



Occupational Socialization Processes of Classroom Teachers

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ARTICLE INFO

Article History:

Received: 11 March 2015

Received in revised form: 02 December 2016

Accepted: 22 January 2017

DOI: <http://dx.doi.org/10.14689/ejer.2017.67.6>

Keywords

Teacher training
Professional
socialization periods

ABSTRACT

Purpose: Occupational socialization is a process by which individuals internalize occupational culture. The aim of the present study was to ascertain the views and perceptions of classroom teachers regarding the efficiency of occupational socialization periods and the level of their occupational socialization, and to describe the same by sex and seniority variables. **Research Methods:** The sample of the study was comprised on 608 classroom teachers in service in Ankara province. The “Occupational Socialization Period Efficiency Scale” and “Occupational Socialization Level Scale” were developed by the researcher as data collection tools.

Findings: The classroom teachers perceived the pre-service period as “mostly” efficient, and said period was perceived as the most efficient compared to the other occupational socialization periods. It was found that the classroom teachers with regard to the level of occupational socialization had high levels of perception. It was found as a result of multiple regression analysis that the induction period had no significant effect on the occupational socialization levels of the teachers. **Implications for Research and Practice:** The pre-service period was considered the most effective occupational socialization period by the classroom teachers. It was seen that classroom teachers had higher perception rates with respect to occupational socialization levels, and that female teachers had higher positive perception rates concerning occupational socialization levels compared to male teachers. The reasons of intersexual professional perception differences should be studied and precautions should be taken via activities at the faculty education level.

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Introduction

Efficient performance of the teaching profession requires a successful occupational socialization process. Occupational socialization is a process by which individuals internalize occupational culture. This process is, at the same time, important for acquisition of occupational skills and values.

Occupational socialization has been defined similarly by different authors: Moore (1970) defined occupational socialization as a process by which a member of a qualified occupation internalizes typical occupational attributes and norms, acquires necessary knowledge, skills, and occupational identity collectively. Cohen (1981) referred to socialization as a process in which the value and norms of a given occupation group are incorporated into individual behaviors and self; the individual adopts the behavioral patterns of the members of the occupation, abandoning the social patterns dominant in the culture. Burgaz, Kocak, and Buyukgoze (2013) defined occupational socialization as a process in which the individual conceives the technicalities of an occupation by adaptation to the occupation and becomes a part of the required change and development by making such an adaptation permanent. Harichandan and Pandya (2012), on the other hand, defined occupational socialization as a process by which the individual learns the roles and responsibilities with respect to his or her duty. Therefore, based on the above-stated definitions, occupational socialization can be briefly defined as coalescence with an occupation and accepting the values, norms, and behaviors as adopted by the members of said occupation as prioritized, and maintaining change and development in line with occupational requirements.

Teachers undergo a long pre- and post-service occupational socialization process. Lacey (1988) described the occupational socialization process of teachers as becoming members to the occupation of teaching, and internalizing occupational roles about teaching. After commencement of service, teachers must acquire new skills in addition to their previous education and accept the values and norms of the school. Teachers learn the current social construct of the school, consolidate issues related to education, and participate in application and sharing activities due to occupational socialization (Kartal, 2009). Nevertheless, such in-service knowledge, skills, and values constitute only a part of the occupational socialization process of teachers.

Schempp and Graber (1992) described the four periods of occupational socialization of teachers as pre-training period, pre-service period, field experiences period, and induction.

The pre-training socialization period covers the period before commencement of university education. This period starts before one becomes a teacher or even enters into a higher education program (Lawson 1983a, 1983b; Lortie, 1975). Most of the teacher candidates start to establish social expectations with regard to teaching and clarify their attitudes towards teaching once they are included in state school systems. These attitudes may involve dreaming about becoming a teacher or deciding not to be a teacher at all. Furthermore, parents, siblings, and other people important in the life of the individuals may affect the perception of the candidates

and their beliefs about the teaching profession (Schempp & Graber, 1992). This period affects the direction of the attitudes and values towards the occupation.

The pre-service socialization period is a process that starts when teachers are involved in a higher education program. When a student decides to become a teacher, the first step towards formal preparation is to be selected for a teacher education program and ultimately enroll. These individuals are expected to ensure the adaptation targeted by the program after their involvement in such programs (Schempp & Graber, 1992). In this period, university departments and faculty staff influence the professional perspective of the teacher candidates.

The field experiences period is composed of training applications during university education. This period provides preliminary work of the process towards becoming a teacher (Yesilyurt & Semerci, 2011), and the candidates acquire the genuine experiences about the activities of a teacher. Teachers are introduced to professional life and culture. Traditionally, it is believed that the most important aspect of field experiences is the lecturing activities (Dodds, 1989). Knowledge and experience for the teaching profession as acquired in this period influence the occupational socialization of teacher candidates during the induction period.

