Investigating Teachers' Organizational Socialization Levels and Perceptions about Leadership Styles of Their Principals

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Abstract

The purpose of this study is to investigate teachers' organizational socialization levels and perceptions about leadership styles of their principals. Research was conducted with 361 teachers. Research design is determined as survey and correlational. Multi-Factor Leadership Scale originally was developed by Bass (1999) and adapted to Turkish culture by Akdoğan (2002) and Organizational Socialization Scale developed by Kartal (2003) were used to collect data. According to the findings: only teachers' perceptions about laissez-faire leadership differ according to gender. Teachers' perceptions about leadership styles and organizational socialization levels do not differ according to seniority, age and tenure in school. The causes of these findings can be investigated There is a significant negative relationship between teachers' motivation and their perceptions about laissez-faire leadership style and there is not any significant relationship between subscales of organizational socialization and leadership. These variables can be affected by other variables and they may be investigated

Keywords: organizational socialization, leadership, teacher

1. Introduction

It is known that organizations can not carry out their objectives if the resources are not used efficiently and effectively. It can be said that the most important of these resources is human resources. The use of human resources in the best way is related to adapt of the employees to the organization and their socialization (Balcı, 2003). New employees join the organization with expectations and attitudes that they gained through previous personal and functionally experiences. So new employee must learn the functioning of the organization, how to act in working groups and the cognitive content about tasks (Fisher, 1986). This learning process is developed with organizational socialization. Organizational socialization is learning organizational values, norms and behaviors by individuals (Van Manen, 1976).

There are some tasks that are performed in the organizational socialization process. The training activities carried out in this process are associated with these tasks. Organizational socialization activities, carried out by the organization through basic training, preparatory training and in-service training programs or formal and informal socialization tools. There are four socialization tasks. In the socialization of individuals (1) explanation of the provisions of tasks, (2) provide role clarity, (3) culturing activities and (4) providing social integration tasks (Morrison, 1993).Taormina (1994) examined organizational socialization content as training, raising the level of understanding about the organization, the support of colleagues and prospects for the future.

Organizational socialization is also important for schools (Buluç, 2008). To establish positive relationships with other employees in the school, to contribute to the solution of problems of students and learning basic values are accepted as socialization (Güçlü, 2004). Teachers learn mission, value, norms, philosophy of school through school socialization. Teachers change under the influence of school policies, procedures, planning, training principles, practices and values in socialization process (Memduhoğlu, 2008). When examining the literature, we can see researches are on level of socialization of teachers and contribution of school principals to socialization of teachers, organizational socialization in schools (Özkan, 2005; Kartal, 2007; Kartal, 2008; Memduhoğlu, 2008).

Another variable of this study is leadership and in this study transformational, transactional and laissez-faire leadership styles were examined.

Currie and Lockett (2007) defined the transformational leadership as a leader who meets the needs of followers and is sensitive to differences. Transformational leadership was examined and it was decided that this style has four dimensions; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration

(Bass, 1985; Bass & Steidlmeier, 1999). Transformational leadership is a critical style in education organizations. Transformational leader does the best for intellectual development of teachers and creates excitement and enthusiasm for transformation (Çelik, 2003). Transformational leaders provides to school a positive organizational climate, high levels of job satisfaction and organizational commitment of stakeholders (Deluga & Souza, 1991; Leithwood & Jantzi, 1999; Rowold & Scholtz, 2009).

Transactional leaders give tasks to followers, establish structure, care about planned and scheduled work. They give punishment or reward to followers because of organizational goals (Hoy & Miskel, 2010). Transactional leaders motivate the employees with external motivators and make them do the works (Bass, 2000). Nguni, Sleegers, and Denessen (2006) say that transactional leaders do not think about personal development. They are only interested in preserving the current situation. Transactional leadership has four dimensions: Conditional reward, management by exceptions, management by exceptions and laissez-faire (Bass, 2000).

According to Bass (1990); if there is no leadership, no interaction between the leader and his followers, it can be described as Laissez-Faire leadership. These leaders do not think needs and developments of followers. They reject responsibility, delay decisions, do not provide feedback (Hoy & Miskel, 2010). There is a negative relationship between variables like job satisfaction, performance and motivation in organizations and Laissez-Faire leadership (Rowold & Scholtz, 2009).

Conducting research about on organizational socialization and leadership styles and generating education policies according to the results is important. Teachers' opinions are one of the most important elements within the body of school. During the literature review, no study has been found about the relationship between these variables. For this reason, conducting this study is expected to fill these blanks in literature and provide important benefits to researchers and policy makers. The research problems depending on the purpose of this study were searched as whether teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their demographic characteristics and whether there is a relationship between teachers' perceptions about leadership styles of their principals and their organizational socialization levels.

