

## School Teachers' Pupil Control Ideologies as a Predictor of Teacher Professionalism

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**ABSTRACT** Teacher professionalism is one of the constructs that has recently attracted educational researchers' attention to improve student learning. The purpose of this study was to examine the relationships between teachers' pupil control ideologies and teacher professionalism. A total of 234 high school teachers participated in the study. This study used "Teacher Professionalism Scale" and "Pupil Control Ideologies Scale" to gather data. The results revealed that teacher professionalism was significantly and negatively related to teachers' pupil control ideologies. The results also demonstrated that pupil control ideology negatively and significantly predicted teacher professionalism. The results of the study are discussed in regard to fostering teacher professionalism in schools.

### INTRODUCTION

Recent years have witnessed a great amount of scholarly effort and time on investigating the concept of teacher professionalism which focuses on developing high standards for teaching profession and teachers' improving their knowledge and skills to contribute meaningfully to student learning and achievement (Carlgren 1999; Day 1999; Demirkasimoglu 2010; Furlong 2011; Hargreaves 2000; Hildebrandt and Eom 2011; Tschannen-Moran 2009; Rizvi and Elliott 2007; Webb et al. 2004). Evidence from research on teacher professionalism (e.g. Bayhan 2011; Cerit 2013; Dowling 2006; Pearson and Moomaw 2005; Tschannen-Moran 2009) indicated that teachers' professional behaviors are crucial to the student achievement and school improvement. Teachers are primarily responsible for designing and conducting effective classroom practices, and their professional behaviors may contribute to meeting of the students' learning needs (Cerit 2013; Day 1999). However, there is still a need for further studies to clarify the relationships between teacher professionalism and other related personal and organizational factors in order to contribute well to the better understanding of teacher professionalism and to provide principals, teachers, and policy makers with some important implications.

A line of research has been conducted to examine the relationships between teacher professionalism and school leadership (Day et al. 2007), job performance (Dowling 2006), teacher autonomy (Pearson and Moomaw 2005), student

achievement (Tschannen-Moran et al. 2006), and bureaucratic school structure (Cerit 2013; Tschannen-Moran 2009). Other studies also investigated school teachers' perceptions on their professional behaviors (Beijaard et al. 2000; Ifantiand Fotopoulou 2011). However, the number of studies on the relationships between teacher professionalism and teachers' pupil control ideologies is scarce (Lunenburg 2000). Hoy (2007) states that teacher professionalism is closely related to teachers' pupil control ideologies and that teachers' professional behavior may serve as antidote to custodial pupil control orientation. Hence, there is a need for further studies to provide implications on the relationships between teachers' professional behaviors and their pupil control ideologies. Consequently, the hypothesis that guides this study is that the level of professionalism in a school is associated with teachers' pupil control ideologies.

### Teacher Professionalism

Teacher professionalism has recently become one of the frequently discussed and investigated concepts in terms of building an open and healthy school environment which enhances student learning and meets students' diverse learning needs (Cerit 2013; Day 1999; Demirkasimoglu 2010; Hildebrandt and Eom 2011; Tschannen-Moran 2009). Regarded as one of the important parts of the working environment, the concept of professionalism has been intensively discussed in the context of teaching profession and teachers because of its potential in raising stu-

dent achievement and contributing to school improvement (Carlgen 1999; Day 2002). In this regard, a growing amount of research effort has recently been spent on investigating teacher professionalism (Carlgen 1999; Cerit 2013; Coleman et al. 2012; Day et al. 2007; Demirkasimoglu 2010; Dowling 2006; Grady et al. 2008; Hargreaves 2000; Helsby 1995; Hildebrandt and Eom 2011; Lai and Lo 2007; Locke et al. 2005; Pearson and Moomaw 2005; Rizvi and Elliott 2007; Tschannen-Moran 2009; Tschannen-Moran et al. 2006).

