



## Institutionalization at Universities: Case Study of the Focal Institution and the Spawning Institutions<sup>1</sup>

ARTICLE TYPE	Received Date	Accepted Date	Published Date
Research Article	07.15.2021	01.08.2022	01.08.2022

**İnci Öztürk Erkoçak** <sup>2</sup> and **Ali Balci** <sup>3</sup>  
Ankara University

### Abstract

The purpose of this study is to analyze the institutionalization of Gazi University Faculty of Education as a focal institution, and Ahi Evran University Faculty of Education and Kastamonu University Faculty of Education as spawning institutions where the faculty members serve. The common feature of these academics is that they graduated from any doctoral program of Gazi University in the past. In this context, the views of faculty members on the institutionalization of universities have been presented. Case study was employed in the research. The study group of this research is comprised of faculty members who have been working in a focal institution Gazi University, and spawning institutions Ahi Evran University and Kastamonu University in Turkey. According to research results, faculty members create hierarchies based on academic titles. Conflicts among faculty members in spawning faculties are resolved within the department by arbitration. The dominant organizational decision-making method employed by faculty members within their own faculties was consensus. Faculty members agree that graduates from their doctorate programs should be employed at the same faculty. The culture of the spawning faculties is similar to the culture of the teacher high school and the focal institution.

**Keywords:** Institutionalization, focal institution, spawning institution, higher education, academics.

**Ethical committee approval:** The ethical committee approval was obtained from Ankara University Ethical Committee, No. 85434274/050.04.04/72625, Date: 21.11.2016.

<sup>1</sup>This study is a part of the doctoral dissertation titled "Imprinting and Institutionalization at Universities", submitted by İnci Öztürk and supervised by Prof. Dr. Ali Balci in 2018. Doctoral dissertation project was supported by a grant from Ankara University Scientific Research Projects Coordinatorship (16L0630004).

<sup>2</sup>Corresponding Author: Dr., Faculty of Educational Sciences, Educational Administration, e-mail: iiozturk@yahoo.com.tr, <https://orcid.org/0000-0001-9177-2038>

<sup>3</sup>Prof. Dr. (retired), Faculty of Educational Sciences, Educational Administration, e-mail: alibalci@gmail.com, <https://orcid.org/0000-0003-2025-3796>

In its most familiar definition, an institution is a structure or union that includes a deep-rooted structure such as marriage, family, partnership, property, and generally has a relationship with the state. Institutionalization is the state of being institutionalized. In other words, institutionalization means becoming organized and gaining continuity (sozluk.gov.tr). When the institutional literature is examined, there is uncertainty regarding what an institution is (Jordan, 1990; Searle, 2005). As the definition of institution does not make an assumption regarding the identity of the social actors, an institution may be individuals, groups, organizations, and even larger collectives (Barley and Tolbert, 1997). Regarding what an institution is, the most frequently encountered word in various definitions is rule. An institution is the entirety of permanent rules and organized practices embedded in permanent resources and structures that do not relatively change despite the personal choices and changing external conditions, personnel turnover (March and Olsen, 1995). An institution is the rules of the game in a society (North, 1990). The institutions are generally a component of the social rules as organized, embedded and special processes (Jepperson, 1991). The institutions such as the state, family, international political order, democracy and capitalism are larger formations compared to the organizations that they shape. The institutions convey the rules, assumptions, and classifications in which the organizational structure is constructed in regards to the cultural actions of the individuals. The interaction with the institutional social structures and beliefs; and dependence on them creates stability and integration (Manning, 2013).

In its most general and well-known definition, institutionalization is the establishment and operation of the system by the institution through getting rid of the personal dependence. There are various definitions of institutionalism according to the sociological, political and economic perspectives. In general terms, those definitions may be classified as a process instilling value to the organizations, a process creating a reality that is shared by the members, an institutional logic which is a rationalized organizational system and a differentiated and specialized cognitive and normative system (Scott, 1987), the routinization process of the behavior (O'Donnell, 1996), and a way to solidify the organization (Panebianco, 1988). As an organization is defined as a social system that contributes to a more comprehensive system such as the society and has a specific target (Parsons, 1956), in analyzing the structures and behaviors of the organizations, the institutional approach, which is a sociological approach, is used (Barley and Tolbert, 1997; Kocel, 2011). According to sociological institutionalism, institutionalization does not take place in the consequence of a strategic pursuit for maximum productivity. For the legitimacy of the organization, the institutional structures and practices are embraced by conducting the social appropriateness rather than the logic of instrumentalism (Alexander, 2005; Cardona et al., 2020; Meyer and Rowan, 1977).

Sociological institutionalism and institutional theory go hand in hand. Sociological institutionalism is a sort of organizational theory and particularly a cultural theory (Amenta and Ramsey, 2010). Sociological institutionalism perceives the culture as an institutional form. In other words, the institutions and the culture are

intertwined; there is no sharp distinction between the two. Indeed, the institutionalization is provided by the culture. To put it more explicitly, the institutionalization is created by the symbolic system, moral values, social norms, myths, rituals, ideology, ideas and concepts that create the frames of meaning that guide the action (Hall and Taylor, 1996; Jepperson, 1991).

The institutional theory which is used in the organizational analysis put forward certain conceptions of institutionalization. According to the institutional theory, institutionalization is both a process and a property variable (Scott, 1987; Tolbert and Zucker, 1996; Zucker, 1977). Institutionalization is a process because it is the process of conveying the thing which is described as real by the individual actors (Zucker, 1977). Hill (1974) defines institutionalization as a process by which the organization creates authority relationships vis-à-vis the environmental actors (as cited in Turnbull and Aucoin, 2006). According to Huntington (1969) institutionalization is the process by which organizations acquire value and stability (as cited in Turnbull and Aucoin, 2006). In a similar way, Scott (1987) describes institutionalization as a process of instilling value in a structure that has instrumental benefits. The regular, stable and socially integrative patterns are brought about from unstable, loosely coupled and disorderly activities (Selznick, 1996). What allows this, is that the institutions have natural aspects besides their technical aspects. This natural aspect originates from the fact that institutions are the products of interaction and harmony. In this state, the institutions reflect group idealism (Selznick, 1984).

Institutionalization is also a property variable, because, at any point of the process, the meaning of the action may be described as the degree of taken for grantedness of the social reality (Zucker, 1977). Accordingly, the social reality is independent of the opinions or the actions of the social actor; however, it is the understanding which is described as taken for granted regarding how the things are done or will be done (Berger and Luckmann, 1966; Scott, 1987). The symbols, meanings and beliefs (Contrafatto, 2014), myths (Li, 2017), and heroes (Ozturk Fidan, 2018) may be given as examples for the social reality. As the social reality is morally and emotionally structured by the collective acceptance of the status (Schultz and Wehmeier, 2010), it serves as a glue that holds the society together (Searle, 2005).

According to the property variable approach, the institutionalized actions are perceived as both objective and exterior. The action is objective when it is repeated by other actors without changing the common understanding regarding the action (Zucker, 1977). Objectification is expressed as social interaction in an intersubjective world which has been institutionalized or which experiences the process of institutionalization (Murwonugroho, 2019). When the action is structured in an intersubjective way, the action is exterior (Zucker, 1977).

When the actions become taken for granted, they are institutionalized both objectively and exterior. When there are actions that are peculiar to a single actor or in places where the intersubjective information is low, taken for grantedness does not take place. Taken for grantedness is socially created and they serve as objective rules

(Kilduff and Angelmar, 1989; Schutz, 1982). Meyer and Rowan (1977) called those objective rules the rationalized myths that establish organizations, allow the organizations to gain legitimacy and resources, make the organizations more stable and allow the organizations to survive.

It may not be simply determined which actions are institutionalized or not. The meaning of an act is perceived as more or less exterior and objective, depending on the situation in which the act is performed and the role occupied by the actor. Subject to the relationship between objectivity and exteriority, the degree of institutionalization varies. For example, the degree of institutionalization of the actions that are carried out by an actor occupying a certain role and position is higher (Zucker, 1977). According to Hughes (1937), a procedure carried out by an office worker is highly objective and exterior. When that office worker holds a position, it is understood that the actions are continuous and not personal (as cited in Zucker, 1977) and the office increases intersubjective information regarding the appropriate action (Berger and Luckmann, 1966). The position and role of the office worker form the conditions that perceive any action as the reflection of the fact of life. Thus, acts performed by office workers of an office are by definition institutionalized (Zucker, 1977).

#### **Elements of Institutionalization**

Despite their prevalence in social life, the concepts of institution and institutionalism contain a certain level of uncertainty (Fidan, 2017). Therefore, it can be said that this situation leads to the fact that the dimensions of institutionalization have not been clearly revealed. According to Polsby (1968), the elements of institutionalization are the establishment of boundaries (autonomy), the growth of internal complexity, and the development of universalistic decision-making rules (as cited in Hibbing, 1988). Lawrence et al. (2001) addressed institutionalization in two dimensions including pace and stability. The pace is the length of time taken for an innovation to become spread throughout an organizational field and stability is the length of time over which an institution remains highly diffused and legitimate. Apaydin (2009) addressed institutionalization in five dimensions including formalization, professionalism, accountability, cultural power and consistency. Lebbadi (2015) addressed elements of institutionalization as the conceptualization of the processes where the organizational structures and practices are the routine part of the organization; and classified the institutional elements as the legitimacy and the coercion of regulation, normative techniques, and mimetic pressures. Lebbadi's (2015) classification of the elements of institutionalization has parallels with the classification of the mechanism of institutionalization by DiMaggio and Powell (1991), Colbeck (2002), Bess and Dee (2008) who explain the processes of institutionalization. In line with the previous research, the institutionalization of higher education institutions is categorized under five dimensions including interpersonal relations, getting the task done, staffing, lifestyle, and physical environment in this study.

### **Conceptual Framework**

Analyzing the structures and practices of the focal institution and the spawning institutions starting from their establishment until today helps us understand the factors that make them permanent. If the constituent structures of the institutions are strong in the initial years, their chances to survive are pretty possible. Indeed, the inertial forces such as tradition, vested rights, ideology and absence of a competitive environment allow the institutions to be effective. The specific technological, economic, political and cultural resources in the stage of establishment provide the characteristic features of those institutions (Johnson, 2007; Marquis and Tilcsik, 2013). For example, with the establishment of the Republic in Turkey in 1923, nationalism has become an ideological basis for the state. It may be argued that Gazi University whose foundations go to the early years of establishment of the Republic, was born with a nationalistic and patriotic identity that embraces and protects the Turkish history, culture and language (Seckiner Bingol and Tahtalioglu, 2017). It may also be argued that the former spawning institutions called Ahi Evran Faculty of Education and Kastamonu Faculty of Education, which were born within the focal institution called Gazi University, and later got separated from it, also may have a nationalistic and patriotic identity. It is widely accepted that a school system has the critical task of putting patriotism over throughout its own country (Demir et al., 2017; Poom-Valickis and Lofstrom, 2019; Przybylski, 2019).

The characteristics that exist in the establishment of the institution have been reproduced throughout the history of the institution and they survive until today (Johnson, 2007; Tucker et al., 1990). Social actors, who play an important role in the establishment and formation of the organization, leave permanent imprints in the organization with their actions and interactions (Johnson, 2007). For instance, the founder acquires a plethora of resources related to economy, technology, politics, and culture available in the environment at the time of the founding based on his skills and expertise (Kriauciunas and Kale, 2006). This study depending on the sociological institutionalism perspective is essentially based on a cultural theory because sociological institutionalism provides a deep cultural theoretical perspective on organizations and so politics. The sociological theory explores the diffusion of the ideas and cultural forms, as organizations are in pursuit of legitimacy. This way of investigating political behavior and processes in a particular sector is a way of understanding the similarities between the institutional forms and policies (Amenta, and Ramsey, 2010). Legal requirements (e.g. legislation, intergovernmental organizations) and technical requirements (the budget cycle changes, annual reports, financial reporting requirements) shape organizations alike (DiMaggio and Powell, 1991). Global policies of Organization for Economic Co-Operation and Development (OECD), World Trade Organization (WTO), and World Bank have been shaping higher education in a variety of subjects such as public funding, rankings, knowledge economy, economic growth, internationalization, governance, human capital, etc. (Deuel, 2021; Hajisoteriou and Neophytou, 2020). In this study, the institutionalization of the universities has been analyzed from a sociological

perspective regarding its culture and organizational elements that include structure and processes. Within this scope, the physical environment was discussed under structure, while interpersonal relations, getting the task done, and staffing were discussed under processes. Lifestyle was examined under culture.

When the studies on institutionalization in the literature are analyzed, many studies are encountered that are similar to the studies regarding the institutionalization of entrepreneurship activities of the universities (Benneworth et al., 2015; Pinheiro, 2012; Pinheiro et al., 2015), the institutionalization of the technology transfer offices of the universities (Cai et al., 2015), the institutionalization of the research universities and research institutions (Powell and Dusdal, 2017), the institutionalization of the museums of the universities (Corazza et al., 2018), and institutionalization emerging from unification of different higher education institutions (Cai et al., 2016). In domestic literature, there has been a study examining the institutionalization of Mulkiye College in the historical context (Aypay, 2003). Additionally, within the scope of a conducted study of Turkish higher education, the findings that Turkish higher education is bureaucratic, newly established universities have a mission of transferring value, and the old universities are productive were revealed (Karatas Acer and Guclu, 2017). Institutionalization of Revolution History course (Selcuk, 2014) and institutionalization of educational reforms are the rest of the studies comprising universities (Aypay and Kalayci, 2008). Studies on institutionalization, especially at universities, are lacking in the literature. To contribute to the literature, the institutionalization of Gazi University which is called the focal institution, and Ahi Evran University and Kastamonu University which are called the spawning institutions, are analyzed as case studies. In order to understand the persistence of organizational characteristics originally derived from the founding context (Johnson, 2007; Marquis and Tilcsik, 2013), a focal university which was established in the first years of the Turkish Republic and spawning faculties that used to be under the focal university but later separated from the focal university, were chosen. This study revealed the institutional similarities and differences between the focal university and the spawning faculties, based on the data obtained from the structure, processes, and culture of the universities examined. To sum up, this study is an empirical study that goes into the scope of the higher education field and organizational sociology field. By this study, it is attempted to reveal the organizational culture, organizational structure of the focal university and the spawning faculties in a comparative manner.

