

Institutionalization Mechanisms at the Universities: Case Study of the Turkish Universities¹

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Abstract

The aim of this study is to explain the institutionalization mechanisms of a focal institution of higher education and two spawning institutions. In this context, views of faculty members on institutional similarity of universities have been presented. 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 in the research. The participants of this research is comprised of 27 faculty members who have been working in focal institution called Gazi University Faculty of Education, and spawning institutions called Ahi Evran University Faculty of Education and Kastamonu University Faculty of Education in Turkey. Focal and spawning institutions differ from other faculties within their universities due to the fact that their goal is to train individual with typical faculty of education culture. Faculties are under the pressure adhering to policies and standards established by the Council of Higher Education such as establishing which courses will be given and restructuring of departments. Spawning faculties are allowed to consult with Gazi University when they are facing uncertainties. In the case of uncertainty, unethical behaviors that the spawning institutions copy or take as a model from the focal institutions must be prevented.

Key Words: Isomorphism, Institutionalization Mechanisms, New Institutionalism, Focal Institution, Spawning Institution

Üniversitelerde Kurumsallařma Mekanizmaları: Türk Üniversiteleri Durum Çalıřması

Öz

Bu çalıřmanın amacı, odak yükseköğretim kurumunun ve iki yavru kurumun kurumsallařma mekanizmalarını ortaya koymaktır. Bu bağlamda, öğretim üyelerinin üniversitelerin kurumsal benzerliğine ilişkin görüşleri sunulmuřtur. Arařtırmada durum çalıřması kullanılmıřtır. Bu arařtırmada odak kurum ile yavru kurumlar, kurumsallařma konusunda birbirleriyle karşılařtırıldıđı için bu arařtırmanın deseni, aynı zamanda karşılařtırmalı desendir. Bu arařtırmanın çalıřma grubunu, Türkiye'deki Gazi Üniversitesi Eğitim Fakültesi adlı odak kurumda çalıřan öğretim üyeleri ile Ahi Evran Üniversitesi Eğitim Fakültesi ve Kastamonu Üniversitesi Eğitim Fakültesi olarak adlandırılan yavru kurumlarda çalıřan 27 öğretim üyesi oluřturmaktadır. Odak kurum ve yavru kurumların amacının tipik eğitim fakültesi kültürü ile bireyi yetiřtirme olması nedeniyle bu kurumlar, üniversitelerindeki diđer fakültelerden farklılık göstermektedir. Fakülteler, okutulan dersleri belirleme ve bölümlerin yeniden yapılandırılması gibi Yükseköğretim Kurulu'nun politikalarına ve koymuř olduđu standartlara uyma baskısı altındadır. Yavru fakültelerinin belirsizliklerle karşılařtıklarında Gazi Üniversitesine danıřmalarına olanak verilmektedir. Belirsizlik durumunda, yavru kurumların odak kurumlardan kopyaladıđı ya da model aldıđı etik olmayan davranıřların önlenmesi gerekmektedir.

Anahtar Kelimeler: Eřiřimlilik, Kurumsallařma Mekanizmaları, Yeni Kurumsalcılık, Odak Kurum, Yavru Kurum

Atf İçin / Please Cite As:

Öztürk, İ. (2021). Institutionalization Mechanisms at the Universities: Case Study of the Turkish Universities. *Manas Sosyal Arařtırmalar Dergisi*, 10(3), 1602-1617.

Geliř Tarihi / Received Date: 22.01.2021

Kabul Tarihi / Accepted Date: 27.03.2021

¹ This article was derived from the doctoral dissertation prepared by İnci Öztürk conducted under the supervision of Prof. Dr. Ali Balcı. Doctoral dissertation project was supported by a grant from Ankara University Scientific Research Projects Coordinatorship (16L0630004).

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Introduction

Globalization is the spreading of material and moral values and the accumulations formed within the framework of these values across the world by crossing national borders. Globalization includes phenomena that appear different but are related to each other, such as the expansion and development of economic, political, and social relations between countries, the resolution of polarization based on ideological differences, better recognition of different social cultures, beliefs, and expectations, and intensification of relations between countries. Universities are exposed to the pressures of globalization nowadays (Stensaker et al., 2019, p. 559; Torres, & Schugurensky, 2002, p. 429). These pressures force universities to compete with other higher education institutions (Rust, & Kim, 2012, p. 5) and continuously change to survive (Wadhwa, 2016, p. 237). Universities that fail to meet the requirements of the conditions of globalization face the risk of losing students. Institutionalization occurs when the university is open to environmental influences (Salter & Tapper, 2002, p. 245), and these impacts are permanent (Souleles, 2004, p. 18). Environmental pressures such as accreditation, court decisions, teacher training programs, and government regulations make all universities operate similarly, in other words, homogenize (Rowan, & Miskel, 1999, p. 364). Institutionalization mechanisms explain the similar structures and operations of universities (Nielsen, & Salk, 1998, p. 237; Youtie, Li, Rogers, & Shapira, 2017, p. 1701). Regulatory agencies such as the Higher Education Council exert pressure on universities (Gumus, & Gulmez, 2020, p. 82; Kurt, Gur, & Celik, 2017, p. 65), newly established universities imitate the focal universities that they find successful or have knowledge about them, causing universities to resemble each other in terms of structure and operation (DiMaggio, & Powell, 1983, p. 156; Seyfried, Ansmann, & Pohlenz, 2019, p. 120).