Professionalism can be treated as an employee's perceptions, attitudes, and behaviors towards his/her profession (Boyt et al. 2001). Grady et al. (2008) regard professionalism as an individual's obtaining and improving his/her knowledge and skills peculiar to a specific field and holding the responsibility of professional improvement. Day (2002) points out that professionalism is closely related to an employee's being strictly committed to the ethical principles of the profession and to having a necessary amount of autonomy allowing to make decisions about teaching process. It is therefore possible to suggest that there are certain behavioral patterns that professionals are expected to follow. For instance, Hall (1968) argues that the most outstanding characteristics of professionalism are autonomy and dedication to profession. This means, according to Hall, that professionals have the ability to decide on any matter relating to their specific fields and become internally motivated to their professions. Another study deals with the basic principles of professionalism as follows (Barber 1965, cited in Demirkasimoglu 2000): (1) having a high level of general and systematic knowledge, (2) emphasizing public interest rather than self-interest (3) self-control skills through strong commitment to ethical codes of the specific profession, and (4) a reward system as a response to achievement. In this respect, it is reasonable to specify that professionals at any field of study are expected to be dedicated to their professions, attach priority to public welfare and follow the ethical codes peculiar to their field of study.

Professionalism is a multidimensional construct (Boyt et al. 2001; Demirkasimoglu 2010). A number of studies were conducted to discuss the dimensions of professionalism (Evans 2011; Furlong 2001). These studies focus generally on determining the components which constitute the theoretical foundations of the construct.

For instance, Evans (2011) deals with the construct of teacher professionalism under three dimensions: *behavior*, *attitude*, and *intellectualism*. *The behavior* dimension refers to the degree that teachers fulfill the requirements of their profession. *The attitude* dimension denotes to employee's perspectives and perceptions regarding the profession. *The intellectualism dimension* is associated with employee's having the necessary knowledge and skills to achieve success, his/her will to improve professional qualities, having a command of his/her field, and following closely the developments in his/her field. In similar vein, Furlong (2001) examines professionalism under three dimensions: having professional knowledge, assuming responsibility, and autonomy, respectively.

Teachers are primarily responsible for the effectiveness and the quality of teaching process. Therefore, teachers' professional behaviors may be considered important. Tschannen-Moran (2009) asserts that teacher professionalism refers to teachers' having a high level of commitment to their professions and exerting additional effort to influence student learning. According to Tschannen-Moran, professional teachers respect knowledge, skills, and proficiencies of their colleagues, collaborate with each other to improve the teaching process by designing effective classroom practices and perform their jobs enthusiastically. Hargreaves (2000) further makes a strong connection between teacher professionalism and teachers' developing their teaching skills and effectively helping students in the learning journey.

Professional teachers communicate and collaborate well with colleagues to share their ideas, practices, and experiences (Tschannen-Moran et al. 2006), and reflect on their teaching to achieve higher student learning standards (Cerit 2013). Therefore, professional teachers frequently question the effectiveness of classroom practices, conduct and redesign the teaching process (Carlgen 1999; Day et al. 2007). In line with this argument, Kincheloe (2004) puts forward that professional teachers seek for alternatives ways to improve classroom practices. Day et al. (2007) claim that professional teachers regard helping students learn and participate in instructional decisions as moral purposes. In another study Swann et al. (2010) summarize the expectations from professional teachers as follows: (1) conducting effective classroom practices for student learning, (2) being trustworthy and accessible

and trusting others, (3) having a necessary amount of autonomy in designing, conducting, and evaluating the teaching process, (4) commitment to profession, (5) taking initiatives, (6) collaborating with colleagues (7) following the scientific developments emerging in the field and making use of research findings to improve classroom improvement, (8) assuming leadership behaviors, and (9) being accountable. Therefore, teacher professionalism has been a multi-dimensional construct including teachers' attitudes and behaviors that may impact on student achievement.

