Views of Turkish Language and Literature Teachers and Their Managers Related to Professional and Organizational Socialization Processes of Turkish Language and Literature Teachers

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Abstract

Teaching Turkish effectively and successfully is one of the main functions of all the teaching phases of Turkish education system. In secondary education, this duty mostly depends on Turkish Language and Literature teachers. The aim of the research named "Socialization of Turkish Language and Literature teachers" is to evaluate the process of vocational and organizational socialization of Turkish Language and Literature teachers according to teachers and the school managers' view. This study includes 85 Turkish Language and Literature teachers and 62 school managers' view who work in Erzincan city centre in 2013-2014 school year. In this study "The Scale of Turkish Language and Literature teachers' socialization variables", of which reliability and validity were analyzed, was used. According to findings both Turkish Language and Literature teachers and the school managers perceive "the process of in-services training" very inadequately within the context of practices that includes vocational socialization. Generally, school managers accept Turkish Language and Literature teachers' "organizational socialization" less inadequate than teachers do. Turkish Language and Literature teachers and school managers think that social status of the teachers in Turkey "none". The results show that Turkish Language and Literature teachers' socialization practices cannot contribute to teachers' vocational adaptation and dedication. In parallel with the results, it is suggested that in the context of vocational development and socialization of teachers in Turkey, specifically Turkish Language and Literature teachers, national norms which are compatible with international standards should be developed.

Keywords: language teaching, academic education, Turkish language and literature teacher, vocational socialization, organizational socialization

1. Introduction

In a democratic educational system, providing socialization and acculturation of students is actualized through formal learning experiences (Demirel, 1999: 171-184; Moore, 1999: 110-126). Importance of efficient language teaching is essential for providing students acquire communication skills as well as socialization and acculturation roles. In Turkey, efficient teaching of Turkish has a vital function in all grades of elementary, secondary and higher education starting from pre-school teaching period. This function is actualized by pre-school education teachers during the pre-school education as the first and basic grade of education. In elementary education, Turkish and all other branch teachers as well as classroom teachers assume important functions and responsibilities for Turkish teaching. In secondary education, this function is expected to be actualized especially by Turkish Language and Literature teachers as well as other branch teachers. Training processes have a remarkable importance upon professionally and organizationally socialization of Turkish Language and Literature teachers who carry on their duties properly having legal and official responsibilities upon making students acquire efficient communication skills (Güzel, 2014; Kaçalin & Benzer, 2006, pp. 420-428; Özoğlu, 2010). In-service trainings of Turkish Language and Literature teachers are important as a condition to academic training implementations. In-service trainings provide great contributions upon their organizational socialization processes.

1.1 Problem Status

One of the most important efficiency indicators in terms of language teaching in democratic education systems is to provide students acquire functional literacy skills. Functional literacy indicators in terms of Turkish can be classified as acquiring reading, writing, listening and speaking competences, using Turkish efficiently in oral and written communication, and practicing grammar rules. In Turkey, to what extent all secondary education institutions fulfilled their responsibilities upon the efficient use of Turkish have not been adequately revealed through a democratic, transparent and accountable management understanding. Providing the efficient teaching of Turkish both constitutionally and officially is the responsibility of all educational grades from pre-school to higher education (Çetin, 2010, pp. 31-33; Official Gazette, 1973; Official Gazette, 1982). The ones who will accomplish this responsibility in secondary education schools include school management as the leading, Turkish Language and Literature teachers and other branch teachers (Dilidüzgün, 2002, pp. 103-109).

When the educational system in Turkey has been discussed in total, it can be suggested that the basic problem is related to management and teaching. The reason for this problem in terms of education and school management can be explained through not accepting management as a profession that requires academic education in theory-practice integration. The basic reason of problems related to education in terms of students not providing them benefit from educational opportunities and possibilities they need in accordance with social justice. Teacher specific reasons of problems related to education can be explained through disadvantages experienced in academic training, professional and organizational socialization processes (Baki, 2009; Balcı et al., 2012; Ergin, 1977, pp. 1772-1787; Kartal, 2006; Özbaş, 2012; Özbaş & Akbaşlı, 2013). Professional socialization processes of teachers include academic training implementations as the leading and duties related to teaching roles. Organizational socialization of teachers is totally relevant to their professional life they have experienced in educational organizations. Professional and organizational socialization variables in terms of Turkish Language and Literature teachers include their academic training in Arts Faculties or Arts and Science Faculties, in-service training and functional practices (Burgaz & Özbaş, 2013).