Teachers at the induction period start to acquire skills and habits that will form the foundation of their future success. Development of a positive perspective towards the teaching profession and work environment is dependent upon the social interaction with colleagues and school environment, and especially with the school administrators (Ekinci, 2010). Communication with colleagues and support of colleagues is especially important for the occupational socialization process to proceed more conveniently and effectively.

The occupational socialization process is not limited to the formal education period. This process involves in-service training, pre-service training, and school and family experiences prior to pre-service training (Ozbek, 2012). A substantial part of occupational socialization takes place before a structured training and could be both formal and informal (Pooley, 1972).

Tastekin (2014) emphasized that adapting to a new organization or environment is not achieved in the short term and, thus, a part of the occupational socialization process should be completed before induction. Kartal (2009) expressed in a study titled "Occupational socialization of newly inducted teachers" that many young teachers experienced contradictions after induction, since the pre-service training (university education) was theoretical; additionally, the audit and administrative organs failed to provide necessary support and perform guidance duties, and even led to frustration. In other words, the teaching education provided in university and the candidate education during the induction period were not supplementary regarding occupational socialization of teachers, if said periods were considered as a whole.

While successful occupational socialization of teacher candidates has a positive impact on work commitment, adaptation, and success, an unsuccessful occupational

socialization process has the opposite effect. Consequently, success of occupational socialization process is not only important for the teacher, but also for the educational institution and students.

Purpose of the Study:

Purpose of the study is to determine the perception of classroom teachers with respect to the efficiency of their occupational socialization periods and occupational socialization levels, and to describe the views and perceptions by sex and seniority variables.

Answers to the following questions were sought in accordance with the general purpose provided above:

1. How are the perceptions of classroom teachers regarding the efficiency of their occupational socialization period?
2. Do the perceptions of classroom teachers regarding the efficiency of their occupational socialization periods vary by sex and seniority variables?
3. How are the perceptions of classroom teachers regarding the level of their occupational socialization?
4. Do the perceptions of classroom teachers regarding the level of their occupation socialization vary by sex and seniority variables?
5. Do the perceptions of classroom teachers regarding the efficiency of their occupational socialization period constitute a significant predictor for their occupational socialization levels?

Method

Research Design

A survey model was used in the research. The research population consisted of 16,418 classroom teachers serving at 698 states primary school residing in Ankara province during the 2013-2014 educational year.

Research Sample

The sample of the research consisted of 608 teachers determined by a layered sampling method. Each town of Ankara province was considered to be a layer in the study, and the number of teachers in each town was projected to the research sample pro rata its ratio to the total.

Research Instrument and Procedure

The "Occupational Socialization Period Efficiency Scale" and the "Occupational Socialization Level Scale" were developed as data collection tools by the researcher. "Occupational Socialization Period Efficiency Scale" includes 15 items and 4

dimensions. Even after the 15th item rotation, it appeared to be loaded in three factors and was removed from the scale. Because the CFI, NFI and IFI compliance indices are greater than 0.90, the four-factor model has been fit to the data. Confirmatory factor analysis results provide full compliance with four subscale models. "Occupational Socialization Level Scale" includes 10 items and 3 dimensions. Items 1 and 8 were subtracted from the scale because the factor loads were below 0.30. The CFI, NFI, GFI, and IFI compliance indices were found to be greater than 0.80, thus fitting into the three factor model. As a result of the factor analysis, "Occupational Socialization Period Efficiency Scale" 14 items and four dimensions; "Occupational Socialization Level Scale" was 8 items and three dimensional structure. Cronbach's Alpha reliability coefficients for the "Occupational Socialization Period Efficiency Scale" and the "Occupational Socialization Level Scale" were computed as 0.869 and 0.75, respectively. Five-point Likert type scales were used, in which phrases were numbered from 1 to 5.

Data Analysis

Mean and standard deviation values were computed to determine the perceptions of the classroom teachers about the efficiency of their occupational socialization periods and occupational socialization levels. During the analyses, parametric tests, such as t-tests and ANOVA, were used in the case of normal distribution. The meaningful difference between the groups in the meaningful ANOVA analysis results was examined by the Tukey test. Significant t-test and ANOVA results were interpreted taking into account the effect size (η^2). Non-parametric tests, such as the Mann Whitney U and Kruskal Wallis tests, were used where there was no normal distribution for the subdomains of the "Occupational Socialization Period Efficiency Scale" and the "Occupational Socialization Level Scale." Benferroni correction was used to determine which groups were significant differences in the Kruskal Wallis analysis. The effect size was calculated using the Z/\sqrt{N} formula for the analysis results that have significance in the nonparametric tests and interpreted according to Cohen's effect size criterion (0.1-small effect, 0.3-medium effect, 0.5 large effect).