### Pupil Control Ideologies

Pupil control ideologies were developed to determine teachers' perceptions on pupil control (Helsel and Willower 1973). The construct of pupil control ideology was originally conceptualized in a study conducted by Gilbert and Levinson (1957, cited in Hoy 1968) to examine personnel ideology in mental hospitals and then adapted into schools by Willower et al. (1967) to study teachers' pupil control ideologies.

Early research on pupil control ideologies concentrated heavily on revealing the theoretical foundations of the construct (e.g. Griepentstroh and Miskel 1976; Henderson 1982; Hoy 1967, 1968, 1969; Jones and Blankenship 1970; Lunenburg 1985, 1990; Lunenburg and Schmidt 1988; Multhauf et al. 1978; Regular 1973; Richardson and Payne 1988; Yuskiewicz and Donaldson 1972; Willower et al. 1967). Hoy (1969: 313) puts forward that "public schools fall into the same category of organizations as prisons and public mental hospitals in that clients have no choice in their participation in the organization; and conversely, the organization has no control in the selection of clients." Stating that the construct of teachers' pupil control ideology is based primarily on the common beliefs that teachers develop in time, Turan and Altug (2008) regards teachers' pupil control ideology as one of the key parts of school culture and put high emphasis on examining the concept to analyze the relationships among school members including students, teachers, and school principals.

The construct of pupil control ideology has still attracted the attention of scholars although its theoretical foundations are dated back to late 1950's. Thus, scholars have recently investigated the relationships between teachers' pupil con-

trol ideologies and demographic variables (Altug 2007; Turan and Altug 2008), classroom management styles (Yilmaz 2009), school principals' leadership behaviors (Yilmaz 2007), school climate (Bayram and Aypay 2012; Okafor 2006), teacher self-efficacy (Beatty 2002), student self-efficacy (Bish 2004), student achievement (Finkelstein 1999; Shippy 1997), school academic optimism (Gilbert 2012), conflict management styles (Karakus and Savas 2012), student dropout rates (Mackey 2003), and beliefs about education (Rideout and Windle 2010).

Willower et al. (1967) conceptualized pupil control ideology along a continuum changing from custodial at one end and humanistic at the other. The present study discusses teachers' pupil control ideologies under Willower et al.'s classification as it has widely been used in related studies. *Custodial pupil control ideology* refers to the rigidly traditional school in which formal rules, principles, and procedures take more important place and classroom and school environments are strictly controlled (Multhauf et al. 1978). Students in these highly controlled schools are stereotyped in their physical appearance, behaviors, attitudes, and parents' social status (Hoy 1968). One-way downward communication, regarding students untrustworthy, tendency to punish students' mistakes and misbehaviors, and ignoring students' individual differences constitute the basic characteristics of custodial pupil control ideology (Griepentstroh and Miskel 1976). Teachers with custodial pupil control ideology perceive students as irresponsible and ill-behaved who need to be strictly controlled, and so students' misbehaviors are regarded affront and punished (Hoy 1968, 1969, 2007). Therefore, students are expected to accept the decisions of teachers or school administrators without questioning (Lunenburg 1985, 1990; Lunenburg and Schmidt 1988).

*Humanistic pupil control ideology* denotes a loosely-coupled school in which students can control and assume the responsibility of their behaviors (Yuskiewicz and Donaldson 1972). Teachers who adopt humanistic pupil control ideology accept that students can learn how to manage and regulate their behaviors (Lunenburg 1990). This type of pupil control orientation depends on perceiving students responsible, self-disciplined, and trustworthy and being tolerant to students' mistakes (Willower et al. 1967). In humanistic pupil control orientation, individual

differences are welcomed, uniqueness of students are emphasized, students' diverse learning needs are accepted, and learning-teaching processes are designed upon a student-centered approach (Hoy 1969; Lunenburg and Schmidt 1988). Consequently, humanistic pupil control orientation denotes a school in which teachers communicate and collaborate well with colleagues to enhance student learning (Griepenstroh and Miskel 1976; Hoy 1968, 1969, 2007; Turan and Altug 2008; Willower et al. 1967; Yuskiewicz and Donaldson 1972).