In academic training or placement processes to the university training in Turkey, standardized measurement and evaluation approach is adapted instead of alternative practices (except from Fine Arts and Physical Education programs). In this practice, the students who passed Transition to Higher Education Exam (YGS) and Undergraduate Placement Exam (LYS) are directly placed into higher education institutions without any other selection implementation. During the assignment process to teaching, higher education graduation of pre-service teachers is accepted as a pre-condition; and taking the adequate score according to the branch from Public Personnel Selection Examination (KPSS) becomes prominent as the most important factor of achievement. It is clear that administrative implementations related to professional and organizational socialization processes of teachers are fairly questionable and arguable approaches in terms of both academic training in higher education and professional assignment. In theory-practice integrity of teaching profession, perception of teaching as a profession that requires only cognitive but also versatile (affective, behavioral, etc.) competences is obligatory. Teaching is a profession that requires measurement and assessment of pre-service teachers' affective, psychomotor, and socio-cultural qualities. Competence should also be prominent in this profession. In academic training processes of teachers, faculty-school cooperation is essential. To what extent pre-service teachers revealed what they acquired during the academic education process could be determined through faculty-school cooperation (Çalık, 2006; Taşdan & Erdem, 2010). Faculty-school cooperation is inadequate in teacher training system. The researches carried out upon theory-practice coordination level in teacher training system are also inadequate. The implementations related to academic training of teachers, in-service training and organizational socialization factors have an important place among the basic problems educational system in Turkey has (MNE, 2006; Yıldırım et al., 2011).

In Turkey, academic training implementations for Turkish Language and Literature teachers have been dealt at higher education level as well as for all other teachers. At the end of the secondary education process, professional guidance and orientation services started through the secondary education is noticed not to include teaching branches (closing up of Anatolian teacher training high schools) any more (MNE, 2012).

1.2 Purpose

The implementations that will reveal the quality of educational services in general and Turkish teaching in specific terms cannot be evaluated abstracting from the socialization processes of teachers. It is necessary for researches to comprehensively discuss what the factors are that include professional and organizational socialization of Turkish Language and Literature teachers who have the role of Turkish teaching in language and expression courses through literary texts in secondary education schools and high schools. Therefore it was

aimed in this study to reveal the implementations related to professional and organizational socialization of Turkish Language and Literature teachers carrying on duty in secondary education schools. In accordance with this general purpose, the research problem was expressed as below:

What are the views of Turkish Language and Literature teachers related to professional and organizational socialization of Turkish Language and Literature teachers; is there a statistically significant difference between the views?

2. Method

In this section, research model, sample and population, research scale, how the scale was developed, statistical method and techniques used for data analysis, and factors related to interpreting the data were emphasized.

2.1 Research Design

In this research, it was aimed to analyze academic training implementations in terms of professional socialization processes of Turkish Language and Literature teachers and to evaluate functional experiences within the educational organizations in terms of organizational socialization processes. Views of Turkish Language and Literature teachers, ad managers were asked in the research. The research was a descriptive study in relational screening model quality that aimed to reveal the current status related to professional and organizational socialization of Turkish Language and Literature teachers. The research was tried to have a predictive quality in reference to the current situation. The researches designed in comparative model are the ones in which the measurement of two or more independent variables' effect upon the dependent variable is analyzed (Ferguson & Takane, 2005; Yıldırım & Şimşek, 2011). Screening researches provide opportunities to carry out researches with large groups including more experimental subjects. It is also possible to reveal current situation in an efficient and objective way in screening researches. In screening models, researches do not have any effect upon the independent variables of the research. Such kind of research models can provide opportunities to collect objective data; so that predictive research possibilities can be obtained establishing a link between the current status and its future (Balcı, 2009; Karasar, 2012).