The purpose of the study is to reveal the institutionalization of the focal university and the spawning faculties. Within the scope of this purpose, the answer is sought for the following question:

1. How is the institutionalization of the universities in terms of interpersonal relations, getting the task done, staffing, lifestyle and physical environment?
2. Do the spawning institutions resemble the focal institution in terms of institutional structures? If so, in which situations do the spawning institutions resemble the focal institution?

3. Are there any similarities/differences between the spawning institutions in terms of institutional structures? If so, what kind of similarities/differences have been shown between the institutions?

### **Method**

Research design, study group, data collection, data analyses, validity and reliability are given in this section.

### **Research Design**

The qualitative research design case study was employed in the research. This research design is also a comparative design as focal institution and spawning institutions were compared in terms of institutionalization. Gazi University Faculty of Education has been selected as the focal institution, whereas Ahi Evran University Faculty of Education and Kastamonu University Faculty of Education were selected as institutions that were separated from the focal institution to become independent spawning institutions contained within the university. As these three universities that are included in the study are analyzed as three separate cases, this study is a multiple-case study. The multiple-case study allows the researcher to test the generative view of causal explanation in the opposite or similar contents (Ekström, 1992).

### **Study Group**

This study employed maximum variation sampling method employed to document different variations and define important conventional patterns was conducted. The study group of this research was comprised of faculty members (professors, associate professors, and assistant professors) who have been working at Gazi University Faculty of Education, Ahi Evran University Faculty of Education, and Kastamonu University Faculty of Education in 2016-2017 academic year. Therefore, nine faculty members from Gazi University Faculty of Education, eight from Ahi Evran University Faculty of Education, and 10 from Kastamonu University Faculty of Education have volunteered to participate in the research. All of the participants received their doctoral degrees from different programs (Educational Administration and Supervision, Geography Education, Physics, Physics Education, Turkish Philology, Primary Education, Chemistry, etc.) of Gazi University. A code was given to the faculty members at Gazi University, B code to the faculty members at Ahi Evran University, and C code to the faculty members at Kastamonu University. In this study, it was sufficient to make qualitative interviews with a total of 27 faculty members. The researcher decided to terminate the data collection stage as the same or similar views of the participants were collected. This notion is called saturation, and it provides a broad way to think about the sample size (Creswell, 2016; Morse, 1991). Participants are given in Table 1.

**Table 1***Participants*

Code	University Worked in	Title	Doctoral Education Received
A1	Gazi University Faculty of Education	Assist. Prof. Dr.	Gazi University-Educational Administration and Supervision
A2	Gazi University Faculty of Education	Assist. Prof. Dr.	Gazi University- Geography Education
A3	Gazi University Faculty of Education	Prof. Dr.	Gazi University- Administrative Sciences
A4	Gazi University Faculty of Education	Assist. Prof. Dr.	Gazi University- Physics
A5	Gazi University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Physics Education
A6	Gazi University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Turkish Philology
A7	Gazi University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Turkish Folk Literature
A8	Gazi University Faculty of Education	Assoc. Prof. Dr.	Gazi University- History Education
A9	Gazi University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Philosophy Education
B1	Ahi Evran University Faculty of Education	Assist. Prof. Dr.	Gazi University- Mathematics Education
B2	Ahi Evran University Faculty of Education	Assist. Prof. Dr.	Gazi University- Computer and Instructional Technologies
B3	Ahi Evran University Faculty of Education	Assist. Prof. Dr.	Gazi University-Computer and Instructional Technologies
B4	Ahi Evran University Faculty of Education	Assist. Prof. Dr.	Gazi University-Curriculum and Instruction
B5	Ahi Evran University Faculty of Education	Assoc. Prof. Dr.	Gazi University-Science Education
B6	Ahi Evran University Faculty of Education	Assoc. Prof. Dr.	Gazi University-Geography Education
B7	Ahi Evran University Faculty of Education	Assoc. Prof. Dr.	Gazi University-Psychological Counseling and Guidance
B8	Ahi Evran University Faculty of Education	Assoc. Prof. Dr.	Gazi University-Social Sciences Education
C1	Kastamonu University Faculty of Education	Assist. Prof. Dr.	Gazi University- Physics Education
C2	Kastamonu University Faculty of Education	Assist. Prof. Dr.	Gazi University- Primary Education
C3	Kastamonu University Faculty of Education	Assist. Prof. Dr.	Gazi University- Preschool Education
C4	Kastamonu University Faculty of Education	Assist. Prof. Dr.	Gazi University- Electronic Computer Education

(continued)



**Table 1 (continue)**

Code	University Worked in	Title	Doctoral Education Received
C5	Kastamonu University Faculty of Education	Prof. Dr.	Gazi University- Physics
C6	Kastamonu University Faculty of Education	Prof. Dr.	Gazi University- Turkish Philology
C7	Kastamonu University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Chemistry
C8	Kastamonu University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Social Sciences Education
C9	Kastamonu University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Educational Administration, Supervision, Planning and Economics
C10	Kastamonu University Faculty of Education	Assoc. Prof. Dr.	Gazi University- Mathematics Education

As can be seen in Table 1, there were nine academics from Gazi University, eight academics from Ahi Evran University and 10 academics from Kastamonu University. In this research, three of the participants are assistant professors, five of them are associate professors and one of them is a professor at Gazi University; four of the academics are assistant professors and four of them are associate professors at Ahi Evran University; four of the participants are assistant professors, four of them are associate professors and two of them are professors at Kastamonu University. Participants who graduated from various programs of Gazi University were chosen to conduct interviews.

**Data Collection**

The interview technique was employed in the current study. Semi-structured interviews provide substantial opportunities based on action-theory ideas in sociology enquiring about situational meanings or motives for action, collecting everyday theories and self-interpretations in an open way, and enabling an understanding through interpretations (Hopf, 2004). In this regard, semi-structured interviews were made in order to reveal how faculty members define the institutionalization of the universities they work in. The Institutionalization at Universities Interview Form developed by the researcher was used to gather research data. The interview form was prepared on the basis of a literature review and according to the objectives of the study. After a group of expert reviews of the interview form, the necessary edits were applied to the form. In order to determine whether the questions were comprehensible or not, a pilot study was done with a similar study group. The interview form took its final version after the pilot study. I received an approval from the Ethics Committee of Ankara University (2016/301). Before the interviews, the participating faculty members were informed about the main research problem and the aim of the research. Then face-to-face and in-depth interviews were conducted. Some questions asked participants are How do you evaluate the subordinate relations of academic staff? How are these relationships organized? On what basis and how are administrative

tasks distributed to academic staff? Are there any certain policies and standards in employment, assignment, promotion, and relocation of academic staff?, Do you think that the organizational culture in your faculty creates a lifestyle unique to your faculty, why? How do you evaluate the construction of the physical spaces (buildings, classroom, laboratories, etc.)? Voice recorders were used upon their informed consent. Data gathered from sound recordings of participants were deciphered by the researcher.

### **Data Analysis**

Deciphered sound recordings were analyzed by using the inductive analysis method. Inductive analysis is the discovery of important patterns, themes, and interrelationships within the data (Patton, 2002). In the first phase of the analysis, codes were derived from the transcripts. The statement related to the content of the study were determined in the data set. In the second phase, the data coded with words or short phrases were reviewed. In the third phase, the codes related to each other were gathered under categories. In the final phase, the categories were reached.

### **Validity and Reliability**

Definitions become sharper when two researchers code using the same data set. In this way, it is possible to reach a shared vision about what the encodings mean and which piece of data belongs to which code. Whether the encoders use similar codes for the same data is the key point of this technique. Conflicts indicate that definitions need to be expanded or corrected. In this context, the reliability formula proposed by Miles and Huberman (1994) was calculated by the researcher.  $\text{Reliability} = \frac{\text{Consensus}}{(\text{Consensus} + \text{Disagreement})} * 100$ . The agreement between the codings of two colleagues was found to be 95% and 91.3% respectively. It is suggested that the reliability between coders should be close to 80% or even more than 90% depending on the size of the data (Miles and Huberman, 1994).

### **Results**

The elements of institutionalization are addressed as the subthemes of interpersonal relations, getting the task done, staffing, lifestyle and physical environment.

#### **Interpersonal Relations**

The faculty members of the Faculty of Education of Ahi Evran, Kastamonu and Gazi University have indicated that there was a hierarchy in their faculties based on the academic titles; and the academics with the higher titles created pressure on the academics with lower titles. The fact that the research assistants cannot defend their opinions and rights when they are subject to injustice in environments such as conferences and symposiums in which the professors are present, is an example of the pressure of academic titles. In this regard, some of the opinions are as follows:

One of my friends had such an interpretation: “In that hierarchy, when I was somewhere below, they might have trod on my toes so that when I come to the upper levels of the hierarchy, I feel like doing someone dirt.” (Ahi Evran University, B6)

“Once a professor says something, the thing that he/she says becomes the truth. Even if it is wrong for instance. They are able to intimidate the research assistants immediately.” (Kastamonu University, C1).

If those people have a title, you cannot express your rights in any way whatsoever. There is nobody to hear you. It is perceived like “What are you up to as an assistant?” or “Are you crossing the line against your professor?” (Gazi University, A2)

The faculty members of the Faculty of Education of Ahi Evran, Kastamonu and Gazi University have expressed that there was a relationship between the faculty members and the students that they have educated which was similar to the master-apprentice relationship in the traditional trade organizations. The fact that the student learns from his/her teacher and applies what he/she has learned from the professor, carries the peculiar characteristics of his/her supervisor may be shown as an example in the master-apprentice relationship in academia. In this regard, some of the opinions are as follows:

I may say that the superior-subordinate relationship of the academic personnel is about cognitive apprenticeship. I may say that a research assistant learns through a relationship that is similar to the master-apprentice relationship in the association of a research assistant with an assistant professor, an associate professor, or a professor. (Ahi Evran University, B8)

When you make an application for the position of associate professorship, they ask you “Who is your doctoral supervisor?” If your doctoral supervisor is a good person, they say “This man is a solid man. This guy is also solid”. If the person is not a good man, they say “the teacher of this guy is already as such. The man trained by him becomes this much.” (Kastamonu University, C8)

“You try to apply [the things that you have learned] from the professors in the form of a master-apprentice relationship. In the past, the professor used to have an assistant, and the assistant trained with the understanding of ‘spare the rod and spoil the child.’” (Gazi University, A6).

The faculty members of the Faculty of Education of Ahi Evran and Kastamonu University have indicated that they would sometimes resolve the conflicts which might have been experienced in the interpersonal relations within the department without reflecting the conflict to the administration. The quotations below indicate this:

The conflicts are attempted to be resolved without going to the administration. If you reflect the matter to the administration, the administration will ask the matter to someone who is closer to itself here. “What is happening there?” And

we think, “If you intend to ask the matter to the administration, then resolve the conflict right here. Why would the matter go to the administration?” (Ahi Evran University, B7)

We would like the conflict to be resolved through arbitration between the professors, we don’t want it to go through the official channels. As a faculty, we have a tendency not to resolve such problematic situations through the official channels. (Kastamonu University, C3)

The faculty members of the Faculty of Education of Kastamonu and Gazi University have indicated that the administration ignored the problems, and the administration did not want to punish its personnel even if the problems reverted to the administration, and the administration referred the problem to the Higher Education Council of Turkey. In other words, it is understood that the administration did not want to address the individuals experiencing problems. In this regard, some of the opinions are as follows:

I don’t believe that the problems are solved through mutual talks. We sweep the problem under the carpet. The Dean comes and says “I have made a mistake. Let’s talk through this matter amicably”. And this does not happen either. However, no administrative sanction or an investigation happens. Generally, we proceed after we calm down the storm. (Kastamonu University, C3)

The person who has experienced an injustice goes and talks to the Dean or the Department Chair. The person demands a punishment for the injustice by the Office of the Dean or the Department Chair. Later, the matter turns into an investigation. If the university turns this matter into an investigation, the university refers the matter to the Higher Education Council of Turkey by saying “We cannot solve this matter” because the university does not easily want to punish its own personnel. The university does not want to be on bad terms with the professors. (Gazi University, A1)

### **Getting the Task Done**

The faculty members of the Faculty of Education of Ahi Evran and Kastamonu University have claimed that the member of the faculty was brought into the administration, who was politically closer to the administration after the Rectorship election, had references, and was a manageable person. In this regard, some of the opinions are as follows:

The Deans don’t know anyone here. A person comes suddenly and is appointed as the Dean. Consequently, 1 or 2 meetings are made. Later the Dean invites someone as “You’re the Vice Dean right now.” and “You’re the Department Chair right now.” It is all through references. Here, there are internal dynamics, the characteristics of the professors, their competence, the things that they are able to do, and a culture. Rather than considering these, the administrative

structure is created through the relations of the professors that they have with Gazi University. (Ahi Evran University, B7)

If the rector thinks that one can work in harmony and one may not make trouble, then he says “I can make him apply my decisions as high up in the hierarchy.” So “Let this person be the head of the department.” For example, the rector can appoint you as the head of the Department of Physical Education. Everyone seems to be doing everything in our faculties. Either way is the same in Gazi and here. (Kastamonu University, C1)

The faculty members of the Faculty of Education of Gazi University have indicated that the research assistants did not have a job description, the responsibilities of the secretaries were given to the research assistants, and the research assistants performed irrelevant or drudgery works. The time consuming or difficult tasks such as drawing up syllabuses, performing as presenters in the ceremonies, enrolling students into the graduate programs in the institute may be counted as the drudgery works that the research assistants have performed. The quotation below indicates this:

They saddled me with drudgery work. After some time, all the work that needs to be done by the secretary becomes completely your task. We used to be the assistants who were responsible for drawing up the syllabuses. There are tasks that go beyond you. The responsibility of the assistants is not office work. (Gazi University, A2)

According to the findings obtained from the interviews conducted with the faculty members of Faculty of Education of Ahi Evran, Kastamonu and Gazi University, the organizational decision-making forms of the faculties, where the faculty members serve, take place through consensus when it comes to the matter of classes. Making the class distributions by the faculty members in their own departments without any problems, expressing of the opinions by the faculty members in the meetings freely, operating of the academic boards, making decisions in the department with pluralistic democracy and respecting the opinions of the faculty members by their colleagues indicate the existence of environments where the faculty members are able to create consensus. In this regard, some of the opinions are as follows:

“Participatory management is displayed. Here, it is attempted to take the opinions of the workers into consideration and to have the boards work.” (Ahi Evran University, B4).

