The Views of Educational Expert Assistants at Turkish Ministry of National Education about Organizational Values and Organizational Socialization

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The aim of this paper is to determine the views of Educational Expert Assistants at Ministry of National Education (TMoNE) about organizational Values and organizational socialization. The model is descriptive model the aim of which is to indicate the existent situation. The sample of the paper consists of 46 educational expert assistants at TMoNE. The scales, organizational values and organizational socialization, which were prepared by Zoba (2000) and validity and reliability of the scales were done by Mutlu (2008) were used in this research. The obtained data was analysed by using SPSS Program. Arithmetic mean, standard deviation and percentage were calculated to determine the views of educational expert assistants. Mann Whitney U was used to find out whether the views of educational expert assistants according to their sexes. To explain the correlation between organizational values and organizational socialization, correlation analyse was used. Besides this, regression analyse was used to find out the predictor whether organizational socialization has estimated organizational values or not. In the research, it was seen that new educational expert assistants accepted the organizational values and they treated organizational socialization behaviours. Their views weren't different according to their sexes. There was no relationship between organizational values and organizational socialization. In addition to this, it was clearly concluded that organizational socialization didn't estimate the organizational values meaningfully.

Key Words: organizational values, organizational socialization, educational expert assistant at TmoNE

1. Introduction

The changes in economic and social areas in the world affect organizations. Organizations have to balance between individual desires needs and values and organizational objectives and values to survive their life (Algan,1998; Ostroff ve Rothausen,1997; Başaran,1992; İshakoğlu,1998; Feldman;1980). One of the ways to balance the individual and organizational values is organizational socialization (Can, 1999, 321). Organizational socialization is closely related with organizational commitment, organizational acceptance motivation and job satisfaction. In this context, it can be said that the level of individual organizational socialization - organizational commitment, organizational acceptance motivation and job satisfaction- should be high in organizations to survive their lives (Kartal, 2003, 21).

Educational organizations -one of the service organizations- must adapt themselves to the economical and cultural changes. To survive their lives, they not only change their organizational structures but also they should make newcomers get socialized (Kartal, 2003, 20-25).

To adapt these changes, Turkish Ministry of National Education has started the restructuring process. The administration approach of the Ministry structured on bureaucratic administration based public responsibility which was emerged in the Industrial revolution in 19th century. This approach was a structure where the hierarchic relations were determined by rigid rules and the social roles of the officials were neglected. In the 20th century, this approach transformed the public organizations more cumbersome and bigger, which it couldn't be managed. It caused paradigm change in rigid, hierarchic and bureaucratic public administration approach and instead of this approach, flexible and market based public administration was appeared (Bozkurt, 2012, 72).

This new approach forced TMoNE to change its hierarchic organizational structure that was organized via Act 3797, which came into force in April 1992. Therefore, 652 Law-Amending Ordinance came into force in 25 August 2012 to put forward more flexible public administration. By this Law-Amending Ordinance, the positions -assistant general directorate, department head, branch director- were abolished and the new positions –Group president and educational expert assistants- were enactment. With the position of educational expert assistants, the structure of the ministry became not only administrative but also academic. In other words, TMoNE educational expert assistants are assigned to determine organizational policies, strategies and objectives and they have to do researches and examinations to reach these assignments (Millî Eğitim Uzmanlığı Yönetmeliği, madde 26). For this reason, educational expert assistants should learn their organization well, accept organizational values and as a result, they should increase their organizational socialization level.

As a result of this new restructure, new values have appeared. Organizational values are evaluative standards related with working place by which individuals understand what is true or they foresee the importance of preferences and results. The first step of constitution organizational values is to focus on the empowerment of interaction among the group members. The interaction among group members affects group commitment and it helps group members who have different demographic aspects to gather around common values (Dose, 1997; Akt. Vurgun ve Öztop, 2011, 223-224).