### **The Relationship Between Pupil Control Ideologies and Teacher Professionalism**

Teacher professionalism is one of the constructs that has closely been related to designing, conducting, and evaluating effective classroom practices that meet students' learning needs and enhance their achievement (Tschannen-Moran 2009). Professional teachers continuously develop their professional knowledge and skills so as to help students in the learning process (Cerit 2013; Day 2002; Grady et al. 2008; Hargreaves 2000). In other words, professional teachers focus on students' learning needs. In this sense, it is possible to expect that professional teachers are more likely to adopt humanistic pupil control ideologies that welcome individual differences and support students' self-esteem and self-control. Tschannen-Moran (2009) further asserts that professional teachers put greater emphasis on collegial and congenial relationships among colleagues to contribute well to student learning. On the other hand, the rigidly traditional school serving as a model for the custodial pupil control orientation refers to rules, principles and procedures which hold the formal side of the organization rather than collaboration and communication among colleagues (Hoy 1969; Willower et al. 1967). It is therefore possible to suggest that teacher professionalism is negatively correlated with custodial pupil control orientation. As stated by Hoy (2007), teacher professionalism can be an antidote to custodial pupil control ideology.

An examination of the relationship between teachers' professional behaviors and their pupil control ideologies is also possible through focusing on the concept of autonomy regarded as both a requirement and a dimension of professionalism. Professional teachers need to be au-

tonomous to take an active part in instructional decisions and improve the teaching process through their skills and expertise (Day 2002). On the other hand, schools in which teachers tend to adopt custodial pupil control ideologies are identified with formal rules, principles, and procedures (Lunenburg and Schmidt 1988). In other words, teachers with custodial pupil control orientation stress the maintenance of order and schools in which teachers adopt custodial pupil control ideology ignore building a healthy school environment for student learning (Hoy 1968, 1969; Lunenburg and Schmidt 1988). In line with this argument, Tschannen-Moran (2009) states that teachers feel the pressure of being supervised more in highly bureaucratic schools. Lai and Lo (2007) examined teachers' interpretations of professionalism by conducting a cross-cultural study. They concluded that strict supervision system of the states need to be limited to allow teachers to focus more on teaching process. In this regard, professional teachers are more likely to adopt humanistic pupil control orientation.

### **The Present Study**

Teacher professionalism has been one of the crucial constructs that impacts the quality of teaching and learning process in school (e.g. Carlgren 1999; Cerit 2013; Day 2002; Day et al. 2007; Demirkasimoglu 2010; Kincheloe 2004; Swann et al. 2010; Tschannen-Moran 2009). In this regard, research on teacher professionalism may contribute well to building a healthy school environment which cultivates student learning and engagement. It is also possible to suggest that research will benefit from gaining detailed information about the relationships between teachers' pupil control ideologies and teacher professionalism. The construct of teacher professionalism rests on the idea that professional teachers collaborate and communicate well with their colleagues and support each other to improve the quality of educational practices (Tschannen-Moran et al. 2006). Lai and Lo (2007) further state that teacher professionalism is closely related to teachers' possessing professional knowledge, conducting effective teaching strategies, methods and techniques, and meeting students' learning needs at maximum level. Thus, it is important to know more about which pupil control ideology that teachers employ cultivates

teachers' professional behaviors. The present study employing one-factor structure to measure both teachers' pupil control ideologies and teacher professionalism tried to shed some light on the relationships between teachers' pupil control ideologies and teacher professionalism. The findings of this current study may well contribute to the better understanding of improving teachers' professional behaviors by investigating the types of pupil control ideologies which flourish or hinder teacher professionalism. This study may also provide policy-makers and researchers with important implications on increasing teacher professionalism in schools. In this sense, the present study aims at addressing the following questions:

1. Are high school teachers' perceptions of pupil control ideologies correlated with teacher professionalism?
2. Are teachers' perceptions of pupil control ideologies significant predictors of teacher professionalism?