If we make a serious decision or allocate the classes, we don’t allocate the classes with my colleague at the department. We don’t dictate the decision “This is it.” to the rest of the colleagues. We are inviting everyone who lectures in our department. Everyone gets the classes based on their areas of expertise. We discuss these matters and carry on. (Kastamonu University, C3)

We can't get the efficiency that we want from some classes. We requested the holding of some classes. However, we were unable to find any professors. We were unable to find laboratories or money for some classes. Then, we feel the need to cancel those classes. Or, we may change the classes by saying, "Our students don't need that class, but need this class more." Sometimes we inquire about the students' demands. Sometimes we change the affairs based on these matters. We provide our justification and pay attention to the issue that we make all decisions through an unanimous vote. (Gazi University, A2)

Out of the interviews conducted with the faculty members of the Faculty of Education of Ahi Evran and Kastamonu University, it is seen that the university administrators made decisions regarding recommending a faculty member for the board of management, making a decision in the representation of the faculty, making regulations regarding going abroad, and supporting international scientific activities. In this regard, some of the opinions are as follows:

The matters that come to the Board come with a little more preliminary talks. For example, someone will be proposed to the Board of Management, and a professor candidate will be determined. You may surely recommend anyone you like, but the administrator there says, "My recommendation is person A. You may also recommend whoever you want." When you hear this, you say that there was already a preliminary interview. (Ahi Evran University, B4)

"How many students should we get into the master's degree?" "How should we determine?" We are freer and more participatory in such matters in the department. However, if a decision representing the faculty is to be made, this decision is usually made by the top management. We usually get informed later. The University Senate, the Management Board of the Faculty or the Office of the Dean handle such matters by themselves. (Kastamonu University, C3)

### **Staffing**

The faculty members of the Faculty of Education of Ahi Evran and Kastamonu University have indicated that those who did not have any vacant positions in their universities or had problems with their universities, were not given any position after the elections for the Rectorship, and those who failed to find a position in the universities of the capital, Ankara, chose those faculties to start working. Besides, those who recently completed their doctoral degrees came to their faculty, and there were a lot of newcomers to their faculty as they were a newly established university. Additionally, they also expressed that the Rector who was appointed from a different university to their universities or the Dean who was appointed to their faculty brought their teams or their faculty member colleagues with them. In this regard, some of the opinions are as follows:

Everyone who comes here comes with his/her own administration. The previous Rector brought his/her own team from Samsun. The current Rector rules the university with people who are partially from here and who partially belong to

his/her team. The Rector says, "I am going to perform great services for the duration of 4 years". But he/she fails to do so. And after 4 years, leaves the university with his/her team. (Ahi Evran University, B7)

Those who finished the doctoral program, those who failed to find a job elsewhere and those who failed to get their professorship title, come here. They get tenure here. This results from the tenure problems and the problems that he/she had with the Rector and the University Vice President. (Kastamonu University, C1)

The faculty members of the Faculty of Education of Ahi Evran and Kastamonu University have indicated that the published academic position announcement was specially tailored-made for the faculty member to be employed at the university. The faculty members of the Faculty of Education of Gazi University have stated that this situation was not just common in their own university; it was also common throughout Turkey. In this regard, some of the opinions are as follows:

"In such job announcements, there is a direct address inside the institution." (Ahi Evran University, B6).

"Just academic position announcements that are tailored-made for a specific person" (Kastamonu University, C7).

"As many positions in Turkey are issued as an upgrading position for the academics in the Department, under normal circumstances all positions have more or less one owner." (Gazi University, A7).

The faculty members of the Faculty of Education of Ahi Evran, Kastamonu and Gazi University have justified the necessity of employment of the faculty members trained by the Department in the same institution by believing that it was their right to do so. In this regard, some of the opinions are as follows:

You employ someone as a research assistant. That person put in effort here by completing his/her master's and doctoral degree in 5 or 6 years. And in the meantime, that person also performed the administrative affairs of the faculty. The person completed his/her master's degree and doctoral degree. Then you are going to publish an academic position announcement. And instead, you are going to hire some outsider person who did not put in any effort here and doesn't know the system here just because that person has 2 more publications. I believe this is not the correct thing to do. (Ahi Evran University, B8)

If a research assistant finishes the doctoral degree, it means that the assistant deserves to be appointed for the assistant professor position. Thus, that position is not a favor that the administration has made for the assistant. That position is the right of the assistant. (Kastamonu University, C10)

You have finished your doctoral degree. You belong to the staff of that institution, right? The Department wants to work with you. There will be an

assistant professor position announcement. However, in the beginning, the purpose of getting you is to make you a faculty member there. The university position is not like any other position of a government official; it is not like employing a doctor for a hospital. (Gazi University, A3)

The faculty members of the Faculty of Education of Ahi Evran and Kastamonu University have indicated that they wanted the hiring of the faculty members whom they knew and they wanted them to be harmonious in terms of the sustainability of the positive organizational climate. In this regard, some of the opinions are as follows:

Perhaps the person whose character and habits I don't know will create chaos among us here. I don't mean to say that everyone is going to be like that. However, I'd prefer someone whose character and habits I know to take up a position rather than someone whom I don't know coming to my department and causing chaos. (Ahi Evran University, B5)

"The Department especially needs to have a good climate. At least, if you can't protect the faculty, you need to protect the department. Thus, the department should work with the people that it wants." (Kastamonu University, C3).

### **Lifestyle**

The faculty members of the Faculty of Education of Ahi Evran, Kastamonu and Gazi University have "respectfully" mentioned that their faculties had heroes even if they are not currently alive. In this regard, some of the opinions are as follows:

There have been many academics who served to bring this faculty up to this point. They installed cables up to the buildings across just like a technician. These things are not visible now. Can people log on to the internet? Yes, they can. This happened because of the efforts of some academics and some people in the administration. (Ahi Evran University, B2)

They talk about the deceased professor M. whom we don't know but whose name is mentioned and who left a mark here. Funny stories used to be told at Gazi University about the academics whom we never knew. There are many similar stories here also. (Kastamonu University, C3)

"We have some doyen/doyenne professors who are mentioned like a legend. We got our lessons from them. The faculties earn their value with those people." (Gazi University, A6).

The faculty members of the Faculty of Education of Ahi Evran and Kastamonu University have indicated that their faculties originated from the teacher high schools and/or the infrastructure of their faculties was composed of the infrastructure of the teacher high schools. Therefore, they stressed that the culture of their faculties had a similar structure to the culture of the teacher high school. Additionally, they also emphasized that the culture of the Faculty of Education of Gazi University had a culture that was similar to the culture of their own faculties; and the faculty members



and the students had similar values such as nationalism. The quotations below indicate this point:

Gazi is one of the first institutions training teachers. The fact that the infrastructure of this university is composed of the infrastructure of the teacher high school indicates that this university is based upon a culture that is similar to that of Gazi. Ahi Evran has a history dating back to the 1960s. The Male Teacher High School in the 60s formed the foundations of the Faculty of Education which then formed the university. We see that Gazi also comes from a similar profile. The main sources from which both institutions benefit are the same. This makes the academics there and here, and the students similar characteristics. Gazi has a patriotic, right-wing ideology, and it is possible to say that the idealist (blinded)-nationalist group is more influential. We may say that also here the idealist-nationalist group is at the forefront. (Ahi Evran University, B8)

The Faculty of Education of Kastamonu University is one of the venerable faculties because it has a 45-year past since the period when it was affiliated to Gazi and from the period of the teacher high schools. There is an expression that we call the Anatolian person, that type of personality exists both here and at Gazi University. There are middle-class individuals who are strictly loyal to their homeland and nation. People whose only concern is to reach up to a certain standard and serve their homeland and this nation. (Kastamonu University, C2)

### **Physical Environment**

The faculty members of the Faculty of Education of Ahi Evran and Kastamonu University have indicated that the faculties where they served were transformed from the teacher high schools and those buildings were still being used. In this regard, some of the opinions are indicated below:

The former teacher high schools have their own architectural style. The architectural style here is about them. If you consider the characteristics of the establishment of Gazi University, you will more or less see that the same architectural characteristics exist. You see that the places that were built as colleges or teacher high schools in the 60s and 70s have a similar architectural style to the architectural style of our university. You see that there is the main building across, and a gymnasium right next to it, a yard in front of it and a dormitory at the end of the yard. This architectural style has characteristics that remind Gazi. However, those architectural characteristics indeed reflect the conception of the school buildings in that era (Ahi Evran University, B8)

“If the faculties of education are transformed from the teacher high schools, more or less, their plans and projects are the same. This place was transformed from the Female Elementary School Teacher Training High School.” (Kastamonu Universitesi, C8).

### **Discussion, Conclusion and Suggestions**

The institutionalization of a focal institution and two spawning institutions in terms of elements of institutionalization where the faculty members serve at education faculties is analyzed. The findings are discussed in the light of the literature including interpersonal relations, getting the task done, staffing, lifestyle, and physical environment.

One of the most important findings in the dimension of interpersonal relations is the existence of a hierarchy among the faculty members based on the academic title in all three universities. Using the last name of the faculty member along with the title of professorship and/or Dr. means recognition of the academic role and professional achievements of the faculty member (Formentelli and Hajek, 2016). On the other hand, in a study that they conducted regarding the attitudes of the faculty members serving at universities in New Zealand regarding academic titles, Cavana et al. (1996) concluded that the faculty members were aware that they had the same characteristics and were performing the same job, found the title classifications as hierarchical, and they did not feel happy about it. Similarly, the faculty members with whom Gizir and Simsek (2005) had an interview, indicated that hierarchy did not need to exist to develop communication among the faculty members at the department which was not about their job.

In the dimension of interpersonal relations, another finding is that there is a relationship between the supervisor and the student in academia just like the relationship between the master and the apprentice. The master-apprentice relationship, which is peculiar to the university, is observed in all three faculties. It is found out that the people who are influential in establishing relations with the colleagues are the teaching faculty members and the supervisors. The person who observes the nature of the relationship between his/her supervisor and his/her colleagues behaves in a similar manner towards his/her own colleagues. It may be argued that the respectful behavior of a person to his/her supervisor originates from the master-apprentice relationship in academia. Especially, the faculty members serving in the spawning institutions narrate the master-apprentice relationship in academia through the master-apprentice relationship in the culture of the Ahi Evran Order observed in Anatolia. The Ahi Evran Order is a widespread professional training organization including the small business owners, masters, foremen and apprentices, emphasizing professional solidarity, providing the performance of the professions through honesty and aiming the training of the members of the professions (Akyuz, 2010). According to Bayram (2012), the apprentice is obligated to obey the master, and the master is obligated to teach the apprentice all the details of the profession and the information that the apprentice needs throughout his/her life. As it is seen, in the relationship between the master and the apprentice, besides the professional training given to the apprentice, it is important for the apprentice to act respectfully to the master. Essentially, the master-apprentice relationship is built up in various professions in which the master supports, guides, and advises the apprentices so that the apprentices can develop their job skills (Wang, 2019).

However, the master-apprentice relationship varies in different cultures. For instance, in architectural education which takes place in Poland, the master shapes the attitudes of the apprentice so that the apprentice elucidates professional ethics, follows acceptable behavior patterns related to intellectual and creative property rights (Piątkowska, 2020). In the haute cuisine industry, it is suggested to apprentices that they have to adopt such a strategy between being entirely similar to the master (respecting the master) and rechanging the practices of the master (Slavich and Castellucci, 2016). In contrast, according to Turkish academics, the supervisor cares about his/her own doctoral student, the respectful and obedient behavior of the student to his/her supervisor points out to the master-apprentice relationship between the supervisor and the student.