The population of "Turkish Language and Literature Teachers Socialization Scale" included 67 school managers and 92 Turkish Language and Literature teachers carrying on their duties in Central districts of Erzincan province in 2013-2014 academic year. Within the scope of the research, it was aimed to reach all population in terms of both managers and Turkish Language and Literature teachers. During the research process, all managers were reached; however 62 (62/67 = 92.54%) scales were taken back. And 85 (85/92 = 92.39%) scales were taken back from 92 Turkish Language and Literature teachers creating the whole population. In the research, the managers who were asked for their opinions were directors, head assistants of directors and deputy directors carrying on their duties in secondary education schools.

In the research, the scale used by Burgaz and Özbaş (2013) in "Teacher's Professional Socialization Research" was performed after a revision for this research. For that purpose, a pre-implementation including totally 81 managers and Turkish Language and Literature teachers was employed. As result of the statistical analyses upon the pre-implementation data, the scale was determined to have a multi-factor structure including 40 items. Total variance explained by the factors was found to be 38.644%. The variance of the first factor of the scale as "Academic Training of Turkish Language and Literature Teachers" was 9.70%, the variance explained by the second factor of the scale as "In-Service Training of Turkish language and Literature Teachers" was found to be 12.70%, and the variance explained by the third factor of the scale as "Organizational Socialization process of Turkish Language and Literature Teachers" was determined to be 16.25%. Croncbach alpha reliability coefficient for the first factor was .897; it was .907 for the second factor and .930 for the third factor. Explained total variance ratio and alpha reliability coefficients revealed that the scale was possible to be used in the research.

2.2 Data Analysis and Interpretation

In the research scale, 40 items prepared in five-point Likert type were included. For the analysis of the descriptive data obtained during the research process, arithmetic average (M) and standard deviation (sd) statistics were used; t-test results were benefited for the paired comparisons and one-way ANOVA was performed for the data obtained from two or more independent variables. Multiple comparisons statistics were benefited in order to find the source of the difference between the independent variables. The level of .05 was considered for the level of significance and comparisons.

3. Results

The research findings were interpreted primarily benefiting from descriptive and subsequently from compared statistical techniques.

3.1 Views Related to Professional and Organizational Socialization Processes of Turkish Language and Literature Teachers

According to the research findings, it was understood that Turkish Language and Literature Teachers considered the level of their academic training as an implementation including their professional socialization at a medium (M=2.84) level and the implementations related to in-service training at a low (M=2.57) level. The findings were possible to be interpreted in such a way that Turkish Language and Literature Teachers considered administrative activities related to in-service trainings and academic training processes carried out by universities as inadequate. As could be understood from the findings in this research, there have been several studies emphasizing the inefficiency of academic training implementations carried out by universities. In study and researches, it was emphasized that expected level of Turkish teaching could not be provided in theoretical and practical dimensions (Bıyıklı, 2013; Coşkun, 2006; Çelik, 2011; Demiral, 2006: 297-307; Erdinç, 2002; Karahan, 2014; Karakuş, 2000; Kavcar, 2003; Oğuzertem, 2004; Oğuzkan, 1991). In Table 1, the descriptive data related to academic training process of teachers in terms of their "professional socialization" were presented.

Table 1. Views related to academic training processes of turkish language and literature teachers

	Teacher		Manager	
Items	N	M	N	M
1. Versatile training of pre-service teachers in terms of their professional needs	85	2.41	62	2.58
2. Universities' being educational institutions where teachers are trained in accordance with modern requirements	85	2.47	62	2.59
3. Lecturer's being a democratic role model for pre-service teachers	85	2.71	62	2.61
4. Providing psychologic counseling and guidance support for pre-service teachers at universities	85	2.74	62	2.40
5. Actualizing school practices in faculty-school cooperation	85	2.87	62	2.66

As could be seen in Table 1, universities could not train teachers as professionally versatile (Item 1; M=2.41). According to the managers, the most unsuccessful issue for universities was "not providing psychological counselling and guidance support for pre-service teachers" (Item 4; M=2.40). According to these findings, universities could not prepare pre-service teachers to life as versatile in terms of professional aspects and personal development.

