The Impact of School Culture on the Transformation of Teachers' Professional Skills: The Case of Ankara Science High School

Sinan Dağ*

Abstract: This study aims to understand how school culture influences the transformation of teachers' professional skills in the context of Ankara Science High School. The school culture that is owned leads schoolteachers to experience professional satisfaction, increases their sense of belonging and enhances professional productivity. At the same time, it has been determined that under the influence of school culture, teachers do not have difficulty in applying general professional practices such as classroom management and managing undesirable student behavior, but they feel the need to significantly enhance their general knowledge and subject-specific knowledge and skills significantly, and as a result, their professional skills are transformed. Furthermore, teachers reported a noticeable shift in their approaches to both students and parents as a result of the school culture. The findings of the research such as including creating and maintaining a strong school culture to improve teachers' professional skills, increasing the image of the school in society, the educational demands of students, and ensuring the support of alumni to their schools, provide concrete recommendations for education administrators, teachers, and Ministry staff.

Keywords: School culture, teacher, professional skills, Ankara Science High School.

iD Corresponding Author's: PhD., Ministry of National Education, Turkiye, E-mail: sinandag66@hotmail.com

Introduction

Education is not merely a sum of technical processes but also a process of humanization (Kant, 2013). Schools, where education is planned and programmed, are institutions where human relations are experienced intensely (Taymaz, 2009). This characteristic of schools leads to the formation of natural structures that spontaneously emerge among school stakeholders significantly affecting the success of the school's formal structure (Bursalıoğlu, 2000). Although there are different approaches, it seems that school culture is one of the most important factors affecting the formal structure of the school and the professional skills of teachers, who are the main carriers of this structure.

Schools where educational activities are carried out are also a part of the organizational life in society. Schools, as educational organizations like other social structures, are institutions in which individuals live and work professionally. In these institutions, the ways in which individuals perceive the world, interpret their experiences, and interact with society are internalized as a whole, creating the social structure and values of the institution. The behaviors of individuals in schools are not merely reflections of their own individual worlds, but are behaviors shaped by the values, social norms and expectations of the culture that exists in that organization.

Culture is a field of human actions (Bauman, 2021) and consists of the phenomena that humans reveal in spatial and temporal planes. The centrality of humans in culture shows that culture is modifiable, dynamic, and adaptable (Eagleton, 2016). The interaction between culture and the individual occurs on a cognitive level (Alvesson & Sveningsson, 2008), and this relationship is mutually nourishing, shaping one another, and sometimes unfolds in a dialectical structure. School culture is shaped during the school's historical development by its stakeholders and material assets, consisting of the meaning patterns that stakeholders assign to these assets and the realities revealed through their relationships. This process both makes the school's culture its unique characteristic and distinguishes the school from other schools.

The temporal and spatial structure of culture leads each school to create its own identity and culture, shaped by the stakeholders and dynamics of the school (Atmaca & Dağ, 2023). School culture is the organizational symbol and meaning patterns formed by the transformation of the assumptions, values, norms, beliefs, rituals, stories, ideologies, and symbols carried by the school stakeholders into school-specific emotion, thought, and behavior patterns as a result of internalization and adoption by the school stakeholders (Ayık & Ada, 2009; Güçlü, Yıldırım & Daşçı, 2016). What makes culture strong and enables it to direct behavior within the organization is the notion of "sharedness" in its definition (Robbins & Judge, 2013). Therefore, what makes a school develop and become strong is the quality of its culture and the level of adoption of the culture among stakeholders (Balcı, 2002).

The most important duty of the school is to ensure that students are successful by making them capable of doing what is desired. It is an important feature in the culture of a successful school to provide opportunities for each student to develop their potential in

line with their interests and abilities (Ajaheb-Jahangeer & Jahangeer, 2004). Studies have demonstrated that school culture serves as an intermediary variable influencing student success (Demirtaş, 2010; Karayel & Er, 2022). The main actors in ensuring student success within school culture are teachers. The change, transformation and development of teachers in the educational processes become possible by developing the school culture, ensuring cooperation and solidarity between colleagues, and by constantly being in professional and intellectual learning (Thoonen, Sleegers, Oort & Peetsma, 2012).

The teacher is the fundamental element that shapes both the present and future of students through the education they provide. It acts as an intermediary in the change of emotions, thoughts and behaviors experienced by students. According to the *Law on the Teaching Profession* (2022), teaching is a specialized profession that undertakes education and training as well as related management duties, and preparation for the profession is provided by general knowledge, specialized field education and pedagogical formation/teaching professional teaching knowledge. Teaching is a profession that focuses on human subjectivity within the realm of human activity. Therefore, to develop a qualified teacher identity, teachers must be aware of the knowledge and skills required by the profession both before and after starting their careers and maintain this awareness throughout their lives (Forte & Flores, 2014). Teachers must have a high level of commitment and motivation toward their profession. It is a known fact that institutions with strong school cultures motivate teachers better (Cheng, 1993) and increase their organizational commitment (Sezgin, 2010). School culture is a strong variable influencing teachers' professional behavior (Kılınç, 2014), and teachers in strong school cultures are able to enhance their professional knowledge and skills during their educational processes (Rizvi & Elliott, 2005). According to the 2019-2023 and 2024-2028 Strategic Plans of the Ministry of National Education (MNE), MNE sees the low motivation and commitment of employees to the organization as a challenge in the development of the organization. Moreover, in the *Secondary Education Institutions Regulation* (2016), emphasis was placed on school culture, and it was requested that school culture studies be included in teachers' board meetings, measures should be taken to increase school efficiency through the school culture of school administrators and teachers, to create team spirit, and to integrate the school with the environment.

School is a social institution that has its own unique dynamics. The formative and directive feature of school culture stems from the social structure of the school. Because it is important that people who must be together and take joint actions in the school environment share some common social realities (Şişman and Turan, 2005). Social realities, on the other hand, are the result of the social learning process. According to Wenger (2000), social learning emerges as a result of the interaction of people with their environment, as a result of the mutual influence of social competence and personal experience based on social participation. In the school environment, teachers' involvement in a participatory school society, their participation in certain activities, their

formation of their own identities and their efforts to make sense of the school life around them occur through the social learning process. In this regard, teachers develop professional skills specific to the school culture by learning the basic values, beliefs, norms and symbols of the school culture through the social learning process.

School culture draws its foundations mostly from sociology and anthropology (Lunenburg and Ornstein, 2013), and provides continuity in the actions of school employees and harmony in their behavior (Hoy and Miskel, 2012). Without developing school culture, it is not possible to enhance other aspects of the school (Şimşek, 2003). Teachers' professional practices can develop in school cultures that support positive relationships and effective communication among school staff and are oriented towards increasing student success and improving the school (Tschannen-Moran, 2004). One of the main determinants in the development of teachers' professional knowledge and skills and in-class and out-of-class educational activities is school culture, and a supportive school culture has a critical role in helping teachers act with a focus on professional development (Hopkins, 2007). Therefore, it seems that school culture has a significant impact on shaping and transforming teachers' professional skills and practices. With this research, it aims to understand how school culture affects the transformation of teachers' professional skills based on general knowledge, specialized field knowledge and pedagogical formation/teaching professional teaching knowledge in the context of Ankara Science High School.

Ankara Science High School (ASHS), established in 1964 to contribute to Turkey's scientific and technological development at the secondary education level, is the first science high school in Turkey. ASHS was built on the land of the Middle East Technical University as a large campus of 123 acres, with buildings featuring a special architectural design. The ASHS campus area consists of 11 different buildings and also includes teacher lodgings. Since the day it was founded, ASHS has admitted its students through a selection exam, and as a result of the 2023 LGS exams, students who were among the top thousand in Türkiye were enrolled in the school.

ASHS, which produced its first graduates in 1967, has produced 5203 graduates by 2023 and its graduates are organized under the names of Ankara Science High School Graduates Foundation and Ankara Science High School Graduates Association. As of 2023, 4 administrators and 39 teachers are working at ASHS, and a total of 481 students, 352 of whom are boarding students, are continuing their education. The school's motto is "We are Exemplary, We are Leaders, We are All One". ASHS has placed itself in a privileged position through these features and has established a strong school culture and ensured its continuity. This culture, which is adopted by school teachers, students, parents and graduates, is seen to have a transformative and formative effect thanks to its features.