Results

The first sub-problem of the research was "How are the perceptions of classroom teachers regarding the efficiency of their occupational socialization period?" Findings for the perception of the classroom teachers regarding the efficiency of their occupational socialization periods were provided in Table 1.

Table 1

Arithmetic Mean and Standard Deviation Levels Regarding the Perception Levels of Classroom Teachers Regarding the Efficiency of Their Occupational Socialization Periods

<i>Dimension</i>	<i>n</i>	<i>M</i>	<i>S</i>
Pre-training	608	3.47	0.91
Pre-service	608	3.58	0.87
Field experiences	607	3.32	0.99
Induction	608	3.18	0.80
General	608	3.35	0.68

A review of Table 1 revealed that, with respect to the efficiency of the occupational socialization periods, the classroom teachers perceived the pre-service period as mostly efficient ($M=3.58$), which was perceived as the most efficient period compared to the other occupational socialization periods. This finding suggested that the faculty education period was the most efficient period in occupational socialization of the classroom teachers, whereas, the least important period for occupational socialization was the induction period ($M=3.18$).

The second sub-problem of the research was, "Do the perceptions of classroom teachers regarding the efficiency of their occupation socialization periods vary by sex and seniority variables?" First, the normality of the distribution was checked in order to determine whether the perception of classroom teachers with regards to the efficiency of their occupational socialization period varied by sex and seniority variables. Since the normality assumption was met for the pre-training, pre-service, and field experiences periods, a parametric test, i.e., t-test, was applied, the results of which are provided in Table 2. Nevertheless, since the normality assumption was not met for the induction subdomain, the Mann Whitney U test was applied, the results of which are presented in Table 3.

Table 2

t-Test Results on the Perception of Classroom Teachers Regarding the Efficiency of Their Occupational Socialization Period by Sex

Domain	Sex	n	M	S	t	P
Pre-training	Female	406	3.45	0.91	0.773	0.440
	Male	202	3.51	0.92		
Pre-service	Female	406	3.59	0.87	0.290	0.772
	Male	202	3.57	0.88		
Field Experiences	Female	405	3.30	0.97	0.843	0.399
	Male	202	3.37	1.03		

The t-test results on whether the perception of classroom teachers with respect to the efficiency of their occupational socialization varied by sex are provided in Table 2. According to the table, there was no significant difference between the pre-training, pre-service, and field experiences subdomains in the perception of the teachers with regards to the efficiency of occupational socialization periods ($p>0.05$). Therefore, it could be concluded that the sex variable was not associated with any significant effect on the perceptions with respect to the efficiency of socialization in pre-training, pre-service, and field experiences periods.

Table 3
U-Test Results on the Perception of Classroom Teachers Regarding the Efficiency of Their Occupational Socialization Periods by Sex

Domain	Sex	n	Mean Rank	Rank Sum	Z	P
Induction	Female	406	291.91	118517.00	-2.513	0.012*
	Male	202	329.80	66619.00		

* $p < 0.05$

Table 3 revealed that there was a significant difference in the perception of classroom teachers as regards the efficiency of occupational socialization during the induction period by sex ($p < 0.05$). Mean ranks suggested that such a difference was in favor of the male teachers. In other words, male teachers perceived the induction period as more efficient for occupational socialization compared to female teachers. As the classroom teachers' occupational socialization process differed according to the sex, the effect size value was examined and it was determined that there was a small effect as -0.10.

Normality of the distribution was tested first in order to see whether the perception of the classroom teachers as regards the efficiency of the occupational socialization periods varied by seniority. Since the normality assumption was met in the pre-training, pre-service, and field experiences subdomains were met, a parametric test, i.e., ANOVA, was applied, the results of which are presented in Table 4. However, since the normality assumption was not met in the induction subdomain, the Kruskal Wallis non-parametric test was used, the results of which are presented in Table 5.