The values that were formed by organizations and accepted by individuals affects the socialization of individuals. Socialization is a double-way process that includes both individual and organization. While officials try to adapt organizations, organizations create pressure to make this adaptation (Yüksel, 2004, 126). The balance of attitudes and values between organizations and officials are vital for organizational aims and individual actualization (Çelik, 2002, 45). The newcomer brings his/her attitudes and values he/she gained by the help of his/her personal and occupational experiences with him/her. He/She has to learn how to adapt these values and attitudes with the organizational culture. This learning process become real only with organizational socialization (Çalık, 2006, 2).

Organizational socialization is a learning process that necessary attitudes and behaviours have to be learnt to take over organizational roles. Besides this, officials learn how they do their works and which works they do. The more important of all, they try to adapt organizational culture (Güçlü, 2004, 17). Organizational administration should develop guidance programmes and models in order

to adapt officials to organizational culture. To improve organizational commitment and job satisfaction, award system should be established, confidence should be created, the events should be held to make their need of acceptance. The items of organizational culture such as symbols, ceremonies, values, heroes etc. should be used (Çelik, 2002, 74). Administrators have to do them because the adaption of officials to organizations, their success and their job satisfaction are the outputs of socialization process.

If the socialization process of officials passes well, their job satisfaction, their success and their adaptation will get higher. If the socialization process of officials fails, as a result, they may live a process that ends with leaving their jobs. This is not a desired end and this is harmful both for officials and organizations (Balcı, 2003, 12). Administrators sometimes build informal relationships to increase the socialization of officials during the socialization period. Moreover, sensitiveness becomes popular in organizational culture (Jones ve Goffee, 2000, 236-240).

The researches about organizational socialization separate into two main groups: the researches about socialization processes and the researches about the content of socialization (Balcı, 2003, 45). In the research done by Allen and Mayer (1990) it was seen that there was a negative relation between new comers' organizational socialization and organizational roles. On the other hand, it was found that there was a positive relationship between organizational socialization and organizational commitment. Pogodzinski (2012) investigated the newcomer teachers' socialization in teachers union and he determined that there was a minimum effect of organizational socialization on their union commitment.

In the other study on organizational socialization by Gomez (2009), it was indicated that there was a less relationship between the organizational structures that were developed by members of organizations to improve newcomers' organizational socialization and their perception of time. Güçlü and the others (2012) searched organizational socialization of Group Presidents at Turkish Ministry of National Education and they found that their organizational socialization level was low, their organizational commitment was medium. Besides this, they saw that their organizational acceptance level was low and their job satisfaction was medium. It was also seen that the level of their communication in a group was high.

There are a lot of researches about organizational values. The research done by Finegan (2000) about personal values, organizational values and organizational commitment of the workers who work in an oil-chemical company and it was seen that organizational commitment estimated the perception of organizational values.

Ross and Gray (2006) by using Bandura's social-cognitional theory found that transformational leadership affected teachers' commitment directly and teachers' efficiency indirectly. In the paper it was found that transformational leadership via collective teachers' efficiency affected teachers' commitment and organizational values indirectly. Karimer (1997) built a model on organizational socialism. According to this model, acceptance of organizational values and people's values about their job led to organizational socialization.

As is obviously seen that there were a lot of studies about different dimensions of organizational values and organizational socialization. However, in the literature, it is rarely seen the researches about newcomers' acceptance organizational value and organizational socialization after the organizational structure has been changed. To indicate the acceptance of organizational values and the level of organizational socialization of the educational expert assistants who are assigned to determine organizational policies, strategies and objectives and who have to do researches and examinations to reach these assignments. The acceptance of organizational values by educational expert assistants will help organizations make policies based on these values. Therefore, the aim of this study is to determine the views of educational expert assistants at TMoNE about organizational values and organizational socialization after the organizational structure of the ministry has been changed. The questions below are answered to reach this aim.

1. What are the views of educational expert assistants at TMoNE about organizational values?

2. What are the views of educational expert assistants at TMoNE about organizational socialization?
3. Are their views about organizational values and the two dimensions of organizational socialization –motivation and commitment- changing according to their sexes?
4. How is the relationship between their views about organizational socialization and organizational values?
5. Do the dimensions of organizational socialization –motivation and commitment- estimate organizational values?

2. Method

In the study that focuses on determining the views of expert educational assistants at TMoNE about organizational values and organizational socialization, descriptive method was used to indicate the existent situation.