In the literature, research on school culture is generally found to be quantitative studies aimed at revealing the perceptions of school staff toward school culture and its components, or exploring the relationship between school culture and various variables (Özoğlu, 2015). However, recent years have seen an increase in qualitative studies as

well (Karayel & Er, 2022; Kozikoğlu & Senemoğlu, 2018; Meşeci-Giorgetti, Karataş & Karabacak, 2023; Nergiş-Işık, 2010; Özoğlu, 2015), aiming to explore the depth and nuances of school culture. Nevertheless, many of these studies focus on the views of school administrators, teachers, and students regarding school culture. Given the multifaceted and complex nature of culture and the subjectivity of individuals, there are limited studies focusing on the relationship between school culture and the transformation of teachers' professional skills. This study aims to fill this gap in the field by addressing teachers' perspectives through qualitative methods. In this context, within the scope of the current study, examining the opinions of teachers about the transformative and formative effect of school culture, which affects the professional skills of teachers, one of the main actors of the school, in the theoretical and practical context, is important in terms of filling the gap in the literature. Depending on this problem situation, answers to the following sub-problems were sought:

- How do teachers perceive the historical legacy of the school in shaping its culture?
- How do teachers describe the influence of school culture on their professional experiences?
- How do teachers perceive the ways in which school culture contributes to changes in their professional identity or practices?
- How do teachers describe the role of school culture in shaping their interactions with students, colleagues, and parents?

Method

Research Design

In this research, a qualitative research method was used, adopting a case study design (holistic and single case study). Case studies investigate one or more real-life situations. The case is limited by specific parameters, such as location, time, and variables (Creswell, 2013). Case studies primarily address the "how" and "why" questions and allow for an in-depth examination (Yıldırım & Şimşek, 2006). Case studies have become increasingly common, especially in social sciences and more specifically in educational sciences, for detailed descriptions and deep investigations of specific instances.

In the case study design, the researcher does not have control over the situations, and events or cases are analyzed in their natural flow. Case studies examine social phenomena in their everyday context, but since these studies are specific to particular situations, generalizations cannot be made from their findings (Yin, 2017). Case studies immerse the reader into the situation and experience, offering insights into the life of a group (Patton, 2014). Ankara Science High School has a strong culture, which is the first science high school in Turkey and a boarding school, its own unique architectural design, the successes achieved, that students have the opportunity to behave freely in a wide campus area, and that the school creates its own functional symbols was chosen as a case study in the research. In this regard, a holistic single-case study was preferred

because it was desired to examine in depth the impact of the school culture of Ankara Science High School on the professional practices of teachers working at the school and to describe the school-specific situation in detail.

Ethics Committee Approval

Ethical approval for this research was obtained through the decision of Gazi University's Ethics Committee, numbered 2023/1251, dated 23/10/2023, after which the data collection process was carried out.

Selection of Participants

Participants were selected using criterion sampling and maximum variation sampling methods to meet the predetermined criteria for the research. The criterion of being employed at Ankara Science High School has been selected as the benchmark. For maximum diversity, factors such as gender, age, branch, educational background, professional seniority, and tenure at the school were taken as a basis. The demographic information of the participants is presented in Table 1.

Table 1:

Participant Characteristics

Participant	Gender	Age	Branch	Professional seniority	Experience at ASHS	Degree
P1	Female	62	Turkish Language and Literature	40 years	30 years	Bachelor's
P2	Male	60	Chemistry	37 years	18 years	Master's
P3	Male	60	Physics	36 years	11 years	PhD
P4	Female	53	English	27 years	7 years	Bachelor's
P5	Male	42	Mathematics	20 years	7 years	Master's
P6	Male	47	Biology	25 years	6 years	PhD
P7	Male	40	Computer Science	17 years	3 years	Bachelor's
P8	Female	42	English	10 years	1 year	Master's
P9	Female	47	Physics	21 years	2 years	PhD

As shown in Table 1, among the teachers participating in the study, 5 are male and 4 are female. The ages of the participants range between 40 and 62 years (average age:

50.3). The distribution based on subject areas shows that teachers from seven different subjects were included in the study. The professional experience of the teachers varies between 10 and 40 years (average: 25.8 years). Their tenure at the school ranges from 1 to 30 years (average: 9.4 years). Three of the teachers hold bachelor's degrees, three hold master's degrees, and three hold doctorates. As of the 2023-2024 academic year, the total number of teachers at Ankara Science High School is 39. Thus, the study group represents 23.07% of the target population.

Data Collection Tool

The research data were collected using a semi-structured interview form created by the researcher. The form contains a total of four main questions and nine probe questions. The questions posed to the interviewees are listed below:

RQ1. How would you describe the culture and distinctive aspects of Ankara Science High School?

RQ2. How have the cultural values of Ankara Science High School affected you as a teacher?

RQ3. After starting to work at Ankara Science High School, did you feel any personal change or transformation? If so, how?

RQ4. How would you describe stakeholder relationships at Ankara Science High School?

Data Collection and Analysis

The data were collected by the researcher both face-to-face and via online platforms during the period of 11-25 November 2023. Following Lincoln and Guba's (1986) approach, data collection continued until similar information began to emerge, concluding the process once data saturation was reached. As a result, 9 teachers participated in the study, and the analysis was conducted based on the data provided by all participants. The interviews lasted between 30 and 45 minutes.

For data analysis, descriptive analysis was used based on the Strauss and Corbin approach (Özdemir, 2018). Descriptive analysis involves summarizing the data according to predetermined themes. In this study, four themes were identified in advance: "Culture and Distinctive Aspects of Ankara Science High School", "The Impact of Ankara Science High School's Culture on Teachers", "The Transformative Aspect of Ankara Science High School's Culture", and "The Influence of Culture on Stakeholder Relationships at Ankara Science High School". The data were analyzed using the MAXQDA 2020 software.

Validity and Reliability

It is necessary to meet the criteria of credibility and transferability to ensure validity in qualitative research and to collect evidence of reliability to ensure that the conclusions

drawn from the findings are reliable. To enhance the validity of the research, the interviews were transcribed, and the participants' confirmations were obtained. To strengthen the credibility and reliability of the study, direct quotations were used. Care was taken to ensure that the interview questions and findings were consistent with the relevant literature.

Findings

Within the scope of the research, four key themes were identified. The opinions and comments related to these themes are presented sequentially.

Culture and Distinctive Aspects of Ankara Science High School

The culture of Ankara Science High School prominently features several recurring elements, including students' desire for success and productivity, the school's deep-rooted history, the coexistence of diverse cultures, the shared objectives of the school's stakeholders, the sense of solidarity and belonging among students, teachers, parents, and alumni, the transmission of school culture from upper classes and alumni to younger generations, peer education, a liberal and innovative environment, campus life, and a strong sense of loyalty. These cultural characteristics are seen as factors influencing both the quality and quantity of education at Ankara Science High School. The stakeholders' unified effort toward common goals, their commitment to the school, and their desire for success contribute significantly to the school achieving its objectives. Figure 1 illustrates the culture and distinctive features of Ankara Science High School.

Figure 1.