The problems depending on this purpose were determined as below:

- Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their gender?
- Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their age?
- Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their tenure in school?
- Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their seniority?
- Is there a significant relationship between teachers' organizational socialization levels and perceptions about leadership styles of their principals?

2. Methodology

2.1 Research Model

Research design is determined as survey model so as to examine the difference teachers' organizational socialization levels and perceptions about leadership styles of their principals according to independent variables. Survey model is used to identify people's attitudes, beliefs, values, habits, thoughts **(Mcmillan ve Schumacher, 2001)**. Besides, the study's design is correlational since predicting statistics are used to examine whether teachers' perceptions about leadership styles of their principals predict their organizational socialization levels. Correlational studies aim to reveal correlational relationships between variables using correlational statistics (Balcı, 2011).

2.2 Population and Sample

The accessible population of the study consists of the teachers at elementary and secondary schools in Buca, İzmir. The sample of the study is determined by convenience sampling method and the research was conducted with 361 teachers. This method can be applied when sample units are selected from easily accessible due to the existing limitations of the money, time and workforce (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2011).

The frequencies are given according to the participants' gender, age, tenure in school, seniority (Table 1).

Table 1. Demographic informations of teachers participating in research

Variable	Groups	n	%

Gender	Male	102	28,3
	Female	259	71,7
	Total	361	100,0
Age	20 - 25 age	3	,8
	26-30 age	54	15,0
	31-35 age	74	20,5
	36-40 age	79	21,9
	41 age and over	151	41,8
	Total	361	100,0
Tenure in school	1-5 years	208	57,6
	6-10 years	80	22,2
	11-15 years	44	12,2
	16-20 years	21	5,8
	21 years and over	8	2,2
	Total	361	100,0
Seniority	1-5 years	38	10,5
	6-10 years	68	18,8
	11-15 years	81	22,4
	16-20 years	99	27,4
	21 years and over	75	20,8
	Total	361	100,0

2.3 Instruments

2.3.1 Multi-Factor Leadership Scale

Multi-Factor Leadership Scale originally was developed by Bass (1999) and adapted to Turkish culture by Akdoğan (2002). Scale had the structure of three dimensions consisting of 36 items. The first factor of the scale named "transformational leadership" included 20 items. The second factor of the scale named "transactional leadership" included 12 items. The third factor of the scale named "laissez-faire leadership" included 4 items. In the analysis, Cronbach alpha reliability coefficients calculated to determine reliability of the tool ranged from 0.78 to 0.97 for the dimensions. The scale is answered as follows:1-never, 2- rarely, 3- sometimes, 4- usually, 5-always.

2.3.2 Organizational Socialization Scale

Organizational Socialization Scale developed by Kartal (2003). The tool had a structure of four dimensions consisting of 60 items. The first factor of the scale named "Motivation", The second factor of the scale named "Acceptance", The third factor of the scale named "Job satisfaction", The last and fourth factor of the scale named "commitment". Responses given items are rated as "ever", "slightly", "occasionally", "pretty much", "exactly". Cronbach alpha reliability coefficient of th scale was calculated and the coefficient was found 0.93.

2.4 Analyses

SPSS 17.00 program was preferred to analyse the data of the study. Independent Samples T Test was used to examine the difference between teachers' organizational socialization levels and perceptions about leadership styles of their principals according to gender. Because Groups of independent variable are normally distributed and groups of independent variable' variances are homogeneous One Way Anova Test was used to examine the difference between teachers' organizational socialization levels and perceptions about leadership styles of their principals according to seniority. Because Groups of independent variable are normally distributed and groups of independent variable' variances are homogeneous. Kruskal Wallis Test Test was used to examine the difference between teachers' organizational socialization levels and perceptions about leadership styles of their principals according to age and tenure in school. The assumptions of parametric tests such as normal distribution, homogeneity of variance, the sample size could not meet so this test was used. Pearson Product Moment Correlation Coefficient was used to examine the relationship between teachers' organizational socialization levels and perceptions about leadership styles of their principals. Both variables are continuous and there is a linear relationship between them so this coefficient was preferred and 0.05 level of significance was taken for the interpretation of the results.

3. Results

Data obtained from quality of faculty life and lifelong learning tendencies scales were analyzed. Findings are as follows:

Findings related to "Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their gender?" are shown in Table 2.