According to the findings obtained from this research, literature teachers considered "in-service training" implementations as the least successful in terms of "not asking the opinions of teachers for efficiency of in-service training" (M=2.16). And managers thought more positively even a little rather than the teachers (M=2.35). On the other hand, managers considered in-service trainings inadequate on "what teachers will be trained in in-service trainings will be decided by supervisors or directors in charge" (M=2.26). On this issue, teachers considered slightly more positive (M=2.57). The item of "providing in-service trainings related to alternative situations in measurement and assessment methods" (M=2.27) had nearly the same inadequacy. Teachers revealed their thoughts on this more positively rather than the managers (M=2.47). The reason for teachers to consider aforementioned functions related to training processes more positively could be arisen from their evaluating the implementation only for their individual reasons. The reason for managers to perceive in-service trainings less adequately rather than the teachers could be arisen from their evaluating educational organizations in general on behalf of all teachers at a more comprehensive content.

Turkish Language and Literature Teachers perceived organizational socialization processes at a medium level (M=2.83) as well as academic training processes. This average indicated a fairly low ratio; and revealed that Turkish Language and Literature Teachers perceived organizational socialization implementations at an inadequate level on an integrative basis as well as the academic training processes. And school managers considered academic training processes of Turkish Language and Literature Teachers including their professional socialization at a low medium (M=2.63) level. Managers also considered the in-service training services carried

out for Turkish Language and Literature Teachers as adequate at a low (M=2.53) level as well as the teachers. These findings can be evaluated in a way that Turkish Language and Literature Teachers and especially managers considered in-service trainings conducted by Ministry of National Education as unsuccessful in total. Managers found organizational socialization implementations of teachers at a fairly inadequate and lower (M=2.59) level rather than the teachers. This finding can be interpreted through a different viewpoint as such that managers considered their own performance as inadequate in terms of organizational socialization of teachers. It was clear that managers' considering in-service training for Turkish Language and Literature Teachers as inadequate was a more remarkable finding. Because whereas teachers evaluated in-service training process on behalf of themselves, managers evaluated the process on behalf of their institutions.

Among the "organizational socialization processes," teachers and managers had the most negative views at an equal level upon "Teaching profession's having the social status it deserves in Turkey" (Teacher M=1.61; Manager M=1.54). Ministry of National Education (MNE) has not regarded the job satisfaction of teachers adequately (Teacher=1.85; Manager=2.01) "MNE's putting new process related to instructional programs into practice asking the views of teachers" (Teacher=1.87; Manager=2.20) was one of the indicators of inadequacy. The view of "Teachers' appointment to a higher assignment and rewarding is not based upon their real performances" was considered as inadequate at an equal (Teacher and Manager M=2.25) level.

It was also noticed that different views of managers were also revealed upon organizational socialization of literature teachers beside the aforementioned negative views. The view of "Teachers carry on their duties as full-time" (Teacher=3.84, Manager=2.83) was expressed by teachers at a high level; however, managers expressed this view as inadequate. In contrast to teachers, managers mentioned that "teachers did not present a full-time performance." Managers also expressed that teachers presented non-peaceful behaviors instead of being agreeable in conflicts. Teachers' committee had the function of a democratic decision-making center (Teacher=3.70; Manager=3.48).

3.2 Comparing the Views of Managers and Teachers Related to the Professional and Organizational Socialization Processes of Turkish Language and Literature Teachers

Teacher and manager perceptions related to professional and organizational socialization processes of Turkish Language and Literature Teachers were compared benefiting from independent sample t-test. As presented in Table 2, significant differences were determined between the views. Literature teachers considered higher education institutions more successful in terms of teacher training implementations rather than the managers. And managers had the perception that teachers were not adequately trained by the universities. This finding can be interpreted in a way that managers considered literature teachers inadequate in terms of special field and pedagogical formation competences.