Culture and Distinctive Aspects of Ankara Science High School
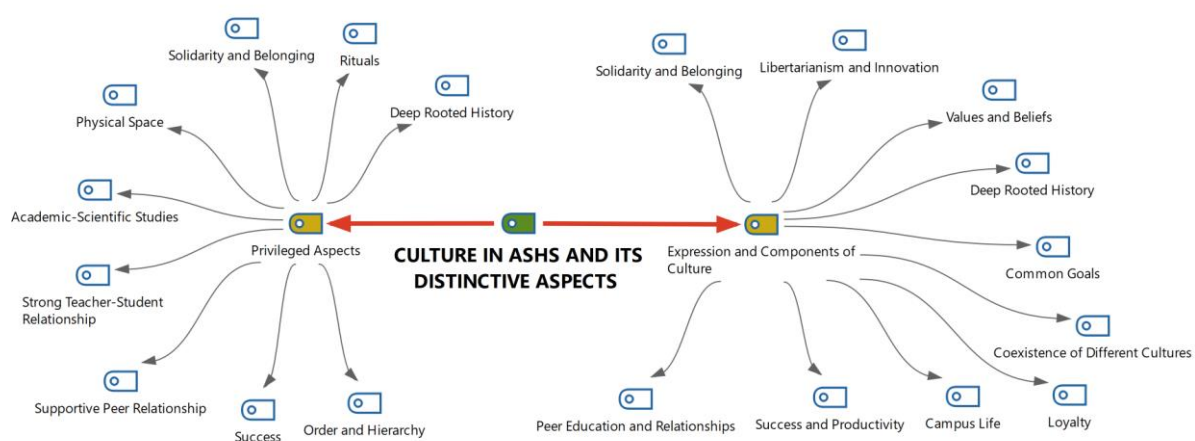
In terms of school culture, the fact that the school is the first science high school and has a long-standing history is regarded as a significant factor. At the same time, the school has distinguished itself from other schools over time with the material and intangible opportunities it has. P2, with "*From the very beginning, the fact that it is called a Science High School, being Turkey's first Science High School, has fostered a strong sense of*

ownership, especially among alumni. *Over the years, this beautiful spirit has been built, and it still continues. The spirit here is not the spirit of Ankara Science High School but the spirit of Science High School*", he expresses this idea and emphasizes the privileged position of the school. Another factor that makes the school privileged is that the school has a large campus area like a university, which allows students to experience campus life at the secondary level. For this reason, the P4 thinks that the students are very lucky. Campus life transforms and shapes school culture through the transformation it creates in the daily life of the school. Supporting this idea with the words *"It was liberal, dynamic and it really wasn't something that would form in 1 or 2 years. You can see the accumulation of years"* states that P5, the cultural structure of the school is liberal and dynamic, it was not formed in a short time and it is not temporary. The main reason for this situation can be shown as the solidarity and sense of belonging that develops among the school stakeholders and the loyalty felt towards the school. P7, who stated that another factor that affects teachers' sense of belonging and solidarity to the school is school lodgings, said: *"Staying in a lodging is also very beneficial for teachers, students, the school and the school culture. I wish it would be different if every teacher stayed in the lodging. The nice thing about lodging is that you don't lose touch with the school, it increases your belonging to the school."* expresses with his words.

The fact that the school accepts students from every region of Turkey through examination and creates a common culture by reflecting the cultural values of each student to the school brings about cultural diversity in the school. P2 refers to this as the "Anatolian mosaic". The places where students' cultural diversity is intensely integrated are school boarding houses. Boarding houses also cause the formation of a boarding culture and the transfer of existing values and beliefs with the understanding of periodism. P6 supports this by stating: *"Since the school is a boarding school and the majority of our students are boarding students, the relationships between the lower classes, upper classes and even the graduates play a very important role in the transfer of school culture"*. Another phenomenon that boarding brings to the culture is peer education and the intense relationships that students establish with each other and with their teachers. P1 expresses the strong relationship shaped by boarding school with the statement, *"I can still establish a dialogue with the students I graduated 30 years ago"*.

School culture refers to an intersection area created by school stakeholders. This situation demonstrates that the culture is created and adopted by all stakeholders of the school. P1 puts forward this idea with the view that *"When Ankara Science High School culture is mentioned, our students' classmates, the teachers they nicknamed, the cafeteria staff, the hostel, the studies, the canteen, the academic success, especially the projects and Olympic studies, and the awards they received should all be considered together"*. Therefore, it is seen that success and productivity are at the center of the intersection of school culture, and students, graduates, parents, school administration and teachers spend all their efforts on the success of the students. P4 explains this component of school culture with the concept of *"quality that has become a habit"*.

P3 highlights the active relationship between the school and its alumni: *"We have an alumni foundation, for instance. They work to make the school better"*. The existence of such active alumni relationships is a hallmark of culturally advanced schools. The fact that alumnis organize themselves under the name of non-governmental organizations such as Foundations or Associations that they establish and continue their relations with the school after graduation, and also contribute to the school, is an indicator of the sense of belonging to the school.

The elements that distinguish Ankara Science High School from other schools include its deep-rooted history, the students' focus on success, the solidarity among stakeholders, the strong sense of belonging, the organization of alumni under foundations and associations, the continuation of relationships between students and alumni, the rituals performed at the school, its unique architectural design, the campus life, the project and olympiad work conducted at the school, the relationships between teachers and students shaped by the boarding school culture, and the peer education and collaboration among students.

School culture is a lifestyle formed in the temporal and spatial context of the school. The foundation of the school, the experiences of its employees, and their mutual interactions over time have created a unique culture at Ankara Science High School. The school being the first science high school in Turkey and holding this distinction for 18 years, attracting the top-performing students from across the country, and the success of alumni in university entrance exams, project work, and olympiad competitions have fostered a success-oriented culture at the school. P2 supports this situation with the statement: *"This school is one that is constantly working, producing, and striving for success"*. P1 adds, *"If I had been at another school, I would have drawn the line somewhere, but I can't do that here because when you touch these students, they take it and run with it"*. P9 further supports the existence of a success-driven culture with the comment: *"The individuality, the freedom provided by the school, peer education, the mentor-apprentice relationship, and the desire of students to prove themselves are the distinguishing features of Ankara Science High School's culture"*. P7 emphasizes that this culture is not just shaped by the students but by the participation of all stakeholders, stating: *"You don't see students, teachers, administration, parents, or alumni like this at many other schools. If a task needs to be done, these surrounding factors keep each other dynamic and push each other forward"*. This situation is also an indication of the solidarity and belonging among the school's stakeholders.

The school's architectural structure is one of the primary mechanisms producing and transmitting its culture. The school building's distinctive character unique to the school can create a sense of belonging to the school for stakeholders. The fact that the school has a large campus area also creates a cultural perception in teachers. P6 expresses this with the following reflection: *"When I first came to the school, I wondered, 'Where have I come to?' The school has a unique atmosphere, partly due to its architecture. You know how you feel different when you go into a large place of worship; it's like that"*. Considering the views of the participating teachers, it is seen that the buildings and

campus of Ankara Science High School shape the students' worlds of meaning, offer a lifestyle, and, in a sense, act as a second teacher. P1 emphasizes that he learned at Ankara Science High School that physical structure is very important in school culture and gives the following example: *"The demolition of the dormitories and the gym made the graduates very sad. Why are you sad about the graduates, you say it has been renovated. The graduates say, "Teacher, I had memories there, the objects evoke memories, when I went to that dormitory, my room was gone now." There are no spaces that would reflect that memory. They said, "I wish they had been."*

P1's statement, *"We can say that project and Olympic studies are among the most important features that add difference to the culture"*. The expression shows that project and Olympic studies are an important phenomenon of school culture. The national and international achievements of students in project and Olympiad competitions not only foster a sense of pride and increase their sense of belonging to the school but also serve as role models and sources of motivation for students from lower classes. Peer education plays a significant role in these academic and scientific activities. P9 notes, *"This is a school where peer education is very well-executed, based on my observations. It's a place where a master-apprentice relationship can be nurtured, something we don't often see in other schools,"* thereby emphasizing the impact of supportive peer education within the school culture.

In the everyday life of the school, functional symbols that ensure the continuity of school culture are also evident. For example, (K5) states that there is an order and hierarchy among students, that each class level has a separate seating section in the cafeteria or conference halls, and that no one can sit anywhere other than the designated place. P4 similarly emphasizes that these practices are also observed in the dormitories. In addition, P1 states that the Alumni Day organized by the alumni association is held every year on the last Sunday of May, that the first and last courses of the academic year are given by the graduates, and that representative diplomas are given to the students who graduated forty years ago at the school graduation ceremony. P2 stated that for the last three years, a ceremony has been held on October 12, referring to the date of the start of education and the first lesson of the school, 12.10.1964, and that especially the first graduates came to this ceremony.

The Impact of Ankara Science High School's Culture on Teachers

The impact of Ankara Science High School's culture on teachers can be evaluated in four dimensions: impact on professional development, impact on professional satisfaction, impact on professional practices, and challenges it creates in the profession. Figure 2 illustrates the impact of the school culture on teachers.