Table 4
ANOVA Results on the Comparison of Classroom Teachers' Perception as Regards the Efficiency of the Occupational Socialization Periods by Professional Seniority

Domain	Professional Seniority	n	M	S	F	p	Difference (Tukey)
Pre-training	(1) 5 years and below	46	3.54	0.69	2.73	0.028	2-5
	(2) 6-10 years	98	3.29	0.92	2	*	
	(3) 11-15 years	116	3.89	0.88			
	(4) 16-20 years	127	3.41	0.97			
	(5) 21 years and above	221	3.61	0.91			
Pre-service	(1) 5 years and below	46	3.69	0.65	1.06	0.375	
	(2) 6-10 years	98	3.55	0.85	1		
	(3) 11-15 years	116	3.65	0.95			
	(4) 16-20 years	127	3.46	0.88			
	(5) 21 years and above	221	3.60	0.88			
Field	(1) 5 years and below	46	3.00	0.89	6.05	0.000	1-5

Experiences	(2) 6-10 years	98	3.07	0.99	5	*	2-5
	(3) 11-15 years	116	3.21	1.03			3-5
	(4) 16-20 years	127	3.37	1.02			
	(5) 21 years and above	220	3.54	0.93			

* $p < 0.05$

Table 4 suggested that there was a significant difference in the perception of classroom teachers as regards the efficiency of their occupational socialization for the pre-training and field experiences periods by professional seniority ($p < 0.05$). The Tukey test from the binary comparison tests was used to determine which groups were significantly different. Upon binary comparisons, it was found that there was a significant difference between the scale scores for perception regarding the efficiency of occupational socialization of those with professional seniority of 21 years and above and the rest. Accordingly, it was possible to conclude that the level of perception with respect to the efficiency of socialization in pre-training and field experiences periods increased as the professional seniority of the teachers increased. In other words, the teachers with professional seniority of 21 years and above disagreed with the general opinion that the pre-service period was the most efficient period in the socialization process. When the effect size values were examined, the seniority variable explained $2\% (\eta^2 = 0,02)$ of the variance in the socialization process in the pre-training period; $4\% (\eta^2 = 0,04)$ of the variance in the socialization process in the field experience.

Table 5

Comparison of Perceptions of Classroom Teachers Regarding the Efficiency of the Occupational Socialization Periods, by Professional Seniority, Kruskal Wallis Test Result

Domain	Professional Seniority	n	Mean Rank	Sd	X	p	Difference (Mann Whitney U)	difference test p
Induction	(1) 5 years and below	46	297.91	4	18.490	0.001*	2-3 2-4	0.004** 0.001**
	(2) 6-10 years	98	237.70				2-5	0.000**
	(3) 11-15 years	116	307.63					
	(4) 16-20 years	127	317.98					
	(5) 21 years and above	221	326.10					

* $p < 0.05$; ** $p < 0.005$

Table 5 provided that there was a significant difference between the professional seniority of classroom teachers and their perception regarding the efficiency of the

occupational socialization in the induction period ($p < 0.05$). The Mann Whitney U test was used to determine between which groups (seniority levels) such a difference occurred. The Bonferroni adjustment technique was used for the purpose of the aforementioned comparison. Upon binary comparisons, it was found that there was a significant difference between the scale scores for perception, as regards the efficiency of occupational socialization in the induction period, of those with professional seniority of 6-10 years and those with 11-15 years, 16-20 years, and 21 years and above. Accordingly, it was possible to conclude that the level of perception as regards the efficiency of socialization in the induction period increased as the professional seniority of the teachers increased. In other words, the teachers with professional seniority of 21 years and above disagreed with the general opinion that the pre-service period was the most efficient period in the socialization process. As the socialization process in the induction period of the classroom teachers differed according to the seniority, the effect size value was examined and found to be a great effect as 0.75.

The third sub-problem of the research was "How are the perceptions of classroom teachers regarding the level of their occupational socialization?" Findings for the perception levels of classroom teachers as regards their occupational socialization levels are provided in Table 6.

Table 6

Arithmetic Mean and Standard Deviation Values for the Perception of Classroom Teachers Regarding Their Occupational Socialization Levels

Domain	n	M	S
Satisfactory	608	4.20	0.57
Moderately Satisfactory	608	4.08	0.61
Unsatisfactory	608	3.98	0.65
General	608	4.06	0.49

A review of the perception levels of the teachers enrolled in the study with respect to occupational socialization levels, as provided in Table 6, showed that the satisfactory perception was "always," ($M=4.20$), and moderately satisfactory and unsatisfactory perception was "mostly" ($M=4.08-3.98$). In general, teachers' perception of satisfaction with regards to occupational socialization levels was "mostly" ($M=4.06$). These data suggested that the level of perception of classroom teachers concerning the occupational socialization levels was high.

The fourth sub-problem of the study was, "Do the perceptions of classroom teachers regarding the level of their occupation socialization vary by sex and seniority variables?" Normality of the distribution was tested first in order to see whether the perception of the classroom teachers with respect to occupational socialization levels significantly varied by sex. The Mann Whitney U test was used

since there was no normal distribution, the results of which are presented in Table 7. Whenever any samples exceeded 20, approximately normal distributed Z statistics were used.

