

Öğretim Elemanlarının Örgütsel Sosyalleşme Düzeylerine İlişkin Algılarının İncelenmesi*

Investigation of the Academicians' Perception On Their Organizational Socialization Levels

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Extended Summary

Introduction

Organizational socialization could be defined as one's learning process of attitudes, behavioral patterns and value systems necessary to undertake her/his role in the organization. Main objective of the organizational socialization is to make and convert members to an effective member. Socialization is not a one-time process, it continues as long as individuals work in the organization. It also restarts when individuals change their positions or tasks in the organization.

Purpose

The aim of this descriptive study is to define the perception level of academicians' own organizational socialization levels. Depending on this basic research question following sub questions tried to be answered in the study.

1. What is the level of academicians' on sub dimensions of organizational socialization?
2. Is there a significant difference between female and male academicians in terms of organizational socialization level?
3. Are there any significant difference between academicians studying university in terms of organizational socialization level?
4. Are there any significant difference between academicians' department in terms of organizational socialization level?
5. Are there any significant difference between academicians' title in terms of organizational socialization level?
6. Are there any significant difference between academicians' years of service in terms of organizational socialization level?
7. Are there any significant difference between academicians' years of service in their department in terms of organizational socialization level?

Method

* Bu çalışma 5-7 Eylül 2013 tarihleri arasında Eskişehir Osmangazi Üniversitesi'nde düzenlenen 22. Ulusal Eğitim Bilimleri Kurultayı'nda sunulan bildirinin genişletilmiş halidir.

Survey research is conducted to gathering data. The population of this study is academicians studying in higher education institutes in Turkey in the academic year of 2012-2013. Stratified sampling is used to define sample. Three subgroups are identified; universities established before 1992, in 1992 and after 1992. The data was collected through an anonymous web survey which sent to academicians' email address as a web link. "Organizational Socialization Scale", which measures 5 sub dimensions of organizational socialization with a 5 point Likert scale, developed by Erdoğan (2012) is used to define academicians' level of organizational socialization. Mean scores and standard deviations are calculated for sub dimensions of the scale. Mean comparisons of the groups are conducted by t-test or ANOVA.

Results

According to the results of the study mean scores and standard deviations of sub dimensions are as follows; interpersonal dimension (mean=3,95, df=0,58), organizational history and language (mean=3,54, df=0,78), professional competence (mean=3,81, df=0,66), alignment to organizational objectives and values (mean=3,72, df=0,71), organizational policy (mean=3,62, df=0,68). Thus, socialization levels of academic staff is concluded as high. In particular, it has been concluded that interpersonal dimension of socialization is perceived more positively than the other dimensions.

Although there were no statistically significant differences between genders, significant differences were determined between studied universities, academic titles and academic seniority.

ANOVA showed that there was a significant difference between studied universities of the academicians' on the sub dimension of organizational history and language ($F(2-197) = 4,36, p < 0,05$).

A significant difference between academic titles of the academicians is defined on the sub dimension of professional competence ($F(5-194) = 4,03, p < 0,05$). Another significant difference between academic titles of the academicians is also defined on the sub dimension of alignment to organizational objectives and values ($F(5-194) = 3,43, p < 0,05$).

A significant difference between academic seniority of the academicians is defined on the sub dimension of professional competence ($F(5-194) = 4,83, p < 0,05$). Another significant difference between academic seniority of the academicians is also defined on the sub dimension of alignment to organizational objectives and values ($F(5-194) = 4,84, p < 0,05$).

Conclusion and Discussion

Results of the study shows that academicians' organizational socialization level is sufficient. In particular, the high average score on interpersonal dimension is a positive situation. It is also observed that experienced academicians' perception level of professional competence as well as adaptation to organizational goals and values is higher than less experienced instructors. It said that, in terms of seniority increases academicians' professional self-confidence level and also their commitment level to the organization increase. For a successful socialization process, all employees; firstly managers and especially senior staff should receive more missions and should be able to affect new employees with their behavior.