## METHODOLOGY

### Research Design

This quantitative study adopting correlational research model was undertaken to empirically examine the relationship between teacher professionalism in a school and teachers' pupil control ideologies. According to Fraenkel and Wallen (2003: 338), "in correlational research, the relationships among two or more variables are studied without any attempt to influence them". Teachers' control ideologies was the independent variable and teacher professionalism was the dependent variable of the study.

### Population and Sample

The population of this study consists of a total of 549 high school teachers employed in 17 high schools in 2013-2014 education term within the borders of the city centre of Karabuk (Karabuk Provincial Directorate of National Education, 2014). A sample size formula suggested by Buyukozturk et al. (2013) which regards the standard deviation as 0.5 and the level of confidence as  $(1 - \alpha) = 0.95$  was used in order to detect the sampling of the study. The calculations indicated that the necessary sample should include at least 226 high school teachers. This study, there-

fore, collected data from a total of 234 high school teachers chosen through simple random sampling method and employed in 11 high schools located in the city center of Karabuk. Out of these teachers, 115 (49.1%) were female and 119 (50.9%) were male. Participant teachers ranged in age from 24 to 58 years with a mean of 37.12 ( $SD = 8.01$ ). The mean of teaching experience in the current school was 5.26 years ( $SD = 5.13$ ), whereas the mean of total teaching experience was 13.17 ( $SD = 8.23$ ).

### Instruments

#### *Teacher Professionalism Scale*

This Likert-type scale ranging from "I strongly disagree (1)" to "I strongly agree (5)" was composed of 8 items. It was originally developed by Tschannen-Moran et al. (2006), and adapted into Turkish by Cerit (2013). The validity and reliability analyses performed by Cerit (2013) revealed that items related to teacher professionalism yielded a single-factor structure. Furthermore, factor loadings of the items varied between .55 and .90, and a total of 8 items explained 61.62% of the variance in teacher professionalism. The author also found out that the internal consistency coefficient of the scale was .90 with item-total correlations varying between .45 and .84. In the present study, the results of explanatory factor analysis replicated the same factor structure as Cerit's (2013). The scale consisted of eight items with factor loadings from .64 to .78 and accounted for 71.61% of the total variance. Results of the confirmatory factor analysis (CFA) also supported the one-factor structure of Teacher Professionalism Scale. The goodness-of-fit indices indicated that the model fitted the data well ( $X^2/sd = 1.94$ ; RMSEA = .07; CFI = .99; GFI = .97). Furthermore, reliability coefficients calculated for the reliability of the scale were .94 while item-total correlations varied between .74 and .84.

#### *The Pupil Control Ideology Scale*

This Likert-type scale answered on a rating scale from "I totally disagree (1)" to "I totally agree (5)" was originally developed by Willower et al. (1967) and adapted into Turkish by Yilmaz (2002). The analyses conducted by Yilmaz (2002) to determine the validity and reliability of the scale revealed that the scale had one-factor struc-

ture with 10 items. Only one of the items of the scale was encoded reversely. An increase in the scale score denotes custodial control ideology, however, a decrease in the score refers to humanistic control. Furthermore, the internal consistency coefficient of the scale was found to be .90 (Yilmaz 2002). The present study performed validity and reliability analyses for the scale. Results replicated the same factor structure except for two items excluded from the scale because of low factor loadings. Therefore, the scale included eight items with factor loadings from .38 to .65 and accounted for 53.81% of the total variance. Results of the confirmatory factor analysis (CFA) also indicated that the scale yielded a one-factor structure. The goodness-of-fit indices indicated that the model fitted the data well ( $\chi^2/sd = 2.19$ ; RMSEA = .07; CFI = .97; GFI = .96). Furthermore, reliability coefficients calculated for the reliability of the scale were .88 and item-total correlations varied between .52 and .71.