Table 7

U-Test Results on the Perception of Classroom Teachers Regarding the Occupational Socialization Levels by Sex

Gender	N	Mean Rank	Rank Sum	Z	p
Female	406	316.12	128344.50	-2.32	0.02*
Male	202	281.15	56791.50		

* $p < 0.05$

The Mann Whitney U test results on whether the perception of classroom teachers regarding the occupational socialization levels varied by sex were presented in Table 7. The table suggested that there was a significant difference between the perceptions of classroom teachers with respect to occupational socialization levels by sex ($Z = -2.32$; $p < 0.05$). Taking into consideration the mean ranks, such a difference was in favor of the female teachers. In other words, the perception female teachers exhibited towards the perception regarding occupational socialization levels was more positive compared to the male teachers. As the level of occupational socialization of class teachers differed by sex, the effect size value was examined and it was determined that there was a small effect as -0.09.

Normality of the distribution was tested first in order to see whether the perception of the classroom teachers concerning the occupational socialization levels significantly varied by professional seniority. The Kruskal Wallis non-parametric test was used since the normality assumption was not met in the subdomains, the results of which are presented in Table 8.

Table 8

Comparison of Classroom Teachers' Perception Regarding Occupational Socialization Levels by Professional Seniority, Kruskal Wallis Test Result

Domain	Professional Seniority (Years)	n	Mean Rank	df	X square	p	Difference (Mann Whitney U)	difference p
	Satisfactory	(1) 0-5	46	328.27				
(2) 6-10		98	280.47					
(3) 11-15		116	299.76	4	3.754	0.440		---
(4) 16-20		127	301.96					
(5) 21 +		221	314.15					
Satisfactory	(1) 0-5	46	217.52				1-4	0.000**
	(2) 6-10	98	271.21	4	24.015	0.000*	1-5	0.000**
	(3) 11-15	116	295.75				2-5	0.004**

	(4) 16-20	127	324.75				
	(5) 21 +	221	330.32				
Unsatisfactory	(1) 0-5	46	329.54				
	(2) 6-10	98	311.45				
	(3) 11-15	116	318.94	4	6.637	0.1	---
	(4) 16-20	127	317.70			56	
	(5) 21 +	221	281.04				

* p<0.05; **p<0.005

Table 8 provided that there was a significant difference in the moderately satisfactory domain between the perceptions of the classroom teachers regarding the occupational socialization level by professional seniority ($p<0.05$). The Mann Whitney U test was used to determine between which groups (seniority levels) such a difference occurred. The Bonferroni adjustment technique was used for the purpose of the aforementioned comparison. Upon binary comparisons, it was found that there was a significant difference between the scale scores for perception, with respect to the occupational socialization level, of those with professional seniority of 0-5 years and those with 16-20 years and 21 years and above, as well as between those with 6-10 years of seniority and 21 years and above seniority. It was especially noted that the teachers with seniority of 21 years and above had a moderately satisfactory perception with regards to occupational socialization levels. As it was observed that there was a difference in middle level proficiency dimension of the level of occupational socialization according to seniority, the effect size value was examined and found to be a great effect as 0.97.

The fifth sub-problem of the research was, "Do the perceptions of classroom teachers regarding the efficiency of their occupational socialization period constitute a significant predictor for their occupational socialization levels?" The findings are presented in Table 9.

Table 9

Multiple Regression Results on Whether the Efficiency of Their Occupational Socialization Period Constituted a Significant Predictor for Their Occupational Socialization Levels

Variables	Unstandardized Coefficients		Unstandardized Coefficients	t	p
	B	STD.	β		
Error					
Fixed	2.993	0.101		29.601	0.000*
Pre-training socialization	0.082	0.031	0.128	2.656	0.008*
Pre-service socialization	0.052	0.024	0.107	2.145	0.032*
Socialization during Field Experiences	0.153	0.022	0.282	6.925	0.000*
Socialization during Induction	0.023	0.025	0.041	0.907	0.365
R=0.419 R ² =0.175 Adjusted R ² =0.170 F=32.072 p=0.000 Durbin Watson statistics=1.735 *p<0.05					

Perceptions of classroom teachers with respect to the efficiency of their occupational socialization period predicted their occupational socialization levels significantly at a ratio of 17%. The multiple regression coefficient was 0.419, which revealed a moderate association between the pre-training, pre-service, field experiences socialization periods and occupational socialization levels. The regression model was significant (F=32.072, p=0.000). In other words, the model based on occupational socialization level as the dependent variable and socialization during pre-training, pre-service, field experiences, and induction periods as independent variables as assumed to have predicted the dependent variable was valid.

A separate review of the periods provided that the first three periods significantly predicted the occupational socialization levels of teachers (p<0.05), where the induction period was not associated with any significant effect on the occupational socialization levels of teachers (p>0.05).