Table 2. Independent Samples T Test Results of Teachers' Organizational Socialization Levels And Perceptions About Leadership Styles Of Their Principals According To Gender

Points	Gender	N	M	S.s.	T	P
Transformational leadership	Male	102	73,0098	15,32971	,70	,49
	Female	259	71,7529	15,38425		
Transactional leadership	Male	102	42,5294	6,09448	1,14	,26
	Female	259	41,7220	6,04312		
Laissez-faire leadership	Male	102	9,4118	4,35629	2,10	,04
	Female	259	8,4208	3,90246		
Job satisfaction	Male	102	45,4804	8,05763	,25	,80
	Female	259	45,2510	7,65504		
Motivation	Male	102	56,8627	8,45493	1,04	,30
	Female	259	55,8610	8,21017		
Commitment	Male	102	64,5686	8,44025	1,29	,20
	Female	259	63,2934	8,44446		
Acceptance	Male	102	43,3235	6,18232	,97	,33
	Female	259	42,6448	5,88564		

As seen in the table, only teachers' perceptions about laissez-faire leadership of their principals differ according to gender (p<.05) and other teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to gender (p>.05). Male teachers have higher laissez-faire leadership points than females.

Findings related to "Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their seniority?" are shown in Table 3.

Table 3. One Way Anova Test Results of Teachers' Organizational Socialization Levels And Perceptions About Leadership Styles Of Their Principals According To Seniority

		Sum of Squares	df	Mean Square	F	Sig.
Transformational leadership	Between Groups	1543,067	4	385,767	1,647	,162
	Within Groups	83369,719	356	234,185		
	Total	84912,787	360			
Transactional leadership	Between Groups	103,381	4	25,845	,701	,591
	Within Groups	13117,722	356	36,848		
	Total	13221,102	360			
Laissez-faire leadership	Between Groups	29,902	4	7,476	,452	,771
	Within Groups	5887,787	356	16,539		
	Total	5917,690	360			
Job satisfaction	Between Groups	207,054	4	51,763	,858	,489
	Within Groups	21472,946	356	60,317		
	Total	21680,000	360			
Motivation	Between Groups	236,334	4	59,084	,860	,488
	Within Groups	24448,175	356	68,675		
	Total	24684,510	360			
Commitment	Between Groups	150,251	4	37,563	,523	,719
	Within Groups	25561,466	356	71,802		
	Total	25711,717	360			
Acceptance	Between Groups	133,363	4	33,341	,935	,444
	Within Groups	12697,994	356	35,669		
	Total	12831,357	360			

As seen in the table, teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to seniority (p>.05).

Findings related to "Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their age?" are shown in Table 4.

Table 4. Kruskal Wallis Test Results of Teachers' Organizational Socialization Levels And Perceptions About Leadership Styles Of Their Principals According To Age

Point	Age	N	Mean Rank	X̄	P
Transformational leadership	20 - 25 age	3	267,83	5,79	,22
	26-30 age	54	157,08		
	31-35 age	74	183,91		
	36-40 age	79	177,47		
	41 age and over	151	188,25		
Transactional leadership	20 - 25 age	3	214,67	4,49	,34
	26-30 age	54	161,79		
	31-35 age	74	188,03		
	36-40 age	79	169,59		
	41 age and over	151	189,73		
Laissez-faire leadership	20 - 25 age	3	108,50	4,97	,29
	26-30 age	54	204,61		
	31-35 age	74	171,86		
	36-40 age	79	177,07		
	41 age and over	151	180,53		
Job satisfaction	20 - 25 age	3	269,17	4,06	,40
	26-30 age	54	163,02		
	31-35 age	74	179,93		
	36-40 age	79	182,22		
	41 age and over	151	185,57		
Motivation	20 - 25 age	3	249,00	3,54	,47
	26-30 age	54	164,60		
	31-35 age	74	184,11		
	36-40 age	79	174,57		
	41 age and over	151	187,35		
Commitment	20 - 25 age	3	135,50	1,52	,82
	26-30 age	54	174,13		
	31-35 age	74	184,59		
	36-40 age	79	174,68		
	41 age and over	151	185,91		
Acceptance	20 - 25 age	3	96,33	6,65	,16
	26-30 age	54	186,08		
	31-35 age	74	172,14		
	36-40 age	79	165,15		
	41 age and over	151	193,50		

As seen in the table, teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to age (p>.05).

Findings related to "Do teachers' organizational socialization levels and perceptions about leadership styles of their principals differ according to their tenure in school?" are shown in Table 5.

As seen in the table, teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to tenure in school (p>.05).

Table 5. Kruskal Wallis Test Results of Teachers' Organizational Socialization Levels And Perceptions About Leadership Styles Of Their Principals According To Tenure in school