Governance (Bruckmann, & Carvalho, 2014, p. 193; Salter, & Tapper, 2002, p. 245), organizational response (Reale, & Seeber, 2011, p. 1), external stakeholders (Amaral, & Magalhães, 2002, p. 1), and mergers (Harman, & Harman, 2003, p. 29; Pinheiro, Geschwind, & Aarrevaara, 2016, p. 2) have all been predominantly addressed in overseas studies. Their focus has often been how external pressures impact higher education. External pressures often make universities resemble each other in certain key areas. The influencing factors guiding this could be a desire to emulate the United States (US) university performance-based payment model (Joo, & Halx, 2012, p. 281), performing the strategic activities of other higher education institutions (Zapp, & Ramirez, 2019, p. 474), aligning national accreditation standards with global rankings (Anafinova, 2020, p. 2), or competition with domestic peers (Zhao, & You, 2019, p. 2). The external pressures driving this new form of institutionalism were born in response to the dominance of formal forces and processes in the organization (Ethington, & McDonagh, 1995, p. 467). In Turkish domestic literature, there are plenty of institutionalization studies in higher education (Aslan, 2019, p. 407; Gumus, & Gulmez, 2020, p. 73; Yaylaci, Gok, & Aydogan, 2017, p. 1; Yildiz, Babaoglu, & Tugan, 2017, p. 669). However, they have not been studied from the point of isomorphism (making the organizations similar to each other structurally) and institutional theory. This limited theoretical framework requires broadening the domestic literature to consider international literature.

Another important area to examine is the comparison of institutional processes across different universities (Bowl, & Hughes, 2016, p. 269; Seeber, Cattaneo, Huisman, & Paleri, 2016, p. 685). Comparing the distinguishing characteristics of two or more situations serves as a springboard for theoretical reflections (Bryman, 2012, p. 420) and helps develop a better understanding of social phenomena (Eisenhardt, 1989, p. 537; Yin, 2014, p. 64). By doing this, we can reveal the core issues that differentiate the features of the focal entity and the spawning entities. For example, imitating the best practices of other well-established organizations (Peksatici, & Ergun, 2019, p. 2) is a way of forming organizational isomorphism for the spawning institutions. Additionally, an institution may feel compulsion to change practices following an invitation (Gounko, & Smale, 2007, p. 534) from another institution to plan the implementation of undergraduate programs (Ozturk, 2020a, p. 914). This is evidence of organizational isomorphism for both focal and spawning institutions (Bradford, Guzmán, & Trujillo, 2017, p. 442). Importance should be attached to the investigation of institutionalization mechanisms of focal institutions and their spawning institutions in the higher education sector. The business sector has already been examined in this regard (Howard, Boeker, & Andrus, 2019, p. 1163; Marquis, & Tilcsik, 2017, p. 195; Tan, & Tan, 2017, p. 113).

This paper aims to reveal the similarities between the focal institution of higher education and spawning education faculties. Thus, institutionalization mechanisms of the universities will be proved. I

contribute to the institutionalization literature by conducting a study on focal and spawning higher education institutions.

Institutionalization and Isomorphism

There is no agreement among the organizational theorists regarding how and why the institutional elements affect the institutional characteristics of organizations (Scott, 1987, p. 501). Scott (1991, p. 174) described the causal mechanisms to reveal the impact of the institutional elements in the institutional characteristics of organizations. One of those causal mechanisms is the imprinting of organizational structure. According to Stinchcombe (1965, p. 153), who put forward this opinion, the characteristics of the new organizational forms in the stage of their initial establishment allow them to become permanent in the following years. According to this opinion, institutionalization is a process where reality is created. The organizations gain their certain structural characteristics not through rational decisions, but through the way the things are done, in other words, because they are taken for granted (Scott, 1991, p. 179). Therefore, the institutions are the repositories of the taken for granted cognitive schemes that provide the scenarios shaping the perceptions of the individuals regarding the world in which they live and directing their actions. According to this view which is called new institutionalism, individuals have been constructing the meaning actively in the institutionalized surroundings by means of language and other symbolic representations (Meyer, & Rowan, 2006, p. 6). The existence of a pervasive belief regarding that an activity or a structure is conceptually true is the indication of cognitive institutionalization. In other words, with the widespread acceptance of the action, the institutionalization takes place. Cognitive institutionalization takes place as individuals convey their activities to different areas, individuals in an organization adopt similar activities or the individuals in other organizations adopt the same activities in a work environment (Colbeck, 2002, p. 399). Technical demands or resource dependencies are no longer alone as the forces that shape formal organizational structures. Currently, rational myths, knowledge legitimized through the education system, areas of expertise, and public opinion also contribute. In other words, organizational life (Johnson, 2007, p. 102) and culture (DiMaggio, & Powell, 1991a, p. 12) have come into prominence. However, organizations remain embedded in their social and political environments (Powell, & Colyvas, 2008, p. 976). Environments have a tendency to infiltrate the organization, rather than be actively determined by the organizations themselves. This happens when those involved create categories of structure, action, and thought (DiMaggio, & Powell, 1991a, p. 12-15).