Figure 2:

The Impact of Ankara Science High School's Culture on Teachers
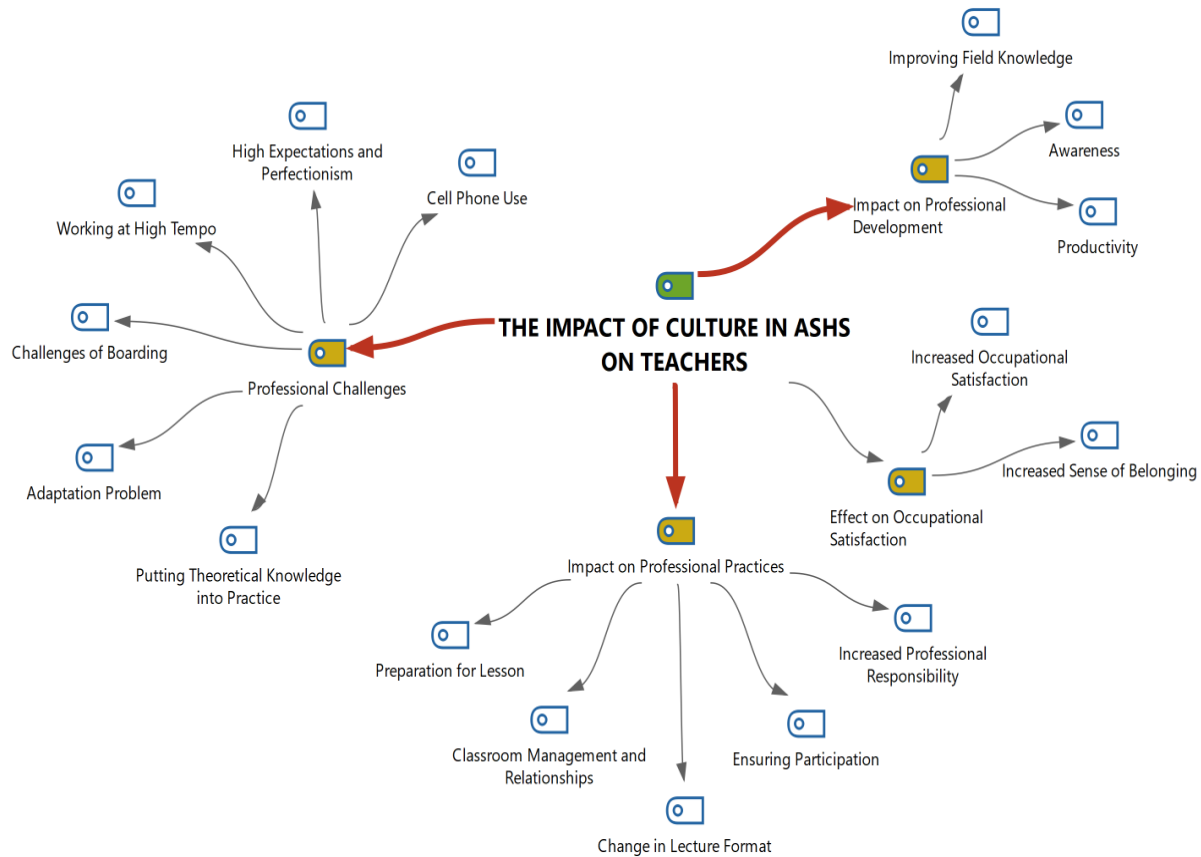
The culture of Ankara Science High School is a phenomenon in which teachers contribute to the development of their field knowledge in terms of professional development. P6 "*Students who are not content with what is given, but also students who want more, students who are inquisitive and questioning. Therefore, you need to catch up with them. In fact, you need to be one step ahead of them so that your communication with the students does not deteriorate.*" He states that highlights the need for teachers to constantly improve their subject knowledge to keep up with the demands of the students. In a success-oriented school culture, students' demands for learning and development have resulted in teachers being productive. P1 "*After all, Ankara Science High School taught me to expand and improve a definition. It improved my creativity and differentiated my perspective.*" expresses the productivity and creativity he experienced in his class. Another phenomenon that school culture contributes to the professional development of teachers is the awareness they experience when they are first appointed to the school. For example, P9 states that he worked as a team in the school he worked in before, but learned to act individually after coming to the science high school. P9 reflects on this realization by stating: "*I learned to make independent decisions, conduct more individualized work, and deliver more differentiated education. This school definitely taught me this*".

The most important thing that teachers look for in professional satisfaction is that something they give to students in terms of teaching can be easily received by the student and that this returns to the teacher as feedback in the best possible way. It is seen that teachers working at the school have achieved professional satisfaction in this sense. P9 states: *"Physics is a course that even the best students have difficulty in. Okay, the course is still difficult for students here, but I can get what I give. This makes me happy."* Similarly, P7 notes: *"Here, the student makes you feel like you are a teacher. The students we touch are getting Türkiye degrees and achieving success. This makes you happy."* They express the professional satisfaction they experience with their words. The professional satisfaction that teachers experience as a result of students' success also causes teachers' sense of belonging to the school to develop. Participant (P4) describes this growing sense of belonging by saying: *"It increased my sense of belonging. Being with the students, taking shifts in the dormitory, wearing a t-shirt with the school logo. It all makes it very meaningful"*. And P5 shares a similar sentiment: *"Ankara Science High School is like a black hole; once you get in, you don't want to leave. It has that kind of environment"*.

The homogeneity of academically successful students at the school necessitates that teachers come to class well-prepared. P1 recounts their experience: *"Since I first started Ankara Science High School, I would study for 2-3 hours every evening like a student, I would scan a lot of resources. I would wonder what the student would ask, where they would ask, what they would ask questions about"*. This need for preparedness also instills a sense of professional responsibility among teachers. P2 reflects on this sense of responsibility, saying: *"When I first came to the school, I found it strange how quiet the school was. The students were always working on projects, preparing for olympiads or university entrance exams. This quiet atmosphere was actually one of intense study. Being part of this family requires a serious sense of responsibility"*. Students' awareness of their responsibilities, their desire to actively participate in lessons and to be successful have caused the conclusion that teachers do not have difficulties in classroom management and maintaining classroom discipline against undesirable student behavior. P8 states: *"Classroom management and teaching methods have become easier"*, while P6 adds: *"We've fully adopted and implemented inquiry-based science education"*, highlighting how teachers have adapted their teaching methods and are now able to implement techniques that they may not have had the opportunity to use at other schools.

In addition to the positive effects of school culture on teachers, it is seen that there are also some negative effects specific to the school, apart from the use of mobile phones in classrooms, which occurs in all schools, and this causes teachers to experience difficulties. In particular, the fact that students come to school with high success in high school entrance exams, the desire of students and their parents to graduate with the same level of success, and the existence of a success-oriented culture in the school have led to the emergence of high expectations and a feeling of perfectionism in students and teachers. This situation, which also causes adaptation problems for teachers, on the one hand as is expressed by P7 in the statement: *"We enlighten the student, but since the*

student already comes with his own light, my teacher may say that your enlightenment is not enough for me". While it causes teachers to work at a high tempo, on the other hand as emphasized by P2 in the statement, "*Expectations related to dorms, meals, and we can add parental expectations to this as well. Our school largely meets these demands, but the high expectations still pose a challenge. There are no limits to these expectations*", these are also emerging as non-academic expectations. The difficulty that expectations create on teachers becomes concrete in the context of course notes. P3 expressed this difficulty with the thought, "*The student got 95 and can ask you for the account. When the student gets a low grade, he/she can look for the fault not in himself/herself but in the teacher. He/she can create a perception by holding the teacher responsible*". Another issue teachers face is that while students are academically successful and excel in theoretical knowledge, they sometimes struggle to apply this knowledge in project or workshop activities, participant P7 identifies this as another challenge.

The fact that the school has a boarding school and the majority of the students are boarding, and that the teachers are on duty in the dorms house at night while teaching at the school during the day, causes teachers to experience role confusion. P1 states that the most difficult part of Ankara Science High School is the hostel phase, because dorms are the students' homes, so they are the students' mothers, sisters and teachers. The difficulty they experience is expressed by P5 as follows: "*It is also difficult to satisfy children spiritually in dormitory conditions. Because they are far from their families and they experience some traumas*". P6 states that the fact that students have high-level thinking skills means that their needs are also at a high level, and that the difficulties they experience differ from other schools by stating that students are fragile because they are held in high regard by their families.