Study Group

The study group consisted of including 20 women and 26 male total 46 education expert assistants who appointed first time in TMoNE headquarters in 2012. Totally of 50 educational experts assistant are working at the TMoNE, every individual officer were tried interact but 4 of them didn't want to join this research due to their own special reasons.

Instruments

The scales, organizational values and organizational socialization, which were prepared by Zoba (2000) and validity and reliability of the scales were done by Mutlu (2008) were used in this research after receiving permission from researchers. The scales were made factor analysis for the reliability and validity by Mutlu (2008). As a result of factor analysis, organizational value scale has one factor (dimensional) and organizational socialization has two factor (dimensional) including commitment and motivation.

Data Analysis

The obtained data was analysed by using SPSS Program. Arithmetic mean, standard deviation and percentage were calculated to determine the views of educational expert assistants. Mann Whitney U was used to find out whether the views of educational expert assistants are different or not according to their sexes. To explain the correlation between organizational values and organizational socialization, correlation analyse was used. Besides this, regression analyse was used to find out the predictor whether organizational socialization has estimated organizational values or not.

3. Findings

Findings on Organizational Values

Arithmetic mean, standard deviation and percentage were calculated to determine the views of educational expert assistants (Table 1).

Table 1. Arithmetic Mean, Standard Deviation and Percentage Values Related With the Views of Educational Expert Assistants at TMoNE About Organizational Values

THE EXPRESSIONS OF THE SCALE OF ORGANIZATIONAL VALUE		Unimportant	Less important	Important	Very Important	The Most important	Standard Deviation(ss)	Mean $\bar{X}$
Sharing of organizational values by all the officials	n	1	4	8	17	16	1.04	3.93
	%	2.2	8.7	17.4	37	34.8		
Cooperation	n	1	3	4	19	19	0.97	4.13
	%	2.2	6.5	8.7	41.3	41.3		
Helpfulness	n	1	3	11	18	13	0.98	3.84

	%	2.2	6.5	23.9	39.1	28.3	
Being fair	n	0	5	4	13	24	1.00	4.21
	%	0	10.9	8.7	28.3	52.2		
Being honest	n	0	2	8	12	24	0.90	4.26
	%	0	4.3	17.4	26.1	52.2		
Doing the job properly	n	1	5	5	15	20	1.09	4.04
	%	2.2	10.9	10.9	32.6	43.5		
Working with uppers in a harmony	n	1	6	12	17	10	1.04	3.63
	%	2.2	13	26.1	37	21.7		
Solving the conflicts together	n	1	4	11	14	16	1.06	3.86
	%	2.2	8.7	23.9	30.4	34.8		
Award instead of punishment	n	1	5	17	16	7	0.96	3.50
	%	2.2	10.9	37	34.8	15.2		
Appointment according to the competences	n	2	5	8	11	20	1.20	3.91
	%	4.3	10.9	17.4	23.9	43.5		
Participation of all officials in decision taken process	n	3	6	20	10	7	1.08	3.26
	%	6.5	13	43.5	21.7	15.2		
Open to different ideas	n	1	3	11	16	15	1.01	3.89
	%	2.2	6.5	23.9	34.8	32.6		
Relationship based on trust	n	1	2	9	21	13	0.92	3.93
	%	2.2	4.3	19.6	45.7	28.3		
Award based on success	n	2	3	11	18	12	1.05	3.76
	%	4.3	6.5	23.9	39.1	26.1		
Interested in social events	n	1	7	12	18	8	1.02	3.54
	%	2.2	15.2	26.1	39.1	17.4		

As can be seen on Table 1, newly appointed education expert assistants stated that among organizational values identified in the scale, the only one they find 'important' is "participation to the decision taken process" ($\overline{X}$=3,26, 43,5%). On the other hand, they stated that they find all the other clauses 'very important'.

Education expert assistants said that respectively "very important" especially *being honest* ($\overline{X}$= 4.26, % 52.2), *"being fair"* ($\overline{X}$=4.21, 52.2), *"collaboration"* ($\overline{X}$=4.13, %41.3) and *"doing their job in a fair way"* ($\overline{X}$=4.04, % 43.5) items.