It is observed that both in Turkish universities and universities abroad, academic integration has a significant place. The difference between the relationships experienced in the universities abroad and the master-apprentice relationship in the Turkish universities manifests itself in the social (informal) integration. The mental support that the supervisor provides when the doctoral students need (Cardilini et al., 2020), having conversations about holiday and weekend memories (Stracke, 2010), and drinking beer after work (Marsh et al., 2015) are the examples of the supervisor-student relationship that provides satisfaction to the students (Shin et al., 2018), and leads to their attendance to the doctoral education (Mewburn, 2011; van Rooij et al., 2019). Therefore, it may be argued that the master-apprentice model in academia is generally accepted around the world, however, this model displays cultural differences according to the countries.

Another salient finding in the dimension of interpersonal relations is that in the spawning institutions the arbitration activities are used in resolving the conflicts within the department. The department chairs may experience the pressure of resolving conflicts and arbitration among the members of the faculty (Gmelch and Burns, 1994). Indeed, the establishment of authority over a decision is a political problem that is subject to conflict over interest groups, power manipulation and struggle (Baldrige et al., 2000). Although conflicts among individuals may be encountered due to distributing classes at the department between the members of the faculty, there may also be conflict among groups regarding which elective class will be taught by which academic discipline.

In the dimension of getting the task done, favoring some faculty members by the administrations of the spawning institutions is among the encountered unethical behaviors. The faculty members believe that appointments for administrative positions are made without being based on merit. In the international literature, studies are found regarding the unequal treatment of students by the faculty members, in other words regarding the prevalence of student favoritism (Tauginienė et al., 2019). The university students believe that there is favoritism in the universities, and favoritism is more common than any other form of corruption such as bribery, fraud and embezzlement (Julián and Bonavia, 2020; Walters et al., 2019). The students may

expect privileges from the faculty members (Achacoso, 2002) as they focus on performance and have the tendency to keep their grades up (Kurtyilmaz, 2019). In the domestic literature, no studies are encountered regarding student favoritism in Turkish universities.

It may be argued that the problem of favoring some faculty members in Turkish universities by the university administrations has been eliminated in recent years. Especially, the team which came to the university administration after the elections for the Rectorship used to display their feelings of gratefulness by giving away vacant positions to the faculty members who, they learned, had voted for them. The new team used to punish the faculty members who, they learned, had not voted for them, by not giving positions to them. The elections for the Rectorship were eliminated by the Decree Law numbered 676 published in the Official Gazette dated 29/10/2016 and numbered 29872. The principle of appointment of the Rector by the President of Turkey was introduced by the Decree Law numbered 703 published in the Official Gazette dated 09/07/2018 and numbered 30473. It may be argued that the fact that a group of faculty members supported a candidate in the elections and indicated that they had voted for the candidate leads to the establishment of a relationship of self-interest between that group of faculty members and the Rector after the elections and the subsequent appointment. The Rector used to bring the faculty members, who supported him/her, to positions such as advisor, deanship and department chair, and used to allow those faculty members to benefit from the resources of the university in an easy and frequent manner. In other words, the group of faculty members who openly supported the Rector used to come to a privileged position in the university. Indeed, according to Kavili Arap (2011) and Kurt et al. (2017), the most widespread criticisms regarding the entirety of the election system and the applications of the Rectorship after the elections are the unlimited powers of the Rector and the negative consequences that it creates. Thus power exercises prevent freedom by imposing restrictions on relevant actors in educational institutions (Kurtulaj, 2021). Briefly, corruption erodes democracy, diminishing people's equal opportunities in front of the public institutions and efficiency of public activity (Saar, 2019).

Another finding obtained in the dimension of getting the task done is about the struggling of the faculty members serving in the focal university with the intense workload which they call the drudgery work during the years when they used to be research assistants. The findings of studies are encountered regarding the fact that the administrative works introduce additional workload for the faculty members, and those administrative works are performed as a response to the accountability pressures coming from the state and the industry (Coates et al., 2009). The administrative works take the lead among the items of workload regarding teaching, emotional and spiritual support, research, administrative works and communication with the environment (Doyle and Hind, 1998). The works such as paperwork (Pimlott, 2019) that nobody wants to do are legitimized by the superior administrators with the argument that the salaries of the faculty members are inseparably linked to such work (Griffiths and Yager, 2019). And consequently, the research assistants may encounter bullying at

work by their superiors due to reasons such as the absence of a certain job description of their positions, giving them drudgery work, and absence of job security for them (Civilidag and Sargin, 2013; Duru et al., 2018).

Under the title of getting the task done, the decision-making processes constitute an important place. The faculty members serving in all three faculties are able to make decisions unanimously in matters that are related to the departmental board. On the other hand, the university administrations may make decisions without consulting the faculty members regarding matters such as the preparation of the regulations of the university and budget management. This finding has parallels with the finding of making administrative decisions based on the Rector and the Dean in the Finnish universities (Tapanila et al., 2020), and low participation and representation of the students and the administrative personnel in the Senates of the Chilean universities (Núñez and Leiva, 2018).

One of the important findings in the dimension of staffing is that there is a movement of the personnel towards the spawning universities. These universities need teaching staff since they are newly established. Thus, the spawning universities have a high potential of hiring faculty members. To become faculty members, those who finish their doctoral degrees apply for the position announcements that those universities make. On the other hand, those whose appointment is not made by the university administration for the positions of assistant professorship, associate professorship, or professorship start seeking positions in the spawning universities. Here, explaining the appointment of the faculty members and assistants by the Higher Education Law numbered 2547 briefly would help us understand the fact that some faculty members and assistants seek positions in the spawning universities. According to Articles numbered 33a and 50d of the Law numbered 2547, the employed research assistants may complete their doctoral degrees in the universities where they are employed or in a different university. However, according to Article 50d of the Law, the employed research assistants are dismissed after they complete their doctoral degrees. In other words, according to Article numbered 50d of the Law, the employed research assistants become unemployed. Those who complete their doctoral degrees among the research assistants who are employed in accordance to Article 50d of the Law and the holders of the doctoral degree who already have a job start seeking positions at the spawning universities. Additionally, there have been instances where the assistant professors with the doctorate degree who are given the title of associate professorship by the Directorate of the Interuniversity Board and the research assistants who are employed according to Article numbered 33a of the Law are not appointed as associate professors where they serve by the university administrations. This situation means depriving the academic personnel who obtained their title of associate professorship of their personal rights. Similarly, the associate professors who are not appointed for the position of professorship at least five years after obtaining the title of associate professorship are also deprived of their personal rights. Besides the norm staffing application in the universities, having a dispute with the university administration by the academic personnel leads to quitting from the

universities where they serve. The disputes that the academic personnel experience with the university administration lead to the unethical behavior of the university administration. Especially, the university administration punishes the dissatisfied faculty members or assistants by not allocating a position for them. This finding has parallels with the findings of Haddad et al. (2017) in the international literature regarding the rejection of the processes that allow the faculty members to display their discontent with the university administrators, termination of the contracts of the academic personnel from whom they are unable to obtain any personal and professional interests by the university administrators, faultily interpretation of the competency of some of the faculty members in the tenure and promotion applications, and failure to evaluate those applications in accordance to professional criteria.

Another important finding in the dimension of staffing is the necessity of maintaining the relationship of the faculty member with the university who served in the past or has been serving for the university where he/she serves by giving a position. In other words, there is a common belief among the faculty members who serve both in the focal university and the spawning universities that the research assistants who complete their doctoral degrees need to continue their duties in the universities where their positions are, and this is a natural right. In the literature, this concept which points out academic inbreeding is described by Horta (2013) as an employment procedure where the universities employ their own doctoral students after they graduate, and the students continue to remain in the university for the duration of all their careers. The individuals who are subjects of the academic inbreeding internalize the already existing information in the institution after becoming a faculty member. Thus, when the universities hire their own graduates of doctoral degrees, the learned information is recreated through applications and social structures (Horta et al., 2011). In this regard, academic inbreeding in universities reduces scientific productivity (Inanc and Tuncer, 2011). On the other hand, there are opinions regarding that the academic inbreeding reduces the uncertainty regarding the decisions on employment and the personal training costs (Horta, 2013).

Altbach et al. (2015) indicate that there are several reasons for academic inbreeding, however, there is no common reason for the countries in which they study such as Japan, South Africa, Slovenia, Argentina, China, Russia, Spain and Ukraine. According to Horta and Yudkevich (2016), the most important factor that limits academic mobility is the fact that the number of universities in Portugal that come to the fore in certain areas of expertise is very limited. The graduate of the doctoral degree waits to be appointed for the position of faculty member instead of moving to a university that he/she does not find qualified. In Russia, as the salaries of the academic personnel who newly started their positions are very low, they cannot afford to pay rent in a different city and this situation limits academic mobility. According to Altbach et al. (2015), academic mobility is limited in countries where the salaries of the academic personnel who newly started their positions are very low, the salaries do not change much from one university to another, and the economic incentives do not exist.

The faculty members serving in the spawning universities believe that academic positions need to be given to their colleagues with whom they are happy to work in terms of the sustainability of a positive organizational climate or they knew beforehand. In other words, the faculty members want to work with agreeable people. Chapman and Goldberg (2017) define the agreeable people as people who provide benefits for others either directly or indirectly; and Goldberg (2001) defines agreeableness as having the tendency to minimize a person's self-significance, humbleness, not boasting and not showing off, and being able to be happy about positions and duties having less significance. According to Zhang (2015), although being tolerant and receptive is regarded as positive characteristics, being excessively accommodating may be an indication of being nobody or easily accepting everything. For example, the excessively accommodating academics may continue to lecture a class even though they fail to prioritize teaching that class. Continuous accommodation and tolerance may create anger that conflicts with organizational commitment for the discontented people or the duties that create discontent.

In the dimension of lifestyle, the findings regarding the culture are addressed. In this study, the academics serving in all three faculties have especially emphasized the respect that they have for the heroes (Lunenburg and Ornstein, trans. 2013) which is one of the elements creating the organizational culture. Indeed, the heroes (Hofstede et al., 2010) serving as role models who are alive or passed away maintain the values of the organization, become an example for the organization, represent the organization and contribute to determining the performance standards for providing success (Lunenburg and Ornstein, trans. 2013). The hero professors mentioned in this study are the subjects of various myths, doyens/doyennes, or the people who served greatly for the institution.

It is observed that the cultures of all three faculties of education are combined in the same denominator of nationalism and conservatism. At this point, according to Tierney (1988), the culture expresses the pattern of meaning which is conveyed in the symbols historically. In other words, culture represents the innate system of understanding through which individuals maintain their attitudes based on the information regarding their lives and express them in symbolic forms. Therefore, the organizational culture, which exists through the interpretation of the historical and symbolic forms by the actors, is based upon the common assumptions of the people who join the organizations, such as stories, common language, norms, institutional ideology, and attitudes that originate from the individual and organizational behaviors. This study reveals that the culture of all three faculties of education depends on the institutional ideology.

Having the same ideology by all three faculties originates from the culture of teacher high schools that they experienced. Even the physical structures of the buildings of the three faculties resemble each other. The past of the educational faculties of Ahi Evran and Kastamonu Universities is based upon teacher high schools. These schools providing education at the secondary education level

maintained the characteristics of vocational schools until the academic year of 1974-1975. The basic purpose of those schools was to train teachers for elementary schools. The teaching candidates in those schools were prepared emotionally for performing their profession besides obtaining professional knowledge. The public boarding teacher high schools allowed the experience of the teacher to student and student to student interaction in a more proper fashion. The teacher high schools contributed greatly to training teachers by becoming integrated with the positive impacts of the environmental factors. Those schools were transformed into two-year training institutes in the academic year of 1974-1975. Those schools were transformed into two-year training colleges in 1982 and placed under the administration of Gazi University. Lastly, the educational term of those institutions was increased to four years starting from the academic year of 1989-1990 (Saglam, 2007). It may be argued that all three faculties of education had similar purposes, structures and processes due to the fact that all of them originated from teacher high schools and over time, they experienced similar structural changes, and this situation made the organizational cultures of all three faculties similar to each other.

A consensus cannot be reached regarding the classification of the elements of institutionalization. In order to understand what institutionalization is, the approaches of institutionalism need to be examined regarding the social institutions and the interaction among the institutions. The new institutionalism which is one of the approaches of institutionalism defending the view that the individuals construct reality, perceives the organizational culture as a system that combines shared experiences, behavioral patterns, rituals, expectations, values, beliefs, philosophy, ideology and understandings. Therefore, the institutionalization of university has to examine the organizational culture of the focal faculty of education and the spawning faculties of education that got separated from the focal faculty while addressing the issue from the perspective of the new institutionalism. Additionally, analyzing the purposes, structures, processes and climates of the universities holistically helps to obtain information regarding the internal environment of the universities. In parallel to Durnali and Kosar (2019), the analysis of organizational purposes helps to determine organizational effectiveness as it reveals the basic mechanisms such as maintaining business continuity and motivating strategy development.

### **Limitations and Implications of the Research**

The limitation of the study may be that this study was conducted only on academics employed at Gazi University, Ahi Evran University and Kastamonu University. These findings need replication in different study groups by researchers focusing on the elements of institutionalization in different institutions of Turkey to make more sound conclusions. For example, this study could be conducted with a study group composed of the focal institutions such as Gazi University and spawning institutions such as science and literature faculties of Hitit University, Kastamonu University, and Ahi Evran University.