The Transformative Aspect of Ankara Science High School's Culture

The transformative aspect of Ankara Science High School's culture can be assessed in two dimensions: cultural adaptation and prominent transformative cultural characteristics. Figure 3 presents the transformative aspect of the Ankara Science High School's Culture.

Figure 3:

The Transformative Aspect of Ankara Science High School's Culture
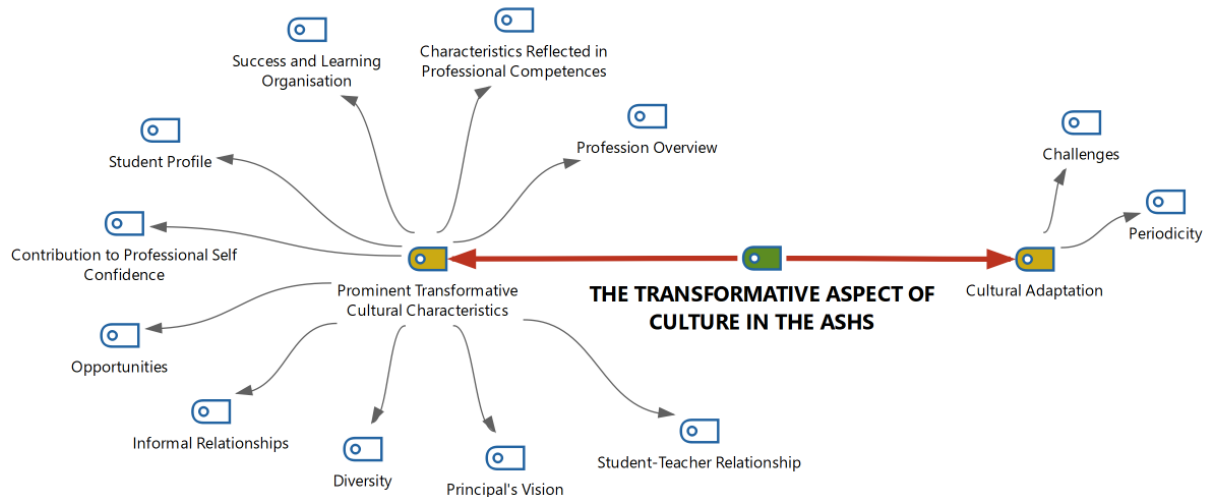
The success-oriented cultural structure of the school and the demanding nature of the students are the primary cultural elements that compel teachers to change. P2 expresses this transformation by stating: *"At Ankara Science High School, what forced me to change was primarily the students' desire for success. This desire is not only limited to academic success; the students also aim to succeed in an educational sense"*. Similarly, P9 adds: *"The fact that students are different from one another, that they are individualistic, open to discussion, curious, and engaged, and that they demand something from me based on their interests and curiosities. These factors forced me to change"*. These comments suggest that the student profile, which drives the success-oriented culture, is the main factor compelling teachers to transform. The students desire to carry past achievements into the future leads students to seek learning opportunities beyond the formal curriculum, thereby prompting teachers to continuously update their knowledge on both subject matter and current issues. This also necessitates that teachers follow educational innovations and transform their professional perspectives, ultimately boosting their self-confidence. P1 reflects on this transformation by saying: *"Every year, I added something to my knowledge and experience. For example, in the past two years, I learned how to conduct project work and developed myself in this area. I've been a teacher for years, and I used to think, 'What else could I possibly gain?' But at this school, I couldn't afford to think that way"*. P1's words are an indication that teachers feel the need to constantly renew themselves, and therefore the institution has, in a sense, gained the quality of a learning organization.

The opportunities offered by the school to teachers are, on the one hand, a source of motivation for teachers, and on the other hand, they contribute to the professional transformation of teachers. P3 shares an example of this, stating: *"Thanks to Ankara Science High School, I had the opportunity to visit NASA and CERN. Ankara Science High School provided me with this advantage. When we provide references and say that we*

work at Ankara Science High School, it gives us a certain privilege". Similarly, P7 notes: "*In terms of cultural structure, we have relationships with organizations like TUSAŞ or ASELSAN through our alumni. I never had the chance to connect with these organizations before. This opportunity isn't due to me personally, but because I work at Ankara Science High School*". These statements demonstrate that the opportunities offered by the school enhance teachers' motivation and contribute to their professional transformation. P4 adds that the vision of the school's principal is also important in creating this culture.

P5 emphasizes the importance of informal relationships among students by saying: "*Even very ordinary students can significantly change themselves through these activities. The culture's behaviors experienced in the dormitory, the varying attitudes of different year groups, respect for seniors, love from seniors toward juniors, playing the roles of older siblings—these are beautiful things*". P5 states that the diversity that students from different cities bring to the cultural environment, the support students provide to each other through informal relationships, and the contribution of alumni to this cause students to develop themselves in different areas. Informal relationships among students also affect teacher-student relationships. P1 reflects on this transformation, stating: "*The communication here is stronger and more sincere, but you also have to maintain boundaries. You feel closer to the students, and in this sense, I've experienced a transformation*".

The fact that school culture has a learnable aspect brings with it a process of intellectual and behavioral adaptation. However, the adaptation process may also involve some difficulties. P8 stated that it is difficult to adapt to the culture with the words, "*It takes at least 2 years to get used to Ankara Science High School. I think it is difficult to adapt to Ankara Science High School before 2 years. The winds blow hard here.*", additionally P5 "*There were many teachers who regretted being assigned to the school. It is difficult to get used to this culture, to be with these children, to listen to these children, to somehow survive against the pressures of these children. This is also a culture, the strong ones stayed, they adapted to this culture.*", indicating that teachers who could not adapt to the culture had to leave the school. In addition, periodicity among teachers stands out as another phenomenon affecting cultural adaptation. Especially since the school is a project school, changes in teachers have contributed to periodicity among teachers. P4 describes this situation: "*This was a project school, and a project school means a place where everything changes at a dizzying pace. Some teachers left when their term ended, and we had the opportunity to work with some of them. We played a sort of hide-and-seek game with them in the corridors*".

The Influence of Culture on Stakeholder Relationships at Ankara Science High School

The impact of the culture of Ankara Science High School on stakeholders can be evaluated in three dimensions: the impact on the relationship with colleagues, students and parents. Figure 4 presents the culture at Ankara Science High School and its impact on stakeholder relations.

Figure 4:

The Influence of Culture on Stakeholder Relationships at Ankara Science High School
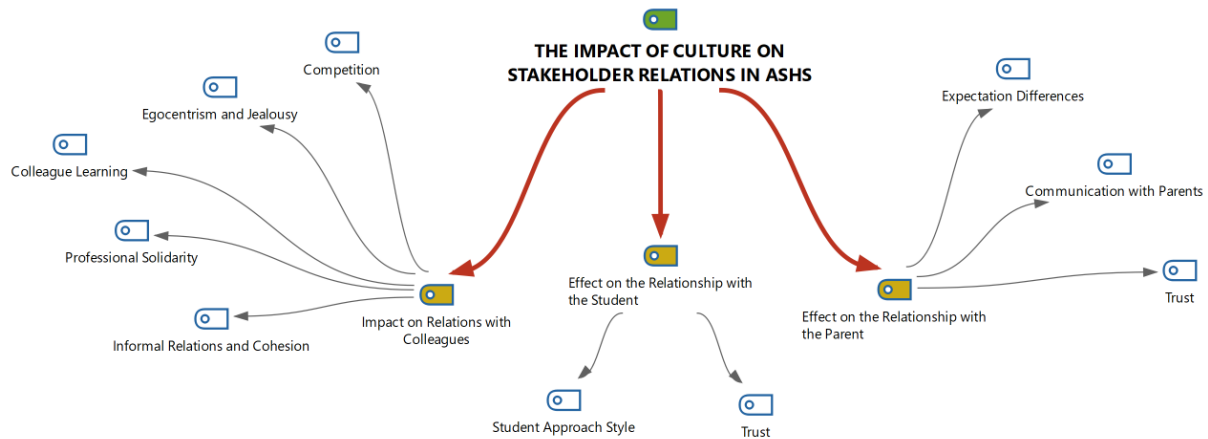
P6 remarks: *"The relationships among colleagues can be described as both cooperative and competitive; it fits into both categories. There's definitely a competitive environment, and this stems from the students. Just as there is competition among students, it reflects on the teachers as well"*. This observation highlights that the competitive environment among students has a significant impact on teacher relationships. However, this competitive environment also brings a degree of individualism and jealousy. P9 explains: *"On the surface, all the teachers get along with each other. There is a social relationship among almost all the teachers. But there's definitely no team spirit. The mentality is more, 'I'm here'."* P6 adds: *"I don't think my colleagues are selfish, but they do tend to prioritize themselves. There's a desire to claim success for oneself. This could be due to expectations or perhaps the belief that they won't be able to achieve the same success."* P1 describes the relationship between teachers as formal and based on interest, and states that it was the same 30 years ago. On the other hand, P2 suggests that professional solidarity exists among teachers: *"Whether within the same department or between departments, we see that everyone supports each other in this regard. I believe we are in a culture of solidarity rather than competition"*. In addition, P4 highlights the importance of professional learning among colleagues: *"My colleagues here are academically well-developed individuals. This is something you don't find at every school. A teacher who doesn't continue to develop themselves cannot survive here"*.