Education expert assistants said that "*Sharing of the organizational objectives by all the officials*" ($\overline{X}$= 3.93, % 34.8), "*relationship based on trust*" ($\overline{X}$=3.93, % 45.7), "*appointment according to the competences*" ($\overline{X}$=3.91, % 43.5) and "*open to different ideas*" ($\overline{X}$=3.91, % 43.5) items too.

Findings on Organizational Socialization
Arithmetic mean, standard deviation and percentage values were calculated to determine the views of educational expert assistants at TMoNE about organizational socialization (Table 2).
As is seen in Table 2, educational expert assistants generally said that "*I feel my thoughts are very important for the decisions related to my work in the taking decision period*" ($\overline{X}$= 4,65, % 67.4) and "*I try to be fair in all situations*" as "the most important" ones in the organizational socialization scale. They expressed for the rest of the items as "very important".
They respectively found "very important" especially the items "*my relationship with my colleagues based on mutual confidence*" ($\overline{X}$= 4.41, % 54.3), "*In my opinion, award must be based on success*" ($\overline{X}$= 4.41, % 47.8), "*I try to help others*" ($\overline{X}$= 4.41, % 50.0), "*I try to solve the conflicts with my colleagues in tolerance*" ($\overline{X}$= 4.39, % 52.2), "*I work with my colleagues in cooperation*" ($\overline{X}$= 4.36, % 54.3) and "*I am interested in social events*" ($\overline{X}$= 4.34, % 45.7). The items "*I do my job properly*" ($\overline{X}$= 4.30, % 52.2), "*I believe awards are more effective than punishments*" ($\overline{X}$= 4.28, % 58.7) and

"*if I make a mistake, I accept my fault*" ($\overline{X}$= 4.21, % 65.2) are said as "very important" by educational expert assistants. According to these findings it can be said that educational expert assistants found "very important" the expressions about organizational socialization.

Table 2. Arithmetic Mean, Standard Deviation and Percentage Values Related With the Views of Educational Expert Assistants at TMoNE About Organizational Socialization

THE EXPRESSIONS OF THE SCALE OF ORGANIZATIONAL SOCIALIZATION		I completely disagree	I disagree	I have no idea	I agree	I completely agree	Standard Deviation (ss)	Mean $\overline{X}$
I desirably work to achieve the goals of the organization.	n	0	0	5	28	13	0.60	4.17
	%	0	0	10.09	60.09	28.3		
I work with my colleagues in cooperation.	n	0	0	2	25	19	0.57	4.36
	%	0	0	4.3	54.3	41.3		
I try to help others.	n	0	0	2	23	21	0.58	4.41
	%	0	0	4.3	50.0	45.7		
I try to be fair in all situations.	n	0	1	0	18	27	0.62	4.54
	%	0	2.2	0	39.1	58.7		
If I make a mistake, I accept my fault honestly.	n	0	0	3	30	13	0.55	4.21
	%	0	0	6.5	65.2	28.3		
I do my job properly.	n	0	0	4	24	18	0.62	4.30
	%	0	0	8.7	52.2	39.1		
I work with upper in a harmony.	n	0	0	6	25	15	0.65	4.19
	%	0	0	13	54.3	32.6		
I try to solve the conflicts with my colleagues in tolerance.	n	0	0	2	24	20	0.57	4.39
	%	0	0	4.3	52.2	43.5		
I believe awards are more effective than punishments.	n	0	0	3	27	16	0.58	4.28
	%	0	0	6.5	58.7	34.8		
I believe appointment must be based on competence.	n	0	1	7	23	15	0.74	4.13
	%	0	2.2	15.2	50.0	32.6		
I feel my thoughts are very important for the decisions related to my work in the taking decision period	n	0	0	1	14	31	0.52	4.65
	%	0	0	2.2	30.4	67.4		
I respect to different thoughts.	n	0	1	16	22	7	0.73	3.76
	%	0	2.2	34.8	47.8	15.2		
My relationship with my colleagues based on mutual confidence.	n	0	0	1	25	20	0.54	4.41
	%	0	0	2.2	54.3	43.5		
In my opinion, in award system, success must be the most important thing.	n	0	0	3	21	22	0.61	4.41
	%	0	0	6.5	45.7	47.8		
I am interested in social events.	n	0	0	5	20	21	0.67	4.34
	%	0	0	10.9	43.5	45.7		