Table 2. Comparing the views of teachers and managers related to academic training processes of Turkish language and literature teachers

Group	N	M	sd	df	t	p
Teacher	85	2.84	1.08	145	1.256	.002*
Manager	62	2.63	.88			

p<.05*.

In terms of professional socialization processes of Turkish Language and Literature Teachers, no statistically significant difference between the views was determined according to the independent samples t-test results performed to compare the views of managers and teachers related to in-service training implementations. Because both groups were determined to consider in-service training implementations as inadequate and inefficient (teacher M=2.57; teacher M=2.53). Both literature teachers and school managers found in-service training implementations as adequate at a "low" level. In Table 3, views of Turkish Language and Literature Teachers and managers upon organizational socialization processes of literature teachers were compared.

Table 3. Comparing the views of teachers and managers related to organizational socialization implementations of Turkish language and literature teachers

Group	N	M	sd	df	t	p
Teacher	85	2.83	1.14	145	1.394	.000*
Manager	62	2.59	.90			

p<.05*.

As could be seen in Table 3, literature teachers considered themselves more adequate at organizational socialization implementations. However, it was determined that managers perceived the organizational socialization processes of literature teachers at a "low" level, and there were significant differences between the views. The reason for managers to consider "organizational socialization processes" of literature teachers as very inadequate was their considering their performance and "adaptation, commitment and devotion" to their assignment away from the targeted level.

4. Discussions

Total success of educational organizations depends upon maintaining management and training activities efficiently in coordination. According to "Turkish Language and Literature Teachers' Socialization" research, literature teachers and managers grabbed attention to the fact that social status of teaching profession has not been regarded much in Turkey. Both managers and teachers emphasized the inefficiency of in-service training implementations in terms of lifelong learning. The managers mentioned that universities were unsuccessful on training Turkish Language and Literature Teachers. Managers also considered their performance related to organizational socialization implementations of literature teachers as inadequate.

Professional and organizational socialization processes of teachers should be made more efficient in terms of teaching leadership and teacher leadership competences. However, it was concluded in this research that school managers did not consider universities adequate in terms of "academic training implementations of literature teachers." This proved that theory-practice integrity could not be provided during teacher training processes.

Significant effects of educational institutions upon teachers and teachers upon institutions reflect the situation of "interaction." However, it was determined in this research that "adaptation, commitment and devotion processes" could not ben actualized efficiently in terms of organizational socialization of literature teachers. Literature teachers and managers emphasized that especially "in-service training" is on the threshold of inadequacy. Moreover, academic training of literature teachers and organizational socialization implementations are away from efficiency that will increase the commitment of teachers into their profession. Teachers consider their socialization adequate, whereas managers evaluate this situation in contrast.

It was determined in "Literature Teachers' Socialization Research" that Ministry of National Education could not provide teachers to play an efficient role in democratic management processes. In this sense, it was revealed that job satisfaction of teachers has not been regarded much, and opinions of teachers have not been asked upon outing new curriculums into practice. However, it is essential for management to provide participation of the affected into decision-making. In accordance with the research results, the suggestions below were offered:

- In order to provide professional and organizational socialization of Turkish Language and Literature Teachers, national standards related to this branch should be developed.

- This study was carried out on axis of literature teachers and managers; therefore, carrying out similar studies upon teachers of other branches is important in terms of findings and result evaluation.

- Opinions of teachers should be asked upon efficiency level of the in-service training activities; moreover, in-service training activities should be organized in accordance with needs and expectations of teachers.

- Universities should provide all teachers, especially literature teachers, to be trained as open to self-criticism and changing, innovative and modern during trainings.

- Universities should take feedback from Ministry of Education, students, and non-governmental organizations for training teachers, should be transparent against possible criticisms and suggestions, and carry out studies upon this issue.

- MNE (Ministry of National Education) should regard job satisfaction of teachers, and play an active role upon teaching profession's having the social status it deserves.

- Teachers should take more active roles in social activities; and the situations related to their "adaptation, commitment and devotion" to the profession should be revised.

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