It is seen that the presence of lodgings within the school causes informal relationships among the teachers residing in the lodgings, and this situation affects the harmony among the teachers. P7's thought that: *"Living in the lodging hall is also very beneficial in terms of teachers, students, the school and school culture. I wish all our teachers lived in the lodging hall; it would be different. The good thing about the lodging hall is that you do not break away from the school, it increases your sense of belonging to the school"* reveals the effect of the lodging halls on communication between teachers. P3 and P4 also state that in addition to the lodgings, the low number of school teachers

and keeping shifts in student hostels also have an effect on the harmony between teachers.

It is seen that the fact that the school has a boarding house and the students' high perception levels shape the teachers' approach to students. Participant (P3) expresses the change he experienced in his approach to students after coming to Ankara Science High School with the following sentences: *"The student profile at my previous school was different. There, I could scold a student when necessary. At the science high school, we must be more cautious, and we have to do our jobs better because we're more likely to be criticized"*. P9 emerges that after gaining the trust of the students, her relationships with the students changed positively: *"Here, you feel that having a PhD and being able to engage in discussions with the students earns you more respect. The students show more respect in this way. I've worked at many schools, but I don't remember ever receiving as much appreciation as I do here"*. The participants also note that the sense of trust between teachers and students is further enhanced by the boarding environment, which facilitates stronger teacher-student relationships beyond classroom hours.

The fact that the school is a boarding school and the high expectation of success stand out as the determining factors in the teacher-parent relationship, as in student-teacher relationships. P5 *"Many parents come and say, 'Teacher, we are not here, we are entrusting our students to you. Therefore, we have to pay more attention."* with his statement, he declares that parents entrust their students to them because they live in different provinces, and therefore they are given other responsibilities in addition to academic expectations. P8 also mentions the school's parent profile and emphasizes parent expectations by saying, *"In Ankara Science High School, there are parents who are farmers, doctors, lawyers, conscious, unconscious. In that sense, there is a mixed parent profile. They all want their children to do well"*. P2 also supports the existing phenomenon with the following sentences: *"There is a student with a high carat in your hand. There is a diamond. Naturally, we have to handle them carefully. We must also keep the parents satisfied. The fact that their children are entrusted to us affects our approach; we must always act with care"*.

Discussion and Conclusion

The findings of the research show that Ankara Science High School has created a deep-rooted culture as a result of being the first and only science high school in Turkey for a long period of 18 years and the privileged position it has achieved within the framework of the opportunities it has. The success-oriented structure that continuously reproduces itself in the school's daily life fosters strong social ties among administrators, teachers, alumni, students, and their families, which is reflected in the professional practices of the teachers. The positive associations between the cultural elements of ASHS and the levels of school performance are similar to the research conducted by Lee and Louis (2019) in which they showed a clear linkage between schools with a strong culture and

their continuous improvement in school-level achievement. In particular, the successes achieved by students in every field and their desire to carry these successes into the future have made students the dominant actor in the school's education processes. Karayel and Er (2022) reached similar findings in their research, indicating that, especially in schools with strong cultural traditions and historical backgrounds, success is not only limited to academic achievements but also culture contributes to the holistic development of students, students play an active role in every field and are the main transmitters of culture. The conclusion revealed by Şahin, Silman and Özenli (2009) in their research that the success of old and new teachers and students is an important factor in school culture and that this motivates teachers and students and serves as a role model for them, supports the findings of this research.

School culture is not a set of written rules that exist among school stakeholders. It consists of thought and action patterns in a dynamic structure, created by stakeholders through common consensus throughout the historical process. One of the most important elements that ensures the continuity of this culture is the presence of functional symbols visible in the daily life of the school. It is seen that Robert College (Kaya, 2022) and Galatasaray High School (Özemre, 2018), which represent two different school structure in Turkey and have strong school cultures, also have many functional symbols to ensure the continuity of their cultures. The findings reveal that ASHS has developed its own unique symbols to maintain the continuity of its culture. Alumni day, graduation ceremonies, first and last lessons, order and hierarchy in school and boarding life can be given as examples of these symbols. These functional symbols also serve to ensure school stakeholders' adaptation to the school culture.

The fact that the school is a boarding school and that Turkey's most successful students according to the LGS exam choose the school results in the formation of an academically homogeneous student structure. Considering the students' desire to show themselves, the success expectations of the students and parents, and the successes achieved by the graduates, it has been concluded that teachers constantly feel the need to keep themselves dynamic and productive, and it is seen that this situation is the beginning of the main elements that transform the professional practices of teachers such as classroom management, lecture style, guidance and counseling services, and communication. It has been determined that teachers who cannot adapt to the success-oriented culture and daily working dynamism of the school are forced to leave the school, while teachers who adapt become a part of the culture, and this increases teachers' professional satisfaction and sense of belonging. The findings of the research conducted by Atmaca (2023) that teachers from different cultures had difficulty adapting to cultural differences in the first years of their profession, but over time they overcame cultural adaptation problems with methods they developed similar to the results of this research, also support the results of the research.

Some conflicts and groupings within the school may arise in the context of subcultures such as student success, groups, and gender. Similarly, the power relations and individual differences that exist between students and teachers at school affect the

relationships between teachers in the school culture (Özoğlu, 2015). The fact that ASHS has students with high academic success has also brought individualism and competition. High expectations of success have also put stress on teachers and students, increasing teachers' anxiety levels. Meşeci-Giorgetti et al. (2023) support this finding in their research. The school's slogan, "We are Exemplary, We are Leaders, We are All One", also emphasizes individualism and success. Considering the role of school slogans in shaping identity (Atmaca & Dağ, 2023), it is understandable that this individualism and focus on success would impact relationships among teachers. The prominence of power relations and egocentrism among teachers, on the one hand, negatively affects group solidarity and group work among teachers, and on the other hand, poses difficulties for new teachers to the school. Teachers who cannot adapt to this interaction between teachers have had to leave the school.

According to Goffman (2016), individuals' placing themselves in a predetermined social role also creates the necessity of continuing certain behavioral patterns. It is understandable that teachers use formal language due to their roles during their formal interactions with families and students at school, but since the school is a boarding school and the majority of students come from out of town, it is extremely important for teachers to exhibit informal interaction behaviors in order to manage the educational processes positively. This situation, although its situation causes teachers to experience role confusion, as emphasized by Goffman (2016), teachers use informal communication methods and can take on different roles for the benefit of students and parents, especially since there is no equivalent in practice outside of school hours. This naturally causes the communication of teachers with students and parents to differ and therefore the communication skills of teachers to change and transform.

The interpretation of school buildings and spaces in the context of school culture affects the world of meaning of school stakeholders (Yılmaz, 2014). For instance, Haydarpaşa High School graduates and teachers describe the loss of the school historical building as the school losing its spirit (Meşeci-Giorgetti et al., 2023). Because the school's spatial environment has the power to organize positive relationships and support activities among its stakeholders and the potential to activate different types of mental, social and emotional learning (Sanoff, Pasalar & Hashas, 2001). Tarçın Turgay (2018), in her study on Istanbul Boys' High School, reveals that the unique building of the school affects people's spatial memories and increases their social connectedness. While ASHS's unique architectural design and campus area develop a sense of belonging in teachers and students, while it also offers the opportunity to think and act freely. Even though architectural design does not directly affect teachers' professional practices, it gives teachers the image of working in a university environment, causing teachers to increase their sense of professional self-confidence. Additionally, ASHS graduates' sadness over the demolition of old hostel buildings reveals the importance of buildings in the context of school culture.