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Findings related with Sex Variation

It was calculated that whether there was a meaningful difference or not in the view of educational expert assistants about organizational values and the sub dimensions of organizational socialization –motivation and commitment- according to their sexes via Mann Whitney U-Test (Table 3).

Table 3. Mann Whitney U-Test Related With The View Of Educational Expert Assistants About Organizational Values And The Sub Dimensions Of Organizational Socialization –Motivation And Commitment- According To Their Sexes

Sub Dimensions	Group	n	Rank Mean	Rank Sum	U	p
Organizational Values	Woman	20	22.15	443.00		
	Man	26	24.54	638.00	233.00	0.54
Motivation	Woman	20	23.90	478.00		
	Man	26	23.19	603.00	252.00	0.85
Commitment	Woman	20	25.00	500.00		
	Man	26	22.35	581.00	230.00	0.50

As is seen in Table 3, there was no meaningful difference in the view of educational expert assistants about organizational values and the sub dimensions of organizational socialization – motivation and commitment- according to their sexes. [U(organizational values)= 233.00, p> .05.], [U(motivation)= 252.00, p> .05.], [U(commitment)= 230.00, p> .05.]

Findings Related With the Relationship between Organizational Values and Organizational Socialization

Correlation analysis was done item by item to indicate the relationship between the educational expert assistants' acceptance level of organizational values and their organizational socialization behaviours (Table 4).

As is seen in Table 4, it was seen that there was a positive meaningful medium level relationship between "*co-operation*" and "*I work with my friends in co-operation*"[r= .309, p< 0.05]; and "*helpfulness*" and "*I try to help others*" [r= .383, p< 0.01]. According to these findings, it can be said that if the belief about "co-operation" and "helpfulness" increases, educational expert assistants' level of working with colleagues in cooperation and their level of helping others will also increase. When the determination coefficient is examined, it can be expressed that 1 % of total variation of working in co-operation comes from co-operation (r²(co-operation)=0.09); 14% total variation of helping others comes from helpfulness (r²(helpfulness)=0,14).

When Table 4 was revised, it can be said that there was no statistical meaningful relationship between the items of organizational value scale and the items of organizational socialization scale.

Table 4. Pearson Correlation Coefficient Related with the Relationship between Organizational Values and organizational Socialization

Number	Organizational Values	Organizational Socialization Behaviours	n	r	p
1	Sharing of organizational values by all the officials	I desirably work to achieve the goals of the organization.	46	.264	.076
2	Cooperation	I work with my colleagues in cooperation.	46	.309*	.037
3	Helpfulness	I try to help others.	46	.383**	.009
4	Being fair	I try to be fair in all situations.	46	.268	.072
5	Being honest	If I make a mistake, I accept my fault honestly.	46	.017	.909

6	Doing the job properly	I do my job properly.	46	.142	.347
7	Working with uppers in a harmony	I work with upper in a harmony.	46	.109	.472
8	Solving the conflicts together	I try to solve the conflicts with my colleagues in tolerance.	46	-.204	.173
9	Award instead of punishment	I believe awards are more effective than punishments.	46	.020	.896
10	Appointment according to the competences	I believe appointment must be based on competence.	46	.209	.162
11	Participation of all officials in decision taken process	I feel my thoughts are very important for the decisions related to my work in the taking decision period	46	.085	.575
12	Open to different ideas	I respect to different thoughts.	46	.202	.178
13	Relationship based on trust	My relationship with my colleagues based on mutual confidence.	46	.232	.121
14	Award based on success	In my opinion, in award system, success must be the most important thing.	46	.087	.567
15	Interested in social events	I am interested in social events.	46	.263	.177

Correlation 0.05 meaningful.
**Correlation 0.01 meaningful.

