretmenlerin sahip oldukları mesleki özerklik düzeyine ilişkin algıları. *Eğitimde Nitel Araştırmalar Dergisi*, *3*(2), 25-39.

Öztürk, İ. H. (2011). Öğretmen özerkliği üzerine kuramsal bir inceleme. *Elektronik Sosyal Bilimler Dergisi*, *10*(35), 82-99.

Robertson, S. L. (1996). Teachers' work, restructuring and postfordism: Constructing the new 'professionalism'. In I. Goodson & A. Hargreaves (Eds.), *Teachers' professional lives* (pp. 28-55). London & Philadelphia: Falmer Press.

Robertson, S. L. (2000). Teachers' labour, social class and change: Toward a new theoretical framework. *International Studies in the Sociology of Education*, *10*(3), 285-302.

Robertson S. L. (2010). Teachers matter… Don't they? Placing teachers and their work in the global knowledge economy. In S. Macrine, P. McLaren, & D. Hill (Eds.), *Revolutionizing pedagogy: Education for social justice within and beyond global neo-liberalism* (pp. 235-255). New York: Palgrave Macmillan.

Sachs, J. (2016). Teacher professionalism: Why are we still talking about it?. *Teachers and Teaching*, 22(4), 413-425. doi:10.1080/13540602.2015.1082732

Stevenson, H., & Wood, P. (2013). Markets, managerialism and teachers' work: The invisible hand of high stakes testing in England. *The International Education Journal: Comparative Perspectives, 12*(2), 42-61.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). New York: Allyn and Bacon.

Türk Dil Kurumu. (2019). Türk Dil Kurumu güncel Türkçe sözlük. Retrieved from https://sozluk.gov.tr

Üzüm, P., & Karslı, M. D. (2013). Sınıf öğretmenlerinin öğretmen özerkliğine ilişkin farkındalık düzeyleri (İzmir ili örneği). *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 14*(3), 79-94.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. UNESCO: International Institute for Educational Planning. Retrieved from https://unesdoc.unesco.org

Whitty, G., & Wisby, E. (2006). 'Collaborative' and 'democratic' professionalisms: Alternatives to 'traditional' and 'managerialist' approaches to teacher autonomy?. *Educational Studies in Japan: International Yearbook*, *1*, 25-36.

World Bank. (2012). *What matters most in teacher policies? Framework for building a more effective teaching profession*. SABER Working paper series. Retrieved from https://openknowledge.worldbank.org

Yazıcı, A. Ş., & Akyol, B. (2017). Okul müdürlerinin liderlik davranışları ile öğretmen özerkliği arasındaki ilişki. *Uluslararası Eğitim Bilimleri Dergisi, 4*(10), 189-208.

Yolcu, H. (2010). Neo-liberal dönüşümün yaşandığı ülkelerde yerelleşme ve okul özerkliği uygulamaları. *ZKÜ Sosyal Bilimler Dergisi, 6*(12), 253-273.

Yılmaz, K., & Altınkurt, Y. (2014). Öğretmenlerin mesleki profesyonelliği ölçeği geçerlik ve güvenirlik çalışması. *Uluslararası İnsan Bilimleri Dergisi*, *11*(2), 332-345. Retrieved from http://www.j-humansciences.com/

Yılmaz, K., & Altınkurt, Y. (2015). Öğretmenlerin mesleki profesyonellikleri ile iş-yaşam dengeleri arasındaki ilişki. *Eğitim Bilimleri ve Uygulama*, *14*(28), 105-128.

Yirci, R. (2017). Öğretmen profesyonelliğinin önündeki engeller ve çözüm önerileri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, *18*(1), 503-522.