### Data Collection and Analyses

The present study made use of a questionnaire with three parts. The first part elicited personal data including gender, age, years in current school, and total teaching experience. The second part consisted of *Teacher Professionalism Scale* to measure the degree of teacher professionalism in a school according to the perceptions of teachers. The third part comprised of *The Pupil Control Ideology Scale* to determine the pupil control ideology of teachers. With the permission of school principals, the researcher administered the questionnaires to teachers in their schools. School teachers were then asked to complete the questionnaires voluntarily and anonymously.

Before analyzing the research data, the researcher examined the missing or wrong data thoroughly. The initial analyses were conducted to check the validity and reliability of the instruments used in the current study. The subsequent analyses investigated whether teacher professionalism was significantly correlated with teachers' pupil control ideology and pupil control ideology was a significant predictor of teacher professionalism on the part of teachers' perceptions of colleagues within their schools. Thus, the researcher computed arithmetic mean and standard deviation scores to determine the high school teachers' perceptions of teachers' pupil control

ideologies and their professional behaviors. Pearson correlation coefficients were computed to examine the relationships between teachers' pupil control ideologies and teacher professionalism. According to Buyukozturk et al. (2013), the dependent variable is predicted by just one variable in simple regression analysis whereas the dependent variable is predicted by two or more variables in multiple regression analysis. Considering the fact that the independent variable (teachers' pupil control ideologies) in the present study is a single construct, the researcher preferred to perform simple linear regression analysis to predict the dependent variable of the study. Beta ( $\hat{\alpha}$ ) coefficient and results for t-test were also considered to render the regression analysis results (Cokluk et al. 2012).

## FINDINGS

### Correlations among Variables

The means, standard deviations, and correlation coefficients among variables for all high school teachers participating in the study were given in Table 1.

Findings revealed that (Table 1) the mean score of high school teachers participating in the present study on pupil control ideologies was high ( $\bar{X} = 3.55$ ). Considering that an increase in the pupil control ideology scale refers to the custodial control ideology, this finding may imply that participant high school teachers adopt custodial rather than humanistic control ideologies.

**Table 1: Means, standard deviations, and correlations among variables for all teachers**

Variables	<i>X</i>	<i>SD</i>	<i>1</i>	<i>2</i>
1. Teachers' pupil control ideologies	3.55	.79	-	-.37**
2. Teacher professionalism	2.74	.75		-

Findings also showed that (Table 1) there were negative and significant correlations between teachers' pupil control ideologies and teacher professionalism ( $r = -.37, p < .01$ ).

### Prediction of Teacher Professionalism

The results of simple linear regression analysis for variable predicting teacher professionalism was indicated in Table 2.

**Table 2: Results of regression analysis for variables predicting academic optimism**

Variables	<i>B</i>	<i>SE</i>	$\beta$	<i>t</i>	<i>p</i>
Constant	4.60	.19		24.86	.00
Pupil control ideologies	-.38	.06	-.37	-5.99	.00

Notes:  $R = .37$ ;  $R^2 = 13$ ;  $F(1, 232) = 35.95$ ;  $p = .00$

Findings revealed that (Table 2) a multiple  $R$  of .37 explained nearly 13% of the variance in teacher professionalism scores. Therefore, the findings illustrated that pupil control ideology was a negative and significant predictor of teacher professionalism.

### DISCUSSION

The evidence from this study supports the hypothesis that the level of teacher professionalism is associated with their pupil control orientations. In other words, this study using pupil control ideology as the predictor of teacher professionalism has supported the notion that pupil control ideology is a significant construct for understanding and explaining teacher professionalism in Turkish high schools. The results revealed that pupil control ideology was negatively and significantly associated with teachers' professional behaviors and also pupil control ideology negatively and significantly predicted teacher professionalism.