Beside this limitation, the current findings of this study include the potential to produce findings to contribute to the institutionalization literature. This way of analyzing the institutional structures well and revealing their similarities and differences enables administrators and policy-makers to gain an understanding of how the institutions become permanent and capable in a global world. Besides, some micro implications grasped in the direction of the conclusions. First, education faculties differ from other types of faculties in terms of their historical background which is rooted in teacher high school. Therefore, education faculties should develop institutional strategies that combine their historical background and mission with a modern understanding and enable them to stand out among other faculties. Second, the number of academics starting work in education faculties is increasing day by day. Importance should be attached to the socialization of faculty members, which affects the management processes of universities positively or negatively. In this regard, faculty administrations should introduce new initiatives to help newcomer academics gain positive work experiences and meet their expectations, define the job description of the staff and build the apprenticeship system. Last but not least is that faculty applications, which are carried out either intentionally or unintentionally, may be institutionalized over time. Therefore, faculty administrators should be appointed in accordance with merit in order to prevent unethical behaviors at universities.

#### **The Ethical Committee Approval**

Ethical consent was obtained from Ankara University Ethical Committee, No: 85434274/050.04.04/72625, Date: 21.11.2016.

#### **References**

- Achacoso, M. V. (2002). "What do you mean my grade is not an A?" *An investigation of academic entitlement, causal attributions, and self-regulation in college students* (UMI No. 3225897) [Unpublished doctoral dissertation, University of Texas]. ProQuest Dissertations and Theses Global Database.
- Akyuz, Y. (2010). *Türk eğitim tarihi: M.O. 1000-M.S. 2000*. [Turkish educational history: BC 1000-AD 2000]. (17th ed.). Pegem Akademi.
- Alexander, E. R. (2005). Institutional transformation and planning: From institutionalization theory to institutional design. *Planning Theory*, 4(3), 209-223. <https://doi.org/10.1177/1473095205058494>
- Altbach, P. G., Yudkevich, M., and Rumbley, L. E. (2015). Academic inbreeding: Local challenge, global problem. *Asia Pacific Education Review*, 16(3), 317-330. <https://doi.org/10.1007/s12564-015-9391-8>
- Amenta, E, and Ramsey, K. M. (2010). Institutional theory. In K. T. Leicht, and J. C. Jenkins (Eds.), *The handbook of politics: State and civil society in global perspective* (pp. 15-39). Springer.

- Apaydin, F. (2009). Kurumsal teori ve işletmelerin kurumsallaşması [Institutional theory and institutionalization of organizations]. *Cumhuriyet Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 10(1), 1-22. <http://eskidergi.cumhuriyet.edu.tr/makale/1909.pdf>
- Aypay, A. (2003). The relationship between state and higher education: The case of Mulkiye College in Turkey. *Mediterranean Journal of Educational Studies*, 8(2), 109-135. <https://www.um.edu.mt/library/oar/bitstream/123456789/19084/1/Relationship%20between%20state%20and%20higher%20education-%20the%20case%20of%20Mulkiye%20College%20in%20Turkey.pdf>
- Aypay, A., and Kalayci, S. S. (2008). Assessing institutionalization of educational reforms. *International Journal of Educational Development*, 28(6), 723-736. <https://doi.org/10.1016/j.ijedudev.2007.12.004>
- Baldrige, J. V., Curtis, D. V., Ecker, G. P., and Riley, G. L. (2000). Alternative models of governance in higher education. In M. C. Brown II (Ed.), *Organization & governance in higher education*. (5th Edition) (pp. 128-142). Perarson Custom Publishing.
- Barley, S. R., and Tolbert, P. S. (1997). Institutionalization and structuration: Studying the links between action and institution. *Organization Studies*, 18(1), 93-117. <https://doi.org/10.1177/017084069701800106>
- Bayram, S. (2012). Osmanli devletinde ekonomik hayatın yerel unsurlari: Ahilik teskilati ve esnaf loncalari [Local elements of economical life in Ottoman Empire: Ahi community and craftsmen guilds]. *Istanbul Üniversitesi İlahiyat Fakültesi Dergisi*, 21, 81-115. <https://dergipark.org.tr/tr/download/article-file/10263>
- Benneworth, P., de Boer, H., and Jongbloed, B. (2015). Between good intentions and urgent stakeholder pressures: Institutionalizing the universities' third mission in the Swedish context. *European Journal of Higher Education*, 5(3), 280-296. <https://doi.org/10.1080/21568235.2015.1044549>
- Berger, P. L., and Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Penguin Books Ltd.
- Bess, J. L., and Dee, J. R. (2008). *Understanding college and university organization: Theories for effective policy and practice*. Volume I: The state of the system. Stylus Publishing.
- Cai, Y., Pinheiro, R., Geschwind, L., and Aarrevaara, T. (2016). Towards a novel conceptual framework for understanding mergers in higher education. *European Journal of Higher Education*, 6(1), 7-24. <https://doi.org/10.1080/21568235.2015.1099457>

- Cai, Y., Zhang, H., and Pinheiro, R. (2015). Institutionalization of technology transfer organizations in Chinese universities. *European Journal of Higher Education*, 5(3), 297-315. <https://doi.org/10.1080/21568235.2015.1044548>
- Cardilini, A. P. A., Risely, A., and Richardson, M. F. (2020). Supervising the PhD: Identifying common mismatches in expectations between candidate and supervisor to improve research training outcomes. *BioRxiv- The Preprint Server for Biology*, 1-15. <https://doi.org/10.1101/2020.02.20.958520>
- Cardona, L., Pardo, M., and Dasi, A. (2020). The institutional isomorphism in the context of organizational changes in higher education institutions. *International Journal of Research in Education and Science (IJRES)*, 6(1), 61-73. <https://doi.org/10.46328/ijres.v6i1.639>
- Cavana, R. Y., Crozier, R. A., Park, N. S., and Pillai, A. P. (1996). Attitudes towards reclassifying academic titles in New Zealand universities. *Journal of Higher Education Policy and Management*, 18(1), 93-106. <https://doi.org/10.1080/1360080960180108>
- Chapman, B. J., and Goldberg, L. R. (2017). Act-frequency signatures of the Big Five. *Personality and Individual Differences*, 116, 201-205. <https://doi.org/10.1016/j.paid.2017.04.049>
- Civilidag, A., and Sargin, N. (2013). Academics' mobbing and job satisfaction levels. *The Online Journal of Counseling and Education*, 2(2), 55-66.
- Coates, H., Dobson, I., Edwards, D., Friedman, T., Godegebuure, L., and Meek, L. (2009). *The attractiveness of the Australian academic profession: A comparative analysis*. LH Martin Institute, University of Melbourne & Australian Council for Educational Research & Educational Policy Institute.
- Colbeck, C. L. (2002). Assessing institutionalization of curricular and pedagogical reforms. *Research in Higher Education*, 43(4), 397-421. <https://doi.org/10.1023/A:1015594432215>
- Contrafatto, M. (2014). The institutionalization of social and environmental reporting: An Italian narrative. *Accounting, Organizations and Society*, 39(6), 414-432. <https://doi.org/10.1016/j.aos.2014.01.002>
- Corazza, L., Cisi, M., Scagnelli, S. D., and Cravero, I. (2018). *The accounting of cultural heritage assets of Italian universities' museums: Groking the third mission*. McGraw-Hill Education.
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. Sage Publications.

- Demir, E., Budak, Y., and Gologlu Demir, C. (2017). The study of validity and reliability of the perceived value scale of prospective teachers in terms of teaching profession. *Educational Research and Reviews*, 12(12), 627-634. [10.5897/ERR2017.3252](https://doi.org/10.5897/ERR2017.3252)
- Deuel, R. P. (2021). Governing higher education toward neoliberal governmentality: A foucauldian discourse analysis of global policy agendas. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2021.1897000>
- DiMaggio, P. J., and Powell, W. W. (1991). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. In W. W. Powell, and P. J. DiMaggio (Eds.), *The new institutionalism in organizational analysis*. (pp. 63-82). The University of Chicago Press.
- Doyle, C., and Hind, P. (1998). Occupational stress, burnout and job status in female academics. *Gender, Work & Organization*, 5(2), 67-82. <https://doi.org/10.1111/1468-0432.00047>
- Durnali, M., and Kosar, D. (2019). An analysis of the goals of a distance education centre, a case study of a state university. *Balikesir University The Journal of Social Sciences Institute*, 22(42), 85-109. <https://doi.org/10.31795/baunsobed.658802>
- Duru, P., Ocaktan, M. E., Celen, U., and Orsal, O. (2018). The effect of workplace bullying perception on psychological symptoms: A structural equation approach. *Safety and Health at Work*, 9(2), 210-215. <https://doi.org/10.1016/j.shaw.2017.06.010>
- Ekström, M. (1992). Causal explanation of social action. The Contribution of Max Weber and of critical realism to a generative view of causal explanation in social science. *Acta Sociologica*, 35(2), 107-122. <https://doi.org/10.1177/000169939203500203>
- Fidan, T. (2017). Kurumsalcilik yaklasimlari ve yeni kurumsalcilik perspektifinden egitim orgutleri [Institutionalist approaches and educational organizations through the perspective of new institutionalism]. *Medeniyet Egitim Arastirmalari Dergisi*, 1(1), 1-16. <https://dergipark.org.tr/tr/download/article-file/319144>
- Formentelli, M., and Hajek, J. (2016). Address practices in academic interactions in a pluricentric language: Australian English, American English, and British English. *Pragmatics*, 26(4), 631-652. <https://doi.org/10.1075/prag.26.4.05for>
- Gizir, S., and Simsek, H. (2005). Communication in an academic context. *Higher Education*, 50, 197-221. <https://doi.org/10.1007/s10734-004-6349-x>
- Gmelch, W. H., and Burns, J. S. (1994). Sources of stress for academic department chairpersons. *Journal of Educational Administration*, 32(1), 79-94. <https://doi.org/10.1108/09578239410051862>

- Goldberg, L. R. (2001). Analyses of Digman's child-personality data: Derivation of big-five factor scores from each of six samples. *Journal of Personality*, 69(5), 709-743. <https://doi.org/10.1111/1467-6494.695161>
- Griffiths, J., and Yager, J. (2019). Administrative supervision. In S. G. de Golia, and K. M. Corcoran (Eds.), *Supervision in psychiatric practice: Practical approaches across venues and providers* (pp. 245-250). American Psychiatric Association Publishing.
- Haddad, A. E., Al Saleh, D., Speece, M., and Al-Hares, O. M. (2017). Determination of ethical acceptability among business instructors: The case of Kuwait. *Journal of Business Ethics Education*, 14, 121-146. <https://doi.org/10.5840/jbee2017147>
- Hajisoteriou, C., and Neophytou, L. (2020). The role of the OECD in the development of global policies for migrant education. *Education Inquiry*. <https://doi.org/10.1080/20004508.2020.1863632>
- Hall, P. A., and Taylor, R. C. R. (1996). Political science and the three new institutionalisms. *Political Studies*, 44(5), 936-957. <https://doi.org/10.1111/j.1467-9248.1996.tb00343.x>
- Hibbing, J. R. (1988). Legislative institutionalization with illustrations from the British House of Commons. *American Journal of Political Science*, 32(3), 681-712. <https://doi.org/10.2307/2111242>
- Hofstede, G., Hofstede, G. J., and Minkov, M. (2010). *Cultures and organizations: Software of the mind*. McGraw Hill.
- Hopf, C. (2004). Qualitative interviews: An overview. In U. Flick, E. von Kardorff, and I. Steinke (Eds.), *A companion to qualitative research* (pp. 203-208). SAGE Publications.
- Horta, H. (2013). Deepening our understanding of academic inbreeding effects on research information exchange and scientific output: New insights for academic based research. *Higher Education*, 65, 487-510. <https://doi.org/10.1007/s10734-012-9559-7>
- Horta, H., and Yudkevich, M. (2016). The role of academic inbreeding in developing higher education systems: Challenges and possible solutions. *Technological Forecasting & Social Change*, 113, 363-372. <https://doi.org/10.1016/j.techfore.2015.06.039>
- Horta, H., Sato, M., and Yonezawa, A. (2011). Academic inbreeding: Exploring its characteristics and rationale in Japanese universities using a qualitative perspective. *Asia Pacific Education Review*, 12, 35-44. <https://doi.org/10.1007/s12564-010-9126-9>

- Inanc, O., and Tuncer, O. (2011). The effect of academic inbreeding on scientific effectiveness. *Scientometrics*, 88, 885-898. <https://doi.org/10.1007/s11192-011-0415-9>
- Jepperson, R. L. (1991). Institutions, institutional effects and institutionalism. In W. W. Powell, and P. J. Dimaggio (Eds.), *The new institutionalism in organizational analysis* (pp. 143-163). University of Chicago Press.
- Johnson, V. (2007). What is organizational imprinting? Cultural entrepreneurship in the founding of the Paris Opera. *American Journal of Sociology*, 113(1), 97-127. <https://doi.org/10.1086/517899>
- Jordan, G. (1990). Policy community realism versus “New” institutionalist ambiguity. *Political Studies*, 38(3), 470-484. <https://doi.org/10.1111/j.1467-9248.1990.tb01082.x>
- Julián, M., and Bonavia T. (2020). Understanding unethical behaviors at the university level: A multiple regression analysis. *Ethics & Behavior*, 1-19. <https://doi.org/10.1080/10508422.2020.1723101>
- Karatas Acer, E., and Guclu, N. (2017). An analysis of the expansion of higher education in Turkey using the new institutional theory. *Educational Sciences: Theory & Practice*, 17(6), 1911-1933.
- Kavili Arap, S. (2011). Türkiye’de rektor belirleme süreci ve “Mütevelli heyeti” tartışmaları [The discussion of the procedure for the designation of rectors and the Board of Trustees in Turkey]. *Memleket Siyaset Yonetim*, 6(16), 1-32. <https://app.trdizin.gov.tr/makale/TVRNeE1qQTN0dz09/turkiye-de-rektor-belirleme-sureci-ve-mutevelli-heyeti-tartismalari>
- Kilduff, M., and Angelmar, R. (1989). *Shared history or shared culture? The effects of time, culture, and performance on institutionalization in simulated organizations* (INSEAD Working Paper No. 89/5). [https://flora.insead.edu/fichiersti\\_wp/Inseadwp1989/89-05.pdf](https://flora.insead.edu/fichiersti_wp/Inseadwp1989/89-05.pdf)
- Kocel, T. (2011). *İsletme yoneticiligi [Management of Business]*. (13th ed.). Beta Basım A.S.
- Kriauciunas, A., and Kale, P. (2006). The impact of socialist imprinting and search on resource change: A study of firms in Lithuania. *Strategic Management Journal*, 27(7), 659-679. <https://doi.org/10.1002/smj.537>
- Kurt, T., Gur, B. S., and Celik, Z. (2017). Necessity for reforming Turkish higher education system and possibility of governance of state universities by the board of trustees. *Education and Science*, 42(189), 49-71. <https://doi.org/10.15390/EB.2017.6253>