Discussion and Conclusion

The perception level of classroom teachers as regards the efficiency of occupational socialization periods was "mostly" for the pre-service period, which was the highest compared to the other occupational socialization periods. This result supported the opinion by Hoy and Wolfolk (1990) that "teacher candidates

developed their emotions, attitudes, and ideal opinions towards the occupation mostly during the faculty education process." Furthermore, the results were also in line with the statement that "occupational socialization process of teachers mostly occur during the pre-service (university) period," as suggested by Kartal (2007) in a study titled "Organizational socialization in education."

A significant difference was found in the classroom teachers' perception as regards the efficiency of the induction period in occupational socialization by the sex variable, which suggested that male teachers had a higher perception with respect to the efficiency of the induction period compared to the female teachers. This result did not support the suggestion by Waugaman and Lohrer (2000) that age and sex had no fixed effect on the occupational socialization processes of teachers. This can be explained by the cultural differences of the societies in which the studies have been conducted.

The perception of classroom teachers with seniority of 21 years and above with respect to the efficiency of pre-training, field experiences, and induction periods was higher compared to the other seniority groups. This results supported the suggestion by Demirbolat (2011) in "Bureaucratic Socialization Levels of Teachers" that "the tendency of teachers with seniority of 21 years and above to act in line with institutional values and rules was higher than that of the teachers with less seniority."

The classroom teacher generally had higher perceptions with regards to occupational socialization levels, which was supported by certain studies in the literature. Classroom teachers generally consider themselves professionally adequate (Yasar et al., 2006; Aydin et al., 2010). A review of the association between their perception concerning occupational socialization levels and sex revealed that there was a significant difference in favor of female teachers. This result supported the findings of the study by Shinyashiki et al. (2006), "Professional socialization: Students becoming nurses." The similarity of the results should be noted taking into consideration, especially the fact that both professions are identified with females. Furthermore, Karp, Williamson, and Shifflett (1994) suggested in their study, which grouped the factors affecting occupational socialization and stated that progress in career steps was associated with the sex factor (Karp, Williamson, & Shifflett, 1994, as cited in Thomas & Anderson, 2006).

There was a significant difference in the moderately satisfactory domain of the perceptions of teachers with respect to their occupational socialization levels by professional seniority. It was noted especially that teachers with seniority of 21 years and above perceived their occupational socialization levels at moderate level. This result can be explained by the fact that teachers with seniority of 21 years and above had a delayed encounter with computer technologies.

This result seemed to be in discordance with the suggestion in "Organizational socialization levels of primary school administrators and teachers" by Kartal (2003) that "teachers with less superiority socialize by less commitment compared to the others." The foregoing discordance can be explained by the 12-year interval between the two studies and the changes experienced within said interval.

As a result of the multiple regression analysis, it was seen that the induction period had no significant effect on the occupational socialization levels of the teachers. The second sub-problem of the research sought an answer to whether there was a significant difference between the perception as regards of the efficiency of the occupational socialization periods by sex. Accordingly, it was seen that male teachers had a higher perception of efficiency with respect to the induction period compared to female teachers. This result suggested that female teachers began socialization earlier, prior to the induction period, and that male teachers began to socialize only during the compulsory process when they faced the profession alone.

The pre-service period is considered to be the most effective occupational socialization period by the classroom teachers. However, it was seen that the male teachers had a far higher perception of efficiency in the induction period compared to the female teachers. Moreover, the perception of efficiency of teachers with seniority of 21 years and above for the pre-service, field experiences, and induction periods was higher than that of the other seniority groups.

It was seen that classroom teachers had higher perception rates with respect to occupational socialization levels, and that female teachers had higher positive perception rates as regards the occupational socialization levels compared to male teachers. There was a significant difference in the moderately satisfactory domain between the professional seniority of classroom teachers and their perception as regards occupational socialization. It was noted, however, that the teachers with seniority of 21 years and above particularly perceived occupational socialization levels as moderately satisfactory.

As a result of the multiple regression analysis, it was seen that the induction period had no significant effect on the occupational socialization levels of the classroom teachers. Nevertheless, in the second sub-problem of the research, it was seen that male teachers had a more positive perception with respect to the efficiency of the induction period compared to female teachers.

As the teacher group with seniority of 21 years and above was at a moderate level, contrary to expectations, periodical requirement analyses should be conducted with all teachers, and in-service training programs should be introduced pursuant to the results of the said analyses. In particular, the fact that the perception of the male teachers with respect to occupational socialization levels was lower compared to that of the female teachers, and that they perceived the induction period, i.e., the last

phase of the occupational socialization period, as the most effective period of the occupational socialization process suggested that male teachers began the socialization process quite late and in a compulsory period, and that a discriminative sexual perception with regards to the profession influences male teachers. The reasons behind intersexual professional perception differences should be studied and precautions should be taken via activities at the faculty education level.