In conclusion, it was observed that the culture of ASHS compelled teachers to change and transform in terms of general knowledge, subject knowledge and pedagogical

formation knowledge. Teachers did not have difficulty managing undesirable behaviors in classroom management, but they had to constantly renew themselves and change their teaching methods in order to meet the demands of students in terms of general culture and field knowledge and skills. This situation has also affected the language used by teachers in their relationships with each other and with students and parents. It is known that culture is a human product and that it is constantly constructed and shaped by its reflection on human life, in short, it is changeable. Research also indicates that school culture can change and transform, even if not in a short time (Litrell & Peterson, 2001). In this context, it is seen that creating a strong school culture and ensuring its continuity, the image of the school in the society, the educational demands of the students, the support of the graduates to their schools, diversifying and increasing the opportunities of the school, and developing the sense of belonging of the students and teachers are important factors in changing and transforming the professional skills of the teachers. Therefore, these outcomes obtained in the research are concrete suggestions for education administrators, teachers and Ministry employees. Similar studies could be conducted in different types of schools and schools with different cultural structures. At the same time, while ASHS's culture positively impacts a homogeneous group of academically successful students, studies could be conducted to examine how the school's culture impacts less academically inclined students. In this respect, it is thought that the results of the research will serve as an example for other researchers.

References

Ajaheb-Jahangeer, S., & Jahangeer, A. (2004). School culture in a private secondary institution in Mauritius. *International Education Journal, 5*(2), 247-254.

Alvesson, M. & Sveningsson, S. (2008). *Changing organizational culture*. Routhledge.

Atmaca, T. (2023). Sınırda öğretmen olmak: Hakkâri-Çukurca'da çalışan öğretmenlerin deneyimlerinin kültürel uyum bağlamında incelenmesi. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, *25*(3), 864-881.

Atmaca, T., & Dağ, S. (2023). Okul marşları ve sloganlarında yer alan değerlerin okul kültürü oluşturma ve kimlik inşası bağlamında incelenmesi. *Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, *13*(2), 1259-1284.

Ayık, A. & Ada, Ş. (2009). İlköğretim okullarında oluşturulan okul kültürü ile okulların etkililiği arasındaki ilişki. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*,*8*, 429-446.

Balcı, A. (2002). *Etkili okul, okul geliştirme: Kuram uygulama ve araştırma*. Pegem A Yayıncılık.

Bauman, Z. (2021). *Sosyolojik düşünmek*. (A. E. Pilgir, Çev.). Ayrıntı Yayınları.

Bursalıoğlu, Z. (2000). *Okul yönetiminde yeni yapı ve davranış*. PegemA.

Cheng, Y. C. (1993). Profiles of organizational culture and effective schools. *School Effectiveness and School Improvement*, 4(2), 85-110.

Creswell, J.W. (2013). *Qualitative inquiry and research design*. Thousand Oaks, CA: Sage Publications.

Demirtaş, Z. (2010). Liselerde okul kültürü ile öğrenci başarısı arasındaki ilişki. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 7*(13), 208-223.

Eagleton, T. (2016). *Kültür yorumları* (Ö. Çelik, Çev.). Ayrıntı Yayınları.

Forte, A. M. & Flores, M. A. (2014). Teacher collaboration and professional development in the workplace: A study of Portuguese teachers. *European Journal of Teacher Education, 37*(1),91-105. https://doi.org/10.1080/02619768.2013.763791.

Goffman, E. (2016). *Günlük yaşamda benliğin sunumu* (B. Cezar, Çev.). Metis Yayınları.

Güçlü, N., Yıldırım, K. ve Daşçı, E. (2016). Güçlü ve zayıf kültürel özellikler açısından okul kültürünün incelenmesi. *Uşak Üniversitesi Eğitim Araştırmaları Dergisi, 2*(3), 91-111.

Hopkins, D. (2007). *Every school a great school: Realizing the potential of system leadership*. Open University

Hoy, W. K., & Miskel, C. G. (2012). *Eğitim yönetimi: Teori, araştırma ve uygulama* (S. Turan, Çev. Ed.). Nobel Akademik Yayıncılık.

Kant, I. (2013). *Eğitim üzerine* (A. Aydoğan, Çev.). Say Yayınları.

Karayel, C. & Er, E. (2022). Okul kültürüne ilişkin bir durum çalışması: Cağaloğlu Anadolu Lisesi, *Yıldız Journal of educational Research, 7*(2), 148-164.

Kaya, Ö. (2022). *Dünyanın tam orta yerinde Robert Koleji imparatorluktan cumhuriyete bir okulun tarihi.* Kronik Kitap.

Kılınç, A. Ç. (2014). Öğretmen profesyonelizminin bir yordayıcısı olarak okul kültürü, *Eğitim ve Bilim, 39*(174), 105-118.

Kozikoğlu, İ., & Senemoğlu, N. (2018). Mesleğe yeni başlayan öğretmenlerin karşılaştıkları güçlükler: Nitel bir çözümleme. *Eğitimde Nitel Araştırmalar Dergisi, 6*(3), 341-371. https://doi.org/10.14689/issn.2148-2624.1.6c3s16m.

Lee, M. & Louis, K.S. (2019). Mapping a strong school culture and linking it to sustainable school improvement. *Teaching and Teacher Education, 81*, 84-96.

Litrell, J. & Peterson, S. J. (2001). Transforming the school culture: A model based on an exemplary counselor. *Proffesional School Counselling, 4*(5), 310- 320.

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New directions for Evaluation*, (30), 73-84.

Lunenburg, F. C., & Ornstein, A. C. (2013). *Eğitim yönetimi kavramlar ve uygulamaları* (G. Arastaman, Çev. Ed.). Nobel Akademik Yayıncılık.

MEB (2019). *Milli Eğitim Bakanlığı 2019-2023 stratejik planı*. T.C. Milli Eğitim Bakanlığı Strateji Geliştirme Başkanlığı.

MEB (2024). *Milli Eğitim Bakanlığı 2024-2028 stratejik planı*. T.C. Milli Eğitim Bakanlığı Strateji Geliştirme Başkanlığı.

Meşeci-Giorgetti, F., Karataş, İ.H. & Karabacak, K. (2023). *Etnografik bir okul kültürü araştırması: Haydarpaşa Lisesi örneği,* 32 Ay Süreli Araştırma Projesi Sonuç Raporu.

Millî Eğitim Bakanlığı Ortaöğretim Kurumları Yönetmeliği. *Resmi Gazete* 28/10/2016, Sayı: 29871.

Negiş-Işık, A. (2010). *Başarılı bir ilköğretim okulunda örgüt kültürü: Etnografik bir durum çalışması*. [Doktora tezi, Selçuk Üniversitesi]. YÖK Tez Merkezi.

Öğretmenlik Meslek Kanunu. *Resmi Gazete* 14/02/2022, Sayı: 31750.

Özdemir, M. (2018). Veri analiz yöntemleri: Nicel ve nitel veri analizi. K. Beycioğlu, N. Özer ve Y. Kondakçı (Edt.). *Eğitim yönetiminde araştırma* (ss. 134-168). Pegem Akademi.

Özemre, A. Y. (2018). *Galatasarayı Mekteb-i Sultanisi'nde sekiz yılım*. Kubbealtı Neşriyatı.

Özoğlu, E. (2015). *Okul kültürünün sembolik açıdan çözümlenmesi: Etnografik bir çalışma*. [Doktora tezi, Osmangazi Üniversitesi]. YÖK Tez Merkezi.

Patton, M.Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri* (M. Bütün-S. B. Demir, Çev. Ed.). Pegem Akademi.

Rizvi, M., & Elliot, B. (2005). Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan, *Asia-Pacific Journal of Teacher Education*, *33* (1), 35–52.