Point	Tenure in school	N	Mean Rank	X	P
Transformational leadership	1-5 years	208	185,24	5,45	,24
	6-10 years	80	174,44		
	11-15 years	44	190,11		
	16-20 years	21	174,33		
	21 years and over	8	103,88		
Transactional leadership	1-5 years	208	175,89	3,96	,41
	6-10 years	80	178,68		
	11-15 years	44	209,82		
	16-20 years	21	177,71		
	21 years and over	8	187,13		
Laissez-faire leadership	1-5 years	208	173,64	8,68	,07
	6-10 years	80	184,76		
	11-15 years	44	190,14		
	16-20 years	21	183,05		
	21 years and over	8	279,00		
Job satisfaction	1-5 years	208	178,69	6,12	,19
	6-10 years	80	174,93		
	11-15 years	44	211,26		
	16-20 years	21	183,55		
	21 years and over	8	128,50		
Motivation	1-5 years	208	178,23	4,61	,33
	6-10 years	80	176,52		
	11-15 years	44	210,77		
	16-20 years	21	161,76		
	21 years and over	8	184,69		
Commitment	1-5 years	208	176,28	5,79	,22
	6-10 years	80	178,98		
	11-15 years	44	215,64		
	16-20 years	21	169,48		
	21 years and over	8	163,69		
Acceptance	1-5 years	208	181,29	5,45	,24
	6-10 years	80	163,50		
	11-15 years	44	208,89		
	16-20 years	21	184,38		
	21 years and over	8	186,19		

Findings related to "Is there a significant relationship between teachers' organizational socialization levels and perceptions about leadership styles of their principals?" are shown in Table 6.

Table 6. Pearson Product Moment Correlation Coefficient Results of Teachers' Organizational Socialization Levels And Perceptions About Leadership Styles Of Their Principals

	Transformational leadership	Transactional leadership	Laissez-faire leadership	Job satisfaction	Motivation	Commitment	Acceptance
Transformational leadership	1	,295**	-,413**	,440**	,389**	,287**	,271**
		,000	,000	,000	,000	,000	,000
Transactional leadership		1	-,056	,614**	,900**	,759**	,585**
			,288	,000	,000	,000	,000
Laissez-faire leadership			1	-,190**	-,114*	-,038	,038
				,000	,030	,468	,473
Job satisfaction				1	,766**	,656**	,469**
					,000	,000	,000
Motivation					1	,756**	,558**
						,000	,000
Commitment						1	,601**
							,000
Acceptance							1

As seen in the table, there is a significant relationship between teachers' motivation and their perceptions about laissez-faire leadership style. This relationship is negative and low and there is not any significant relationship between subscales of organizational socialization and leadership.

4. Discussion and Conclusion

At the end of the study those are found; teachers' perceptions about laissez-faire leadership of their principals differ

according to gender but other teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to gender. Male teachers have higher laissez-faire leadership points than females. Teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to seniority, age and tenure in school. Kılıçoğlu ve Yılmaz (2013) found that demographic characteristics and teacher number predict organizational socialization of teachers as factors history, language, politics, people, and performance proficiency aspects. But demographic characteristics and teacher number do not predict teachers' socialization as factors organizational goals and values. Argon (2011) found that teachers have similar thoughts in all dimensions of organizational socialization and seniority creates differences in commitment dimension, staff position creates differences in motivation dimension but gender reveals important differences both for motivation and commitment dimensions. Kartal (2003) found that according to gender, organizational socializations of teachers and principals do not differ but they differ according to branch and seniority. Zoba (2000) found that according to gender and seniority, organizational socializations of teachers differ but they do not differ according to branch. Çağdaş, Yakut & Karadağ (2005) found teachers' perceptions about leadership of their principals do not differ according to gender, branch, but they differ according to school type.

Another finding of this study is that there is a significant relationship between teachers' motivation and their perceptions about laissez-faire leadership style. This relationship is negative and low. Yörük ve Sağban (2012) found there is a significant positive relationship between teachers' commitment and their perceptions about cultural leadership style of their principals. Buluç (2009) also found there is a significant negative relationship between teachers' commitment and their perceptions about Laissez-faire leadership style of their principals. Bono ve Judge'ın (2004) searched the relationship between leadership styles and personality and found that there is a significant relationship between transformational leadership and personality. Cemaloğlu, Sezgin & Kılınç (2012) found that there were significant relationships between transformational and transactional leadership styles of principals and organizational commitment of teachers. Poohongthong, Surat & Sutipan (2014)'s results show that ethical leadership, work-life balance, and organizational socialization predict the organizational citizenship behavior teachers. Only organizational socialization has a significant and positive effect on the organizational citizenship behavior. So management of ethical leadership could help strengthen the organizational socialization and morality. Cerit (2010) found that servant leadership was a significant predictor of teachers' school commitment. Doğan (2012) found that there are significant relationships between the principals' leadership styles and their conflict resolution strategies.

Besides findings; teachers' perceptions about laissez-faire leadership of their principals differ according to gender but other teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to gender. Male teachers have higher laissez-faire leadership points than females. Teachers' perceptions about leadership styles of their principals and organizational socialization levels do not differ according to seniority, age and tenure in school. The reasons of these findings can be examined by other researchers. There is a significant relationship between teachers' motivation and their perceptions about laissez-faire leadership style. This relationship is negative and low. There is not any significant relationship between subscales of organizational socialization and leadership. These variables can be affected by other variables or can be related with other variables and they may be investigated by other researchers.

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