Further research may be conducted through interviews with classroom teachers, in other words, by employing a qualitative research method. As such, the perception of teachers towards the profession and occupational socialization could be investigated in more detail. Views with respect to the efficiency of occupational socialization periods could be investigated in a comparative study involving in different branches and different school types.

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Sınıf Öğretmenlerinin Mesleki Sosyalleşme Süreçleri

Atf:

Kucukbayram, C., & Demirbolat, A. (2017). Occupational socialization processes of classroom teachers. *Eurasian Journal of Educational Research*, 67, 87-105 DOI <http://dx.doi.org/10.14689/ejer.2017.67.6>

Özet

Problem Durumu: Öğretmenlerin mesleği etkili bir şekilde yapabilmeleri başarılı bir mesleki sosyalleşme sürecini öncelikli kılmaktadır. Mesleki sosyalleşme, bireyin meslek kültürünü içselleştirdiği bir süreçtir. Aynı zamanda bu süreç, mesleki beceri ve değerlerin de edinilmesi bakımından önemlidir. Bu çalışmada eğitim öncesi dönem, hizmet öncesi dönem, alan deneyimleri dönemi ve işe başlama dönemi olmak üzere dört mesleki sosyalleşme dönemi üzerinde durulmakta ve sınıf öğretmenlerinin bu dönemlerin etkililiğine ve mesleki sosyalleşme düzeylerine yönelik algıları tespit edilmek istenmektedir.

Araştırmanın Amacı: Araştırmanın amacı, sınıf öğretmenlerinin mesleki sosyalleşme dönemlerinin etkililiğine ve mesleki sosyalleşme düzeylerine yönelik algılarını tespit etmek, cinsiyet ve kıdem değişkenine göre görüş ve algıları betimlemektir.

Yukarıda verilen genel amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır:

1. Sınıf öğretmenlerinin mesleki sosyalleşme dönemlerinin etkililiğine yönelik algıları nasıldır?
2. Sınıf öğretmenlerinin mesleki sosyalleşme dönemlerinin etkililiğine yönelik algıları cinsiyet ve kıdem değişkenlerine göre farklılaşmakta mıdır?

3. Sınıf öğretmenlerinin mesleki sosyalleşme düzeylerine yönelik algıları nasıldır?
4. Sınıf öğretmenlerinin mesleki sosyalleşme düzeylerine yönelik algıları cinsiyet ve kıdem değişkenlerine göre farklılaşmakta mıdır?
5. Sınıf öğretmenlerinin mesleki sosyalleşme dönemlerinin etkililiğine yönelik algıları, mesleki sosyalleşme düzeylerinin anlamlı bir yordayıcısı mıdır?

Araştırmanın Yöntemi: Araştırma tarama modelindedir. Araştırmanın evrenini; 2013-2014 eğitim-öğretim yılında Ankara ili sınırları içerisinde yer alan 698 resmi ilkokulda görev yapan toplam 16418 sınıf öğretmeni oluşturmaktadır. Araştırmanın örnekleme, tabakalı örnekleme yöntemi ile belirlenen 608 sınıf öğretmeninden oluşmaktadır. Araştırmada, Ankara'ya bağlı ilçelerin her biri, bir tabaka olarak düşünülmüş ve her bir ilçede yer alan öğretmen sayısı, toplam içindeki oranına göre araştırma örnekleme yansıtılmıştır.

Veri toplama aracı olarak araştırmacı tarafından 'Mesleki Sosyalleşme Dönemi Etkililik Ölçeği' ve 'Mesleki Sosyalleşme Düzeyi Ölçeği' geliştirilmiştir. Mesleki Sosyalleşme Dönemi Etkililik Ölçeğinin Cronbach Alpha güvenirlik katsayısı 0,869, Mesleki Sosyalleşme Düzeyi Ölçeğinin ise 0,75 olarak hesaplanmıştır.

Sınıf öğretmenlerinin mesleki sosyalleşme dönemlerinin etkililiğine ve mesleki sosyalleşme düzeylerine yönelik algılarını belirlemede ortalama ve standart sapma değerleri hesaplanmıştır. Yapılan analizlerde 'Mesleki Sosyalleşme Dönemi Etkililik Ölçeği' ve 'Mesleki Sosyalleşme Düzeyi' ölçeklerine ait alt boyutlarda normal dağılımın görüldüğü durumlarda parametrik testlerden t-testi ve ANOVA, normal dağılımın görülmediği durumlarda ise non-parametrik testlerden Mann Whitney U ve Kruskal Wallis testleri kullanılmıştır.