Findings of the study illustrated that pupil control ideology was negatively and significantly related to teacher professionalism. The results further showed that pupil control ideology was a negative and significant predictor of teacher professionalism. Considering that an increase in the scores of Pupil Control Ideology Scale refers to a custodial control ideology, this finding suggests that teachers employing custodial pupil control ideology tend to demonstrate more professional behaviors. In other words, professional teachers prefer to adopt more humanistic pupil control ideology which encourages pupils to assume the responsibility of their own behaviors (Yuskiewicz and Donaldson 1972), and which depends on the uniqueness of each pupil (Hoy 1969; Lunenburg and Schmidt 1988).

Teacher professionalism denotes teachers' taking their work seriously, being highly committed to the teaching profession, and serving to meet the diverse needs of students (Tschan-

nen-Moran et al. 2006). Therefore, professionals seek for opportunities that enable them to inquire into and reflect on instruction, to collaborate with their colleagues and to participate in decision making processes (Tschanen-Moran 2009). They focus on students, help them learn more effectively, and behave sensitively to their individual differences (Day 2002). It is therefore not surprising that professional teachers choose to adopt more humanistic pupil control ideologies that respect students' self-esteem and self-control and perceive students as responsible and trustworthy. This finding may also refer to cultural norms that professionals generally follow. As stated by Tschanen-Moran (2009), professional teachers are less likely to teach effectively in a highly bureaucratic school, which is centered on a huge number of rules, principles, and procedures. In a similar vein, Day (2002) points out that professional teachers need a greater amount of autonomy and discretion to conduct their work. However, custodial pupil control orientation refers to a rigidly traditional school in which students are regarded as undisciplined, irresponsible, untrustworthy (Hoy 1968, 1969). Therefore, the maintenance of order becomes the first and primary responsibility of teachers (Multauf et al. 1978; Willower et al. 1967) and school members do not exert time and effort to build a positive school environment (Lunenburg and Schmidt 1988) which probably hinders the collegial and congenial relationships among colleagues. In accordance with this argument, Lai and Lo (2007) found that strict supervision systems of the states prevent professional teachers from focusing on teaching and learning process in schools. Thus, it is understandable why professional teachers tend to adopt humanistic pupil control orientation.

### CONCLUSION

The present study was conducted to examine high school teachers' perceptions of pupil control ideologies and teacher professionalism. This study using predictive techniques explored some relational implications. First, the current study revealed that pupil control ideology was a significant construct for predicting and understanding teacher professionalism. Second, results indicated that humanistic pupil control ideology may foster teachers' professional behaviors whereas custodial pupil control ideology

may reduce the professionalism level of teachers.

### RECOMMENDATIONS

Results of the study suggest that further research examining the perceptions of school principals on pupil control ideologies and teacher professionalism should be conducted. The present study was a cross-sectional one employing survey model. Therefore, future studies should focus on conducting a longitudinal examination of pupil control ideologies and teacher professionalism by using different research methods such as observation and interview. Research into the relationships between teacher professionalism and various variables referring to both personal characteristics such as self-efficacy, psychological hardiness, motivation and organizational constructs such as organizational commitment, citizenship, trust, and health would also be helpful to clarify the school conditions that enhance teacher professionalism. This study performed standard multiple regression to predict teacher professionalism from teachers' perceptions of pupil control ideologies. Thus, the correlations and predictive relationships between teacher professionalism and pupil control ideologies were taken into account. Considering the limited amount of research evidence on the relationship of the study variables, further studies may examine the causal relationships among these variables. Results of this study may be used by school principals and teachers to build a positive school environment that fosters teacher professionalism. In addition, in-service teacher training programs aimed at promoting teachers' professional knowledge and skills should concentrate on factors affecting teachers' pupil control ideologies and professional behaviors.

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