Findings Related with the fifth sub-problem

Multiple regression analysis was conducted to find out predicitive power of commitment and motivation dimension of organization socialization with regard to organizational values scores (Table 5).

As it can be seen in Table 5, when mutual and parital correlations with regard to predictive (indepedent) variables and predicted (depedent) variable are examined, no statiscially significant relaiton was found between commitment (r=0,336)and motivation(r=0,184) dimension of organizational socaillalizaiton and organization values.

Motivaiton and commitment variables in comnination have a low and significant relaiton with organizational values. R= .338, R^2= .115 p> .01. $F_{(2,43)}$ = 2,782, p>.05. The commitment and motivation dimension of organization socialization accounts for almost 11% of organizational values. It can be said that remiaing 89%, which is not explained by them, is explained by other variables.

Multiple regression analyse was done to find out the effect of organizational socialization sub dimensions – motivation and commitment on organizational values points (Table 5).

Table 5. Multiple Regression Analyse Results Related with the Effect Of Organizational Socialization Sub Dimensions – Motivation And Commitment On Organizational Values Points

Variations	B	Standard Fault B	B	T	p	zero order – r	partial r
constant	0.884	1.481		0.597	0.554		
Commitment	0.799	0.403	0.369	1.981	0.054	0.336	0.289

Motivation	-0.112	0.403	- 0.52	0.278	0.782	0.184	-0.042
R= .338 $\quad$ **R^2= .115**					**Dependent variation :**		
Organizational Values							
F$_{(2,43)}$=2.782 $\quad$ **p= .073**							

As is seen in Table 5, when partial and dual correlations between the dependent and independent variations were examined, it was seen that there was no meaningful relationship between the sub dimensions of organizational socialization –commitment (r=0,336), motivation(r=0,184) and organizational values.

Both motivation and commitment variations with organizational values gave a low level meaningful relationship R= .338, R^2= .115 p> .01. F$_{(2,43)}$ = 2,782, p>.05. the sub dimensions of organizational socialization -motivation and commitment- estimated 11% of organizational values. It can be said that the rest 89% was estimated by other variations. .

According to standardized regression coefficient (β), the order of predictive variables in terms of organizational values is as follows: motivation (-0,52) and commitment (0,369). When t-test results with regard to the significance of regression coefficient are examined, it can be seen that the dimensions of motivation and commitment are not significant the predictors of organizational values.

4. Results and Discussion

In the study, it was concluded that the educational assistant experts at TMoNE accepted the organizational values and they treated the organizational socialization behaviours. It was also seen that there was no meaningful difference on their views about organizational values and organizational socialization according to their sexes. Besides this, it was indicated that there was no meaningful relationship between organizational values and organizational socialization; and organizational socialization was not the meaningful predictor of organizational values.

In Turkey, MoNE has accepted a new organizational structure in its headquarter for the reasons like giving more qualitative education, educating the human resource which is the result of information community (MEB, 2011). In this new organizational structure, more horizontal structure can be seen. For this, educational expert assistants' positions have been allocated and at the first step, 50 educational expert assistants have been assigned after various selective exams.

It can be possibly said that new educational expert assistants come with a new organizational structure. In this context, it is clearly understood that the new comers bring new organizational values with them. Besides this, TMoNE has restructured so organizational socialization tools using during the organizational socialization period have differentiated. In organizational socialization process, socializatiors are thought like mass media tools, the structure itself, strategies (the programmes for new comers) and people (mentors, workers, officials, administrators) (Balcı, 2003, 22). It can be said that by the new restructure of the organization, most of the positions has changed and general directorates, assistant general directorate, department head, branch director- has been abolished. It has affected educational expert assistants' socialization negatively.

Moreover, the new educational expert assistants reflect the aspects of Y generation. According to Allen(2004), Y generation communicate with each other, get information and learn information via e-mails, cellular phones, social network websites, blogs, and other ways of technological tools (con. Balcı and Bozkurt , 2013). The managers or administrators of this generation should have more communicational skills and give opportunities to participate this generation to the management. In this content, in the socialization process of the educational expert assistants, communication technology should be used more.

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