Araştırmanın Bulguları: Sınıf öğretmenlerinin mesleki sosyalleşme dönemlerinin etkililiğine yönelik algı düzeyleri hizmet öncesi dönem için 'çoğu zaman' düzeyinde olup diğer mesleki sosyalleşme dönemlerine göre en etkili algılanan dönemdir. Sınıf öğretmenlerinin işe başlama döneminde sosyalleşme aşamasının etkililiğine yönelik algıları ile cinsiyet değişkeni arasında anlamlı farklılık tespit edilmiştir. Fark erkek öğretmenlerin işe başlama döneminin etkililiğine yönelik algılarının kadın öğretmenlere göre daha yüksek olduğunu göstermektedir. Kıdemi 21 yıl ve üzeri olan sınıf öğretmenlerinin eğitim öncesi, alan deneyimleri ve işe başlama dönemlerinin etkililiği ile ilgili algıları da diğer kıdem gruplarına göre daha yüksek bulunmuştur. Sınıf öğretmenlerinin genel olarak mesleki sosyalleşme düzeylerine yönelik algıları yüksek düzeyde bulunmuştur. Sınıf öğretmenlerinin mesleki sosyalleşme düzeyleri ile ilgili algılarının cinsiyetle ilişkisi incelendiğinde anlamlı farklılık olduğu ve bu farkın kadın öğretmenler lehine olduğu görülmüştür. Sınıf öğretmenlerinin mesleki kıdemi ile mesleki sosyalleşme düzeylerine yönelik algıları arasında orta düzeyde yeterlilik boyutunda anlamlı farklılık görülmüştür. Çoklu regresyon analizi sonucuna göre ise,

işe başlama döneminin sınıf öğretmenlerinin mesleki sosyalleşme düzeyleri üzerinde anlamlı bir etkiye sahip olmadığı görülmüştür.

Araştırmanın Sonuçları ve Önerileri: Hizmet öncesi dönem, sınıf öğretmenleri tarafından en etkili mesleki sosyalleşme dönemi olarak algılanmaktadır. Ancak işe başlama döneminin etkililiğine yönelik erkek öğretmen algılarının kadın öğretmen algılarına göre daha yüksek düzeyde olduğu görülmüştür. Kıdemi 21 yıl ve üzeri olan sınıf öğretmenlerinin eğitim öncesi, alan deneyimleri ve işe başlama dönemlerinin etkililiği ile ilgili algıları da diğer kıdem gruplarına göre daha yüksek düzeyde bulunmuştur. Sınıf öğretmenlerinin mesleki sosyalleşme düzeyleri ile ilgili algılarının yüksek düzeyde olduğu ve kadın öğretmenlerin erkek öğretmenlere göre mesleki sosyalleşme düzeylerine yönelik algılarının daha olumlu olduğu görülmüştür. Sınıf öğretmenlerinin mesleki kıdemi ile mesleki sosyalleşme düzeylerine yönelik algıları arasında orta düzeyde yeterlilik boyutunda anlamlı farklılık görülmüştür. Çoklu regresyon analizi sonucuna göre ise, işe başlama döneminin sınıf öğretmenlerinin mesleki sosyalleşme düzeyleri üzerinde anlamlı bir etkiye sahip olmadığı görülmüştür. Fakat araştırmanın ikinci alt probleminde erkek öğretmenlerin işe başlama döneminin etkililiğine yönelik algılarının kadın öğretmenlere göre daha yüksek olduğu görülmüştü.

Kıdemi 21 yıl ve üzeri olan öğretmen grubunun mesleki sosyalleşme düzeylerinin beklenenin tersine orta derecede bulunma nedenleri araştırılmalı, belli periyotlarda tüm öğretmenlerle ihtiyaç analiz çalışmaları yapılmalı ve sonuçlar doğrultusunda hizmet içi eğitim programları düzenlenmelidir. Özellikle erkek öğretmenlerin mesleki sosyalleşme düzey algılarının kadın öğretmenlere göre daha düşük düzeyde olması ve mesleki sosyalleşme dönemlerinin son aşaması olan işe başlama dönemini mesleki sosyalleşme sürecinin en etkili dönemi olarak algılamaları, erkek öğretmenlerin sosyalleşme sürecine oldukça geç ve zorunlu bir dönemde başlıyor olduklarını ve öğretmenlik mesleği ile ilgili ayrımcı bir cinsiyet algısının erkek öğretmenler üzerindeki etki gücünü düşündürmektedir. Cinsiyetler arası meslekle ilgili algı farklılığının nedenlerinin araştırılması ve fakülte eğitimi düzeyinde çalışmalarla önlemlerin alınması önerilebilir.

Anahtar Kelimeler: Öğretmen eğitimi, mesleki sosyalleşme dönemleri.