- Kurtulaj, V. (2021). Power relations and exercise in educational institutions. Ankara University *Journal of Faculty of Educational Sciences*. Online First. <https://doi.org/10.30964/auebfd.809552>
- Kurtyilmaz, Y. (2019). Adaptation of academic entitlement questionnaire. *Anadolu Journal of Educational Sciences International*, 9(2), 314-351. <https://doi.org/10.18039/ajesi.577234>
- Lawrence, T. B., Winn, M. I., and Jennings, D. P. (2001). The temporal dynamics of institutionalization. *Academy of Management Review*, 26(4), 624-644. <https://doi.org/10.5465/amr.2001.5393901>
- Lebbadi, T. (2015, July). *Role of institutional theory for implementation information technology to enhance safety management in shipping companies*. Paper presented at the Science and Information Conference, London, UK. Retrieved from <https://ieeexplore.ieee.org/document/7237317/metrics#metrics>
- Li, Y. (2017). A semiotic theory of institutionalization. *Academy of Management Review*, 42(3), 520-547. <https://doi.org/10.5465/amr.2014.0274>
- Lunenburg, F. C., and Ornstein, A. C. (2013). *Eğitim yönetimi: Kavramlar ve uygulamalar* [Educational administration: Concepts and practices] (G. Arastaman, Cev.). Nobel Yayın Dagitim. (Original work was published in 2011)
- Manning, K. (2013). *Organizational theory in higher education*. Routledge Taylor & Francis Group.
- March, J. G., and Olsen, J. P. (1995). *Democratic governance*. Free Press.
- Marquis, C., and Tilcsik, A. (2013). Imprinting: Toward a multilevel theory. *The Academy of Management Annals*, 7(1), 193-243. <https://doi.org/10.5465/19416520.2013.766076>
- Marsh, D. J., Foster, K., and Scott, C. D. (2015). Match that PhD. *Careers*, 523. <https://doi.org/10.1038/nj7559-247a>
- Mewburn, I. (2011). Troubling talk: Assembling the PhD candidate. *Studies in Continuing Education*, 33(3), 321-332. <https://doi.org/10.1080/0158037X.2011.585151>
- Meyer J., and Rowan B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *Academy Journal of Sociology*, 83(2), 340-363. <https://doi.org/10.1086/226550>
- Miles, M. B., and Huberman, M. A. (1994). *Qualitative analysis: An expanded sourcebook* (2nd ed.). Sage Publications.

- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Methodology Corner*, 40(1), 120-123. [https://journals.lww.com/nursingresearchonline/Citation/1991/03000/Approaches\\_to\\_Qualitative\\_Quantitative.14.aspx](https://journals.lww.com/nursingresearchonline/Citation/1991/03000/Approaches_to_Qualitative_Quantitative.14.aspx)
- Murwonugroho, W. (2019, January). *Strengthening visual media literacy in the discovery of style and creativity in packaging design for chips*. Paper presented at the meeting of the 1<sup>st</sup> Workshop on Multimedia Education, Learning, Assessment and its Implementation in Game and Gamification in Conjunction With COMDEV 2018, Indonesia.
- North, D. C. (1990). *Institutions, institutional change and economic performance*. Cambridge University Press.
- Núñez, J., and Leiva, B. (2018). The effects of a tripartite 'participative' university senate on university governance: The case of the University of Chile. *Cambridge Journal of Education*, 48(6), 749-767. <https://doi.org/10.1080/0305764X.2017.1418832>
- O'Donnell, G. (1996). Illusions about consolidation. *Journal of Democracy*, 7(2), 34-51. <https://doi.org/10.1353/jod.1996.0034>
- Ozturk Fidan, I. (2018). *Universitelerde iz birakma ve kurumsallasma [Imprinting and institutionalization at universities]* (Unpublished doctoral dissertation). Ankara University Graduate School of Educational Sciences, Ankara.
- Panebianco, A. (1988). *Political parties: Organization and power*. Cambridge University Press.
- Parsons, T. (1956). Suggestions for a sociological approach to the theory of organizations-I. *Administrative Science Quarterly*, 1(1), 63-85. <https://doi.org/10.2307/2390840>
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd edition). SAGE Publications.
- Piátkowska, K. (2020). The master-apprentice relationship in architecture education. *World Transactions on Engineering and Technology Education*, 18(1), 29-33. [http://www.wiete.com.au/journals/WTE&TE/Pages/Vol.18,%20No.1%20\(2020\)/05-Piatkowska-K.pdf](http://www.wiete.com.au/journals/WTE&TE/Pages/Vol.18,%20No.1%20(2020)/05-Piatkowska-K.pdf)
- Pimlott, N. (2019). Family physicians of the future redux. *Canadian Family Physician*, 65. <https://www.cfp.ca/content/cfp/65/7/454.full.pdf>
- Pinheiro, R. (2012). *In the region, for the region? A comparative study of the institutionalisation of the regional mission of universities* (Unpublished doctoral dissertation). University of Oslo Faculty of Educational Sciences, Oslo.



- Pinheiro, R., Langa, P. V., and Pausits, A. (2015). The institutionalization of universities' third mission: Introduction to the special issue. *European Journal of Higher Education*, 5(3), 227-232. <https://doi.org/10.1080/21568235.2015.1044551>
- Poom-Valickis, K., and Lofstrom, E. (2019). "Pupils should have respect for you, although I have no idea how to achieve this?": The ideals and experiences shaping a teacher's professional identity. *Educational Studies*, 45(2), 145-162. <https://doi.org/10.1080/03055698.2018.1446323>
- Powell, J. J. W., and Dusdal, J. (2017). Science production in Germany, France, Belgium, and Luxembourg: Comparing the contributions of research universities and institutes to science, technology, engineering, mathematics, and health. *Minerva*, 55, 413-434. <https://doi.org/10.1007/s11024-017-9327-z>
- Przybylski, P. (2019). A new model of education and upbringing in Polish school. *21<sup>st</sup> Century Pedagogy*, 1(3), 35-41. <https://doi.org/10.2478/ped21-2019-0005>
- Saar, J. (2019). Tackling corruption in Western and Russian legal cultures. *Trames*, 23(4), 455-470. <https://doi.org/10.3176/tr.2019.4.05>
- Saglam, A. (2007). *Gaziantep ogretmen okullari [Teachers school of Gaziantep]* (Thesis No. 209344) [Unpublished master thesis, Nigde University]. Council of Higher Education Thesis Center.
- Schultz, F., and Wehmeier, S. (2010). Institutionalization of corporate social responsibility within corporate communications: Combining institutional, sensemaking and communication perspectives. *Corporate Communications: An International Journal*, 15(1), 9-29. <https://doi.org/10.1108/13563281011016813>
- Schutz, A. (1982). *The problem of social reality. Collected papers I*. Springer.
- Scott, W. R. (1987). The adolescence of institutional theory. *Administrative Science Quarterly*, 32(4), 493-511. <https://doi.org/10.2307/2392880>
- Searle, J. R. (2005). What is an institution? *Journal of Institutional Economics*, 1(1), 1-22. <https://doi.org/10.1017/S1744137405000020>
- Seckiner Bingol, E., and Tahtalioglu, H. (2017). Turkiye'de universitelerin sosyal medya kullanimi: Gazi Universitesi ornegi [Universities social media usage in Turkey: Gazi University case]. *Suleyman Demirel Universitesi Iktisadi ve Idari Bilimler Fakultesi Dergisi*, 22, 2405-2423. <https://dergipark.org.tr/en/download/article-file/1027844>
- Selcuk, M. (2014). Process of institutionalization of the course of revolution history in higher education. *Journal of History School*, 7(19), 149-165. <https://doi.org/10.14225/Joh613>
- Selznick, P. (1984). *Leadership in administration: A sociological interpretation*. University of California Press.

- Selznick, P. (1996). Institutionalism “old” and “new”. *Administrative Science Quarterly*, 41(2), 270-277. <https://doi.org/10.2307/2393719>
- Shin, J. C., Kim, S. J., Kim, E., and Lim, H. (2018). Doctoral students’ satisfaction in a research-focused Korean University: Socio-environmental and motivational factors. *Asia Pasific Education Review*, 19, 159-168. <https://doi.org/10.1007/s12564-018-9528-7>
- Slavich, B., and Castellucci, F. (2016). Wishing upon a star: How apprentice-master similarity, status and career stage affect critics evaluations of former apprentices in the haute cuisine industry. *Organization Studies*, 37(6), 823-843. <https://doi.org/10.1177/0170840615622063>
- Stracke, E. (2010). Undertaking the journey together: Peer learning for a successful and enjoyable PhD experience. *Journal of University Teaching & Learning Practice*, 7(1), 1-10.
- Tapanila, K., Siivonen, P., and Filander, K. (2020). Academics’ social positioning towards the restructured management system in Finnish universities. *Studies in Higher Education*, 45(1), 117-128. <https://doi.org/10.1080/03075079.2018.1539957>
- Tauginienė, L., Ojsteršek, M., Foltýnek, T., Marino, F., Cosentino, M., Gaižauskaitė, I., Glendinning, I., Sivasubramaniam, S., Razi, S., Riberio, L., Odineca, T., Trevisiol, O. (2019). *General guidelines for academic integrity* (ENAI Report 3A) [http://www.academicintegrity.eu/wp/wp-content/uploads/2019/09/Guidelines\\_amended\\_version\\_1.1\\_09\\_2019.pdf](http://www.academicintegrity.eu/wp/wp-content/uploads/2019/09/Guidelines_amended_version_1.1_09_2019.pdf)
- Türk Dil Kurumu. (n.d.). Kurum. In *The Turkish Language Association*. Retrieved December 3, 2021, from <https://sozluk.gov.tr/>
- Türk Dil Kurumu. (n.d.). Kurumsallasma. In *The Turkish Language Association*. Retrieved December 3, 2021, from <https://sozluk.gov.tr/>
- Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, 59(1), 2-21. <https://doi.org/10.2307/1981868>
- Tolbert, P. S., and Zucker, L. G. (1996). The institutionalization of institutional theory. In S. Clegg, C. Hardy, and W. Nord (Eds.), *Handbook of organization studies* (pp. 175-190). SAGE Publications.
- Tucker, D. J., Singh, J. V., and Meinhard, A. G. (1990). Founding characteristics, imprinting and organizational change. In J. V. Singh (Eds.), *Organizational evolution: New directions* (pp. 182-200). Sage.
- Turnbull, L., and Aucoin, P. (2006). *Fostering Canadians’ role in public policy: A strategy for institutionalizing public involvement in policy* (Research Report P07 Public Involvement Network). <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.524.6655&rep=rep1&type=pdf>

- van Rooij, E., Fokkens-Bruinsma, M., and Jansen, E. (2019). Factors that influence PhD candidates' success: The importance of PhD project characteristics. *Studies in Continuing Education*, 43(1), 48-67. <https://doi.org/10.1080/0158037X.2019.1652158>
- Walters, K. L., Lukszo, C. M., Evans-Campbell, T., Valdez, R. B., and Zambrana, R. E. (2019). 'Before they kill my spirit entirely': Insights into the lived experiences of American Indian Alaska native faculty at research universities. *Race Ethnicity and Education*, 22(5), 610-633. <https://doi.org/10.1080/13613324.2019.1579182>
- Wang, R. (2019). Evolutionary game of knowledge sharing in master-apprentice pattern of innovative organization. *International Journal of Innovation Science*, 11(3), 436-453. <https://doi.org/10.1108/IJIS-11-2018-0125>
- Zhang, L. F. (2015). Do academics' personality traits contribute to their organizational commitment? *Journal of Individual Differences*, 36(1), 11-18. <https://doi.org/10.1027/1614-0001/a000150>
- Zucker, L. G. (1977). The role of institutionalization in cultural persistence. *American Sociological Review*, 42(5), 726-743. <https://doi.org/10.2307/2094862>



## Üniversitelerde Kurumsallaşma: Odak Kurum ve Yavru Kurumlar Üzerine Durum Çalışması<sup>1</sup>

MAKALE TÜRÜ	Başvuru Tarihi	Kabul Tarihi	Yayın Tarihi
Araştırma Makalesi	15.07.2021	08.01.2022	08.01.2022

İnci Öztürk Erkoçak <sup>2</sup> ve Ali Balcı <sup>3</sup>  
Ankara Üniversitesi

### Öz

Bu çalışmanın amacı, Gazi Üniversitesi Eğitim Fakültesi'nin odak kurum olarak, Ahi Evran Üniversitesi Eğitim Fakültesi ile Kastamonu Üniversitesi Eğitim Fakültesi'nin öğretim üyelerinin hizmet verdiği yavru kurumlar olarak kurumsallaşmasını incelemektir. Bu akademisyenlerin ortak özelliği, geçmişte Gazi Üniversitesi'nin herhangi bir doktora programından mezun olmalarıdır. Bu kapsamda öğretim üyelerinin üniversitelerin kurumsallaşmasına ilişkin görüşleri sunulmuştur. Araştırmada durum çalışması kullanılmıştır. Bu araştırmanın çalışma grubunu Türkiye'de odak kurum olan Gazi Üniversitesi ile yavru kurumlar olan Ahi Evran Üniversitesi ve Kastamonu Üniversitesi'nde görev yapan öğretim üyeleri oluşturmaktadır. Araştırma sonuçlarına göre öğretim üyeleri akademik unvanlara göre sıradizimler (hiyerarşiler) oluşturmaktadır. Yavru fakültelerde öğretim üyeleri arasındaki anlaşmazlıklar, bölüm içinde arabuluculuk ile çözülmektedir. Öğretim üyelerinin kendi fakültelerinde kullandıkları baskın örgütsel karar verme yöntemi fikir birliğidir. Doktora programlarından mezun olanların aynı fakültede istihdam edilmesi konusunda öğretim üyeleri hemfikirlerdir. Yavru fakültelerin kültürü, öğretmen okulu ve odak kurumun kültürüne benzemektedir.