Robbins, S. P. & Judge, T. A. (2013). *Örgütsel davranış* (İ. Erdem, Çev. Ed.). Nobel Akademik Yayıncılık.

Sanoff, H., Pasalar, C. and Hashas, M. (2001). *School Building assessment methods*. National Clearinghouse for Educational Facilities.

Sezgin, F. (2010). School culture as a predictor of teachers' organizational commitment. *Education and Science, 35*(156), 142–159.

Şahin, A., Silman, F., & Özenli, İ. (2009). A comparison on school cultures of Turkey, Greece, North and South Cyprus. *Akdeniz Eğitim Araştırmaları Dergisi, 6*(23), 23-50.

Şişman, M. & Turan, S. (2005). Eğitim ve okul yönetimi. Y. Özden (Edt.). *Eğitim ve okul yöneticiliği el kitabı* (ss.99-146). Pegem A Yayıncılık.

Şimşek, Y. (2003). *Okul müdürlerinin iletişim becerileri ile okul kültürü asındaki İlişki*. [Doktora tezi, Anadolu Üniversitesi]. YÖK Tez Merkezi.

Tarçın Turgay, Z. (2018). *Mekânsal belleğin ortaöğretim binaları bağlamında irdelenmesi*, [Doktora tezi, İstanbul Teknik Üniversitesi]. YÖK Tez Merkezi.

Taymaz, H. (2009). *İlköğretim ve ortaöğretim okul müdürleri için okul yönetimi*. PegemA.

Thoonen, E. E. J., Sleegers, P. J. C., Oort, F. J. ve Peetsma, T. T. D. (2012). Building school-wide capacity for improvement: The role of leadership, school organizational conditions, and teacher factors. *School Effectiveness and School Improvement, 23*(4), 1-20.

Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools*. CA: JosseyBass.

Yıldırım, A. & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.

Yılmaz, E. (2014). *Okul binaları ve örgüt kültürü*. [Doktora tezi, Dokuz Eylül Üniversitesi]. YÖK Tez Merkezi.

Wenger, E. (2000). *Communities of practice and social learning systems. Organization, 7*(2), 225–246.

Yin, R.K. (2017). *Durum çalışması araştırması* (İ. Günbayı, Çev.). Nobel Yayınları.

Genişletilmiş Türkçe Özet

Araştırmanın temel amacı, Ankara Fen Lisesi özelinde okul kültürünün öğretmenlerin mesleki becerilerinin dönüşümü üzerine etkisini ortaya çıkarmaktır. Araştırmada nitel araştırma geleneği içerisinde yer alan durum çalışması modeli kullanılmıştır. Araştırmanın çalışma grubu, araştırma konusuna ilişkin belirlenmiş ölçütleri karşılamak amacıyla ölçüt örnekleme ve maksimum çeşitlilik örnekleme yöntemleri kullanılarak seçilmiştir. Ölçüt olarak Ankara Fen Lisesinde görev yapıyor olmak kriteri tercih edilmiştir. Maksimum çeşitlilik için cinsiyet, yaş, branş, mezuniyet düzeyi, mesleki ve okuldaki kıdem baz alınmıştır. Araştırmanın verileri araştırmacı tarafından oluşturulmuş yarı yapılandırılmış görüşme formu ile toplanmıştır. Formda toplamda dört adet ana soru, dokuz adet de sonda soru yer almaktadır. Veriler araştırmacı tarafından hem yüz yüze hem de çevrimiçi platformlar aracılığıyla 11-25 Kasım 2023 periyodunda toplanmıştır. Veri toplama işlemine veriler doygunluk noktasına ulaşıncaya kadar devam edilmiş, sonuç olarak araştırmaya 9 öğretmen katılmış ve tamamının verileri üzerinden analizler gerçekleştirilmiştir.

Görüşmeler 30-45 dakika arasında sürmüştür. Araştırmada Ankara Fen Lisesinin Kültürü ve Ayırt Edici Yönleri, Ankara Fen Lisesi Kültürünün Öğretmenlere Etkileri, Ankara Fen Lisesi Kültürünün Dönüştürücü Yanı ve Ankara Fen Lisesinde Kültür ve Paydaş İlişkisine Etkisi olmak üzere dört tema önceden belirlenmiştir. Verilerin analizinde önceden belirlenen temalara göre betimsel analiz kullanılmıştır. Araştırmanın geçerliğini artırmak için görüşmeler yazıya dökülerek görüşmecilerin teyitleri alınmış, inandırıcılığını ve güvenirliğini artırmak için doğrudan alıntılardan yararlanılmıştır. Görüşme sorularının ve bulguların ilgili alanyazın ile tutarlı olmasına dikkat edilmiştir. Veriler MAXQDA 2020 Programı üzerinden analiz edilmiştir. Yapılan analizler sonucunda, akademik açıdan çok başarılı olan öğrencilerin okul içinde ve dışında yürütülen tüm çalışmaların sorumluluğunu üstlendikleri, bu çalışmaların mezunlar tarafından desteklediği, dolayısıyla mezunların ve öğrencilerin okul kültürünün belirgin taşıyıcısı oldukları tespit edilmiştir.

Okulun Türkiye'de ilk fen lisesi ve yatılı olması, kendisine has mimari tasarımının bulunması, geçmişte elde edilen başarılar, geniş bir kampüs alanı içerisinde öğrencilerin özgürce davranabilme imkânına sahip olması ve okulun kendine özgü işlevsel sembolleri yaratması, okul kültürünü besleyen diğer unsurlar olduğu görülmektedir. Öğrencilerin çok başarılı, aynı zamanda farklı yetenek ve bakış açılarına sahip olması, öğretmenlerin mesleki doyum yaşamalarına, aidiyet duygularının ve mesleki üretkenliklerinin artmasına neden olmaktadır. Öğretmenlerin başka okullara göre sınıf yönetimi, istenilmeyen öğrenci davranışlarını yönetme gibi genel mesleki pratiklerini uygulamada zorlanmadıkları ancak genel kültür ve alana özgü bilgi ve becerilerini önemli ölçüde geliştirme ihtiyacı hissettikleri tespit edilmiştir. Okulun akademik başarısı yüksek homojen bir öğrenci grubuna sahip olması, beraberinde bireyselciliği ve rekabeti de getirmiştir. Bu durum öğretmenler arasındaki ilişkiye de yansımış, öğretmenler aralarındaki ilişkide ben merkezciliğin öne çıkmasına neden olmuştur. Okulda var olan başarı odaklı kültüre ve okulun gündelik çalışma

dinamizmine uyum sağlayamayan öğretmenlerin okuldan ayrılmak zorunda kaldıkları, uyum sağlayan öğretmelerin ise kültürün bir parçası oldukları tespit edilmiştir. Bunun yanı sıra öğretmenler öğrencilere ve velilere yaklaşımlarında da değişim yaşadıklarını beyan etmişlerdir. Öğretmenler özellikle okul ders zamanları dışında ve pansiyonlarda pratikte karşılığı olmadığından öğrenci ve velilerin yararına resmi olmayan iletişim yöntemlerini kullanmış ve farklı rollere bürünmüşlerdir. Güçlü bir okul kültürü yaratılarak devamlılığının sağlanması, okulun toplumdaki imajı, öğrencilerin eğitimsel talepleri, mezunların okullarına desteklerinin sağlanması, okulun imkanlarının çeşitlendirilerek artırılması, öğrencilerin ve öğretmenlerin aidiyet duygularının geliştirilmesi, öğretmenlerin mesleki pratiklerini değiştirip dönüştürmesinde etken olduğu görülmektedir. Dolayısıyla araştırmada elde edilen çıktılar, eğitim yöneticilerine, öğretmenlere ve Bakanlık çalışanlarına yönelik somut öneriler niteliğindedir. Benzer çalışmalar farklı okul türlerinde ve farklı kültürel yapıya sahip okullarda da yapılmalıdır. Bu açıdan da araştırma çıktılarının diğer araştırmacılara örnek teşkil edeceği düşünülmektedir.

Anahtar Kelimeler: Okul kültürü, öğretmen, mesleki beceri, Ankara fen lisesi.

Authors	Contact
Sinan Dağ	Ministry of National Education, Turkiye E-mail: sinandag66@hotmail.com