**Anahtar sözcükler:** Kurumsallaşma, odak kurum, yavru kurum, yükseköğretim, akademisyenler.

**Etik kurul kararı:** Bu araştırma, Ankara Üniversitesi Etik Kurul onayı (Sayı: 85434274/050.04.04/72625, Tarih: 21.11.2016) ile yapılmıştır.

<sup>1</sup>Bu çalışma, 2018 yılında İnci Öztürk tarafından sunulan ve danışmanlığını Prof. Dr. Ali Balcı'nın yaptığı "Üniversitelerde İz Bırakma ve Kurumsallaşma" başlıklı doktora tezinin bir parçasıdır. Doktora tezi projesi Ankara Üniversitesi Bilimsel Araştırma Projeleri Koordinatörlüğü tarafından desteklenmiştir (16L0630004).

<sup>2</sup>Sorumlu Yazar: Dr., Eğitim Bilimleri Fakültesi, Eğitim Bilimleri Bölümü, Eğitim Yönetimi Anabilim Dalı, e-posta: iiozturk@yahoo.com.tr, <https://orcid.org/0000-0001-9177-2038>

<sup>3</sup>Prof. Dr. (emekli), Eğitim Bilimleri Fakültesi, Eğitim Bilimleri Bölümü, Eğitim Yönetimi Anabilim Dalı, e-posta: alibalc@gmail.com, <https://orcid.org/0000-0003-2025-3796>

## Amaç ve Önem

En bilindik tanımıyla kurum evlilik, aile, ortaklık, mülkiyet gibi köklü bir yapıyı içeren, genellikle devletle ilişkisi olan yapı ya da birliktir. Kurumsallaşma ise kurumsallaşmak durumudur. Diğer bir deyişle, kurumsallaşma örgütlü duruma gelme ve süreklilik kazanma gibi anlamlara gelmektedir (sozluk.gov.tr). Kurumsalcılık alanyazını incelendiğinde, kurumun ne olduğu konusunda belirsizliğe rastlanmaktadır (Jordan, 1990; Searle, 2005). Kurumun tanımı sosyal aktörlerin kimliğine ilişkin bir varsayımda bulunmadığından bir kurum, bireyler, gruplar, örgütler hatta daha büyük kolektifler olabilir (Barley ve Tolbert, 1997). Kurumun ne olduğuna ilişkin çeşitli tanımlarda en sık karşılaşılan sözcük, kuraldır. Kurum, kişisel tercihlere ve değişen çevresel koşullara, personel devrine karşın görece olarak değişmeyen kalıcı kaynaklara ve yapılar gömülü kalıcı kurallar ve örgütlü uygulamalar bütünüdür (March ve Olsen, 1995). Bir kurum, bir toplumda oyunun kurallarıdır (North, 1990). Kurumlar genellikle örgütlü, yerleşik ve özel süreçler olarak sosyal kuralların bir bileşenidir (Jepperson, 1991). Devlet, aile, uluslararası siyasî düzen, demokrasi ve kapitalizm gibi kurumlar biçimlendirdikleri örgütlerden daha büyük oluşumlardır. Kurumlar, bireylerin kültürel eylemlerine ilişkin olarak örgüt yapısının oluşturulduğu kuralları, varsayımları ve sınıflandırmaları aktarmaktadır. Kurumsal sosyal yapılar ve inançlarla etkileşim ve onlara bağlı olma, istikrar ve bütünleşme yaratmaktadır (Manning, 2013).

En genel ve en iyi bilinen tanımıyla kurumsallaşma, kişisel bağlılıktan kurtularak sistemin kurum tarafından kurulması ve işletilmesidir. Sosyolojik, politik ve ekonomik bakış açısına göre kurumsalcılığın çeşitli tanımları vardır. Genel anlamda bu tanımlar, örgütlere değer aşıl原因 bir süreç, üyeler tarafından paylaşılan bir gerçekliği yaratan bir süreç, akılcılaştırılmış bir örgütsel sistem olan kurumsal bir mantık ile farklılaştırılmış ve uzmanlaşmış bilişsel ve normatif bir sistem (Scott, 1987), davranışın rutinleşme süreci (O'Donnell, 1996) ve örgütü kuvvetlendirmenin bir yolu (Panebianco, 1988) olarak sınıflandırılabilir. Bu çalışmada üniversitenin kurumsallaşması sosyolojik bir bakış açısıyla çözümlenmiştir. Örgüt, toplum gibi daha kapsamlı bir sisteme katkıda bulunan ve belirli bir hedefi olan bir sosyal sistem olarak tanımlandığından (Parsons, 1956), örgütlerin yapısı ve davranışların çözümlenmesinde sosyolojik bir yaklaşım olan kurumsalcılık yaklaşımı kullanılmaktadır (Barley ve Tolbert, 1997; Kocel, 2011). Örgütlerdeki kurumsal biçim ve süreçlere odaklanan sosyolojik kurumsalcılık, örgüt kuramı altında incelenmektedir.

Sosyolojik kurumsalcılık, kültürü kurumsal bir biçim olarak algılamaktadır. Başka bir deyişle kurumlar ve kültür iç içedir; ikisi arasında keskin bir ayrım yoktur. Nitekim kurumsallaşma kültürle sağlanmaktadır. Daha açık söyleyişle kurumsallaşma, eylemi yönlendiren anlam çerçevelerini oluşturan sembolik sistem, ahlakî değerler, sosyal normlar, mitler, ritüeller, ideoloji, fikirler ve kavramlar tarafından yaratılmaktadır (Hall ve Taylor, 1996; Jepperson, 1991). Bu bağlamda odak kurum ve bu çalışmanın yapıldığı yavru kurumların kültürlerini anlamaya yönelik sorular katılımcılara yöneltilmiştir. Sosyolojik kurumsalcılığın bir diğer

özelliği de kurumsallaşmayı kültürel olarak belirli biçim ve uygulamaların tarihsel birikimi olarak ele almasıdır. Kurumsallaşma çalışmalarında, belirli biçim ve uygulamaların kökenleri ve bunların sektör, toplum ve alt kültür gibi belirli bağlamlara yayılımları tarihsel olarak incelenmektedir. Bu çalışmada odak kurum ve yavru kurumların kuruluşu ve tarihsel süreçte deneyimledikleri yapılanmaları ele alınmaktadır.

Kuruluşlarından günümüze kadar odak kurum ve yavru kurumların yapılarını ve uygulamalarını incelemek, onları kalıcı kılan etmenleri anlamaya yardımcı olmaktadır. Kuruldukları ilk yıllarda kurucu yapıları güçlüyse, bu kurumların yaşama şansları oldukça yüksektir. Nitekim gelenek, kazanılmış haklar, ideoloji ve rekabet ortamının olmaması gibi eylemsizlik güçleri kurumların etkin olmasına olanak sağlamaktadır. Kuruluş aşamasındaki belirli teknolojik, ekonomik, politik ve kültürel kaynaklar, bu kurumlara belirgin özellikler kazandırmakta; tarihsel süreçte bu belirgin özellikler varlığını devam ettirmektedir.

### **Yöntem**

Araştırma deseni, çalışma grubu, veri toplama, veri analizi, geçerlik ve güvenilirlik bu bölümde verilmiştir.

#### ***Araştırma Deseni***

Araştırmada nitel araştırma deseni olan durum çalışması kullanılmıştır. Bu araştırma deseni aynı zamanda odak kurum ve yavru kurumun kurumsallaşma açısından karşılaştırıldığı “karşılaştırmalı desen” olarak tasarlanmıştır. Odak kurum olarak Gazi Üniversitesi Eğitim Fakültesi seçilirken, Ahi Evran Üniversitesi Eğitim Fakültesi ve Kastamonu Üniversitesi Eğitim Fakültesi de odak kurumdan ayrılarak bağımsız birer üniversite olarak kurulan yavru kurumlar olarak seçilmiştir. Araştırmadaki bu üç üniversite üç ayrı durum olarak incelendiği için bu çalışma çoklu durum çalışmasıdır. Çoklu durum çalışması, araştırmacının karşıt ya da benzer içeriklerde nedensel açıklamanın üretici görüşünü test etmesine olanak tanımaktadır (Ekström, 1992).

#### ***Çalışma Grubu***

Katılımcı çeşitliliğini belgelemek ve önemli örüntüleri belirlemek için kullanılan maksimum örnekleme yöntemi uygulanmıştır. Bu araştırmanın çalışma grubunu 2016-2017 öğretim yılında Gazi Üniversitesi Eğitim Fakültesi, Ahi Evran Üniversitesi Eğitim Fakültesi ve Kastamonu Üniversitesi Eğitim Fakültesinde görev yapan öğretim üyeleri (profesör, doçent ve doktor öğretim üyeleri) oluşturmaktadır. Gazi Üniversitesi Eğitim Fakültesinden dokuz, Ahi Evran Üniversitesi Eğitim Fakültesinden sekiz ve Kastamonu Üniversitesi Eğitim Fakültesinden 10 öğretim üyesi araştırmaya katılmak için gönüllü olmuştur. Katılımcıların tamamı, doktora derecelerini Gazi Üniversitesinin farklı programlarından (Eğitim Yönetimi ve Denetimi, Coğrafya Eğitimi, Fizik, Fizik Eğitimi, Türk Dili ve Edebiyatı, Sınıf Eğitimi, Kimya vb.) almışlardır. Gazi Üniversitesi öğretim üyelerine A kodu, Ahi

Evran Üniversitesi öğretim üyelerine B kodu ve Kastamonu Üniversitesi öğretim üyelerine C kodu verilmiştir. Bu çalışmada, toplam 27 öğretim üyesi ile nitel görüşmeler yapılması yeterli olmuştur. Katılımcılardan aynı ya da benzer görüşler toplanmasıyla birlikte veri toplama aşamasına son verilmesi kararlaştırılmıştır. Bu kavram doygunluk olarak adlandırılmakta ve örneklem büyüklüğü ile ilgili bakış açısı sağlamaktadır (Creswell, 2016; Morse, 1991).

### **Veri Toplama**

Bu çalışmada, görüşme tekniği kullanılmıştır. Yarı yapılandırılmış görüşmeler, sosyolojide eylem kuramı fikirlerine dayalı olarak durumsal anlamlar ya da eylemler hakkında sorgulama, gündelik kuramları ve bireyin kendi yorumlarını açık bir şekilde ortaya koyma ve yorumlamalar yoluyla bir anlayışa olanak sağlama konusunda önemli fırsatlar sunmaktadır (Hopf, 2004). Bu doğrultuda, öğretim üyelerinin çalıştıkları üniversitelerin kurumsallaşmasını nasıl tanımladıklarını ortaya çıkarmak amacıyla yarı yapılandırılmış görüşmeler yapılmıştır. Araştırma verilerinin toplanmasında araştırmacı tarafından geliştirilen Üniversitelerde Kurumsallaşma Görüşme Formu kullanılmıştır. Görüşme formu, alanyazın taramasına dayalı olarak ve çalışmanın amaçlarına uygun olarak hazırlanmıştır. Görüşme formunun bir grup uzman tarafından incelenmesinden sonra formda gerekli düzenlemeler yapılmıştır. Soruların anlaşılır olup olmadığını belirlemek için benzer bir çalışma grubu ile pilot çalışma yapılmıştır. Görüşme formuna pilot çalışmanın ardından son biçimi verilmiş, Ankara Üniversitesi Etik Kurulundan onay alınmıştır (Sayı: 85434274/050.04.04/72625, Tarih: 21.11.2016). Görüşmelerden önce katılımcı öğretim üyelerine araştırmanın temel problemi ve araştırmanın amacı hakkında bilgi verilmiştir. Daha sonra yüz yüze ve derinlemesine görüşmeler yapılmıştır. Ses kayıt cihazları, katılımcıların aydınlatılmış onamları üzerine kullanılmıştır. Katılımcıların ses kayıtlarından elde edilen veri, araştırmacı tarafından yazılı biçime getirilmiştir.

### **Veri Analizi**

Yazılı biçime getirilen ses kayıtları tümevarımsal (indükleyici) analiz yöntemi kullanılarak çözümlenmiştir. Tümevarımsal analiz, verideki önemli örüntülerin, temaların ve karşılıklı ilişkilerin keşfidir (Patton, 2002). Analizin ilk aşamasında, transkriptlerden kodlar türetilmiştir. Araştırmanın içeriğine ilişkin ifadeler veri setinde belirlenmiştir. İkinci aşamada, sözcükler ya da kısa ifadeler ile kodlanan veri gözden geçirilmiştir. Üçüncü aşamada, birbiriyle ilişkili kodlar kategoriler altında toplanmıştır. Son aşamada ise kategorilere ulaşılmıştır.

### **Geçerlik ve Güvenirlik**

Miles ve Huberman (1994) tarafından önerilen güvenirlilik formülü araştırmacı tarafından hesaplanmıştır. Güvenirlilik = Görüş birliği / (Görüş birliği + Görüş Ayrılığı) x 100. İki meslektaşın kodlamaları arasındaki uyum sırasıyla %95 ve %91.3 olarak bulunmuştur. Kodlayıcılar arası güvenirliliğin verinin boyutuna bağlı olarak % 80'e yakın hatta %90'dan fazla olması gerektiği önerilmektedir (Miles ve Huberman, 1994). Bu, araştırmanın sonuçlarının güvenilir olduğunu göstermektedir.

### **Bulgular**

Bu araştırmada kurumsallaşma öğeleri, kişilerarası ilişkiler, işin yapılması, kadrolama, yaşam tarzı ve fiziksel çevre olmak üzere beş alt temadan oluşmaktadır. Ahi Evran Üniversitesi, Kastamonu Üniversitesi ve Gazi Üniversitesi Eğitim Fakültesi öğretim üyeleri, fakültelerinde akademik unvanlara göre bir sıradizin (hiyerarşi) olduğunu, yüksek unvanlı akademisyenlerin düşük unvanlı akademisyenler üzerinde baskı oluşturduğunu belirtmişlerdir. Profesörlerin bulunduğu konferans ve sempozyum gibi sıradizinsel (hiyerarşik) ortamlarda, araştırma görevlilerinin görüşlerini belirtmemeleri akademik unvan baskısının bir örneğidir.

Ahi Evran Üniversitesi ve Kastamonu Üniversitesi Eğitim Fakültesi öğretim üyeleri, siyasî olarak yönetime daha yakın, referansları olan ve yönetilebilir bir kişi olan fakülte üyesinin Rektörlük seçiminden sonra yönetime getirildiğini iddia etmiştir. Ahi Evran Üniversitesi ve Kastamonu Üniversitesi Eğitim Fakültesi öğretim üyeleri, görev yaptıkları üniversitede kadro bulamayanların ya da görev yaptıkları üniversitenin yönetimi ile sorun yaşayanların, rektörlük seçimleri sonrasında kadro verilmeyenlerin ve Ankara'daki üniversitelerden birinde kadro bulamayanların adı geçen üniversitelerde çalışmaya başladığını belirtmişlerdir. Ayrıca doktorasını yeni tamamlayanlar da söz konusu üniversitelerde göreve başlamışlardır. Bu üniversiteler yakın tarihte kurulmuş olması nedeniyle de çok sayıda akademik personele gereksinim duymuştur. Buna ek olarak öğretim üyeleri, üniversitelerine farklı bir üniversiteden atanan Rektörün ya da fakültelerine atanan Dekanın ekibini ya da öğretim üyesi meslektaşını da beraberinde getirdiğini belirtmişlerdir.

Ahi Evran Üniversitesi ve Kastamonu Üniversitesi öğretim üyeleri, fakültelerinin öğretmen okulundan köken aldığını, fakültelerinin altyapısının eğitim yüksekokulunun alt yapısından oluştuğunu belirtmişlerdir. Bu nedenle fakültelerinin kültürünün eğitim yüksekokulu kültürüne benzer bir kültüre sahip olduğunu vurgulamışlardır. Ayrıca fakültelerinin kültürünün Gazi Üniversitesi Eğitim Fakültesi kültürüne benzediğini, bu üç kurumdaki öğretim üyelerinin ve öğrencilerin milliyetçilik gibi aynı değere sahip olduğunu belirtmişlerdir. Eğitim yüksekokulundan dönüştürülen bu üç eğitim fakültesinin de eğitim yüksekokulu binasında hizmet vermeye devam ettiğini bildirmişlerdir.

### **Tartışma, Sonuç ve Öneriler**

Öğretim üyelerinin görev yaptıkları odak kurum ve yavru kurumlar olarak anılan eğitim fakültelerinin kurumsallaşması, kurumsallaşma öğeleri açısından incelenmiştir. Bulgular, kişilerarası ilişkiler, işin yapılması, kadrolama, yaşam tarzı ve fiziksel çevreyi içeren alanyazın ışığında tartışılmıştır.

Kişilerarası ilişkiler boyutundaki en önemli bulgulardan biri, her üç üniversitede de öğretim üyeleri arasında akademik unvana dayalı bir sıradizin (hiyerarşinin) varlığıdır. Öğretim üyesinin soyadı ile birlikte profesör ya da doktor unvanının kullanılması, öğretim üyesinin akademik rolünün ve mesleki başarılarının tanınması anlamına gelmektedir (Formentelli ve Hajek, 2016). Öte yandan Cavana ve diğerleri



(1996) Yeni Zelanda'da akademik unvanlara yönelik öğretim üyelerinin tutumu ile ilgili olarak yaptıkları araştırmalarında, öğretim üyelerinin aynı işi yaptıklarının farkında oldukları, dolayısıyla unvan sınıflandırmalarını sıradizinsel (hiyerarşik) buldukları ve bu durumdan memnun olmadıkları sonucuna ulaşmışlardır. Benzer şekilde, Gizir ve Simsek'in (2005) görüşme yaptığı öğretim üyeleri, bölümdeki öğretim üyeleri arasında işle ilgili olmayan durumlarda sıradizinin (hiyerarşinin) olmasının gerekmediğini belirtmişlerdir. Üniversite bileşenleri, üniversiteleri, hiyerarşinin var olduğu bürokratik kurum olan Bakanlıklar gibi görmemelidirler. Çünkü üniversiteler, günümüzde özellikle araştırma işlevlerinin ön plana çıktığı eğitim kurumları durumuna gelmiştir.

İşin yapılması boyutunda, özellikle yavru kurumlarda yönetimin bazı öğretim üyelerini kayırması, karşılaşılan etik dışı davranışlar arasında yer almaktadır. Görüşme yapılan öğretim üyeleri, yönetsel (idari) kadrolara yapılan atamaların yeterliğe (liyakata) dayanmadan yapıldığına inanmaktadırlar. Uluslararası alanyazında, öğretim üyeleri tarafından öğrencilere eşit davranılmadığına, diğer bir deyişle öğrenci kayırmacılığının yaygınlığına ilişkin araştırmalara rastlanmıştır (Taugniené ve diğ., 2019). Üniversite öğrencileri, üniversitelerde kayırmacılık olduğuna ve kayırmacılığın rüşvet, dolandırıcılık ve zimmete para geçirme gibi diğer yolsuzluk türlerinden daha yaygın olduğuna inanmaktadırlar (Julián ve Bonavia, 2020; Walters ve diğ., 2019). Öğrenciler, performansa (edime) odaklandıkları ve notlarını yüksek tutma eğiliminde oldukları (Kurtyılmaz, 2019) için öğretim üyelerinden ayrıcalık bekleyebilmektedirler (Achacoso, 2002). Ulusal alanyazında, Türk üniversitelerinde öğrenci kayırmacılığı ile ilgili herhangi bir çalışmaya rastlanmamıştır. İşgörenler arasında çalışma barışını bozan kayırmacılığa üniversite ortamında da rastlanması, yükseköğretimin amaçlarına ulaşmasının ve üniversitelerin strateji geliştirmesinin önünde bir engel olduğu kavranmalıdır.

Kadrolama boyutundaki önemli bulgulardan biri de yavru üniversitelere doğru personel hareketliliğinin olmasıdır. Bu üniversiteler yeni kurulduğu için öğretim elemanına gereksinim duymaktadır. Bu nedenle yavru üniversitelerin öğretim üyesi istihdam etme olasılığı yüksektir. Doktorasını bitirenler, öğretim üyesi olabilmek için yavru üniversitelerin duyurduğu kadro ilanlarına başvurmaktadır. Öte yandan odak kurumda doktor öğretim üyeliği, doçentlik ve profesörlük kadrolarına üniversite yönetimi tarafından ataması yapılmayanlar da yavru kurumlarda iş aramaya başlamaktadır. Üniversitelerde norm kadro uygulamasının yanı sıra akademik personelin üniversite yönetimi ile anlaşmazlık yaşamaması, onların hizmet verdikleri üniversiteden ayrılmasına neden olmaktadır. Bazı öğretim elemanlarının üniversite yönetimi ile yaşadığı anlaşmazlıklar, üniversite yönetiminin etik dışı davranışına yol açabilmektedir. Üniversite yönetimi, özellikle memnuniyetsiz öğretim elemanlarını onlara kadro vermeyerek cezalandırabilmektedir. Bu bulgu, Haddad ve diğ. (2017) bulguları ile benzerlik göstermektedir. Buna göre üniversite yönetiminin, herhangi bir kişisel ya da mesleki çıkar elde edemeyecekleri akademik personelin iş sözleşmelerini sonlandırma (fesh etme), bazı öğretim üyelerinin yeterliklerini atama ve yükseltme başvurularında hatalı yorumlama ve akademik personelin bu başvurularını mesleki

ölçütlere göre değerlendirmeme gibi süreçleri, akademik personelin üniversite yönetimine karşı hoşnutsuzluğunu pekiştirmektedir. Üniversite yönetimleri, işin yapılması boyutunda işlenen kayırmacılık sorununda olduğu gibi öğretim elemanları arasında çalışma huzurunu bozacak haksız davranışlarda bulunmamalı; öğretim elemanlarının atama ve yükseltmelerini ödül-ceza olarak sunmamalıdır.

Yaşam tarzı boyutunda ise kültüre ilişkin bulgulara yer verilmiştir. Her üç fakültede görev yapan öğretim üyeleri, örgüt kültürünü oluşturan öğelerden biri olan kahramanlara duydukları saygıyı (Lunenburg ve Ornstein, çev. 2013) vurgulamışlardır. Nitekim şu an yaşayan ya da ölmüş olan rol model kahramanlar (Hofstede, Hofstede ve Minkov, 2010), örgütün değerlerini sürdürmekte, örgüte örnek olmakta, örgütü temsil etmekte ve başarıyı sağlamak için edim ölçünlerinin belirlenmesine katkıda bulunmaktadır (Lunenburg ve Ornstein, çev. 2013). Bu çalışmada adı geçen kahraman profesörler, çeşitli mitlere konu olmuş, duayen ya da kuruma büyük hizmetleri olmuş kişilerdir. Kurum kültürünün yaşaması için kahraman öğretim elemanları emekli olsalar bile kurumsal bir değer olarak görülmeye devam edilmelidir. Bu doğrultuda, kahramanlar için anı kitabı bastırılabilir; kahramanlar panellere davet edilebilir ve isimlerinin, kapı isimliklerinde kalması sağlanabilir.

Her üç fakültenin de aynı ideolojiye sahip olması, deneyimledikleri öğretmen okulu kültüründen kaynaklanmaktadır. Hatta üç fakülte binası, fiziksel olarak birbirine benzemektedir. Ahi Evran Üniversitesi ve Kastamonu Üniversitesinin eğitim fakültelerinin geçmişi, öğretmen okuluna dayanmaktadır. Ortaöğretim düzeyinde eğitim veren bu okullar, 1974-1975 öğretim yılına kadar meslek lisesi özelliğini korumuştur. Bu okulların temel amacı, ilkokullara öğretmen yetiştirmektir. Öğretmen okullarında eğitim gören öğretmen adayları, mesleki bilgi edinmenin yanı sıra mesleklerini yapmaya duygusal olarak hazırlanmışlardır. Devlet yatılı öğretmen okulları, öğretmen-öğrenci ve öğrenci-öğrenci etkileşiminin daha uygun biçimde yaşanmasına olanak sağlamıştır. Öğretmen okulları, çevresel etmenlerin olumlu etkileri ile bütünleşerek öğretmen yetiştirmeye büyük katkı sağlamıştır. Bu okullar, 1974-1975 öğretim yılında iki yıllık eğitim enstitülerine, 1982 yılında iki yıllık meslek yüksekokullarına dönüştürülerek Gazi Üniversitesi'nin yönetimine verilmiştir. Son olarak, bu kurumların eğitim-öğretim süreleri 1989-1990 öğretim yılından itibaren dört yıla çıkarılmıştır (Saglam, 2007). Her üç eğitim fakültesinin de öğretmen okulundan köken alması ve zaman içerisinde benzer yapısal değişiklikler deneyimlemeleri nedeniyle bu eğitim fakülteleri, benzer amaç ve yapı kazanmış; benzer süreçlerden geçmiştir. Bu durum, odak kurum ve yavru kurumları örgütsel kültür ve kurumsallaşma açısından benzer kılmaktadır.

### **Etik Kurul Kararı**

Bu araştırma, Ankara Üniversitesi Etik Kurul onayı (Sayı: 85434274/050.04.04/72625, Tarih: 21.11.2016) ile yapılmıştır.