According to the new institutionalism, the institutions are affected from the external environment (DiMaggio, & Powell, 1991a, p. 12-15; March, & Olsen, 1984, p. 734). As the actors create the categories of structure, action and thought, the environments infiltrate into the organization (DiMaggio, & Powell, 1991a, p. 12-15). The environment may limit the ability of the organizations to change (Hanson, 2001, p. 647). In other words, the environmental pressures may form the organizations; moreover, the organizations in the same environment are subject to the same pressures. This situation makes the organizations similar to each other in structural terms; in other words, it makes the organizations isomorphic (Orrü, Biggart, & Hamilton, 1991, p. 361). The increasing interaction with other organizations leads to the emergence of dominance or cooperation with other organizations, new information that leads to competition with other organizations, development of awareness of the workers in a certain sector regarding the sector and the work, and resemblance of the organizations to each other through time (DiMaggio, & Powell, 1991b, p. 65). In the basis of isomorphism of organizations, there is the attempt to provide social approval, legitimacy and survival (Greenwood, Oliver, Sahlin, & Suddaby, 2008, p. 6). The organizations that follow the innovations in the sector to increase their performance at the establishment stage, attempt to pursue becoming legitimate as the innovation becomes ordinary (Meyer, & Rowan, 1977, p. 348).

According to DiMaggio and Powell (1991b, p. 67), there are three forms of mechanisms including coercive isomorphism, mimetic isomorphism and normative isomorphism that emerge through the institutional isomorphism. According to Colbeck (2002, p. 398) the processes of institutionalization may be regulative, normative and cognitive. Bess and Dee (2008, p. 142-143) address isomorphism in three groups including coercive conformity, mimetic conformity and normative conformity. Types of isomorphism are given below:

Coercive Isomorphism

Coercive isomorphism is a procedure which emanates from pressure - such as power which is a formal pressure, and persuasion which is an informal pressure – which are implemented to the organization by the other organizations in regards to the cultural expectations in the society (DiMaggio, & Powell, 1991b, p. 67). Although formal rules are fair, accurate, and appropriate the individuals are solely interested in the validity and the existence of those institutionalized rules (Colbeck, 2002, p. 398). Indeed, the state is the rule maker so it holds the dominant position and executes its power over the institutions (Gounko, & Smale, 2007, p. 542). According to Alghamdi (2020, p. 2) governments force universities in order to contribute to their countries economically and socially.

The coercive isomorphism usually takes place through the accreditation process in the higher education. The accreditation organizations reveal whether all higher education institutions meet certain quality standards or not (Dill, 2001, p. 28). Even the elective classes to be given in the universities are subject to the consent of the Turkish Higher Education Council which is a constitutional institution. This institution which has autonomy and public legal personality integrates higher education institutions all together. Moreover, the Turkish Higher Education Council brings the foundation universities under the same roof with the state universities (Ozturk, 2020a, p. 913).

Mimetic Isomorphism

The mimetic isomorphism takes place in places where the goals are uncertain and when the organizations mimic the settled and outstanding organizations to legitimize themselves. The actors may copy the successful organizations when they are not clear about what they need to do (Levy, 2006, p. 145). Namely, when the organizational technologies are not adequately explained, the goals are uncertain or the environment produces symbolic uncertainty, the organizations may take other organizations as a model (DiMaggio, & Powell, 1991b, p. 69). The organizations display similar behaviors with their rivals that they take as a model (Martínez-Ferrero, & García-Sánchez, 2017, p. 113). Having similar products and services by the organizations would create a competition among the organizations. Indeed, these organizations feed from the same limited pool of consumers (D'Aunno, Succi, & Alexander, 2000, p. 681).

Technological investments and sports investments may be given as examples for applications that lead to competition between the universities. If a university establishes high-speed internet access in the student dormitories, it is probable that the rival university also increases the capacity of internet access. Similarly, universities allocate serious resources for the track and field team to meet the expectations of success of the students and graduates regarding sports competitions. If the competing university notch up success, other universities will also attempt to get the same advantage (Bess, & Dee, 2008, p. 142). The comparison of the multicolored scorecards of the countries, which is one of the most common monitoring techniques of the Bologna Process, triggers the attempts of the participating countries to display good performance (Thrift, 2007, p. 52), and the pressure for being followed up by other countries (Brögger, 2016, p. 76).

Normative Isomorphism

The normative isomorphism is the collective struggle of the related professionals to determine the method and conditions of performing a job (Yusoff, Yusoff, Abd Rahman, & Darus, 2019, p. 306). As it is seen, the normative isomorphism originates from professional pressures (Gounko, & Smale, 2007, p. 535). The professional, vocational and business associations are means of defining and declaring the normative rules concerning organizational and professional behavior (DiMaggio, & Powell, 1991b, p. 71). The rules and standards imposed by the professional and business institutions create a pool composed of individuals who are at similar positions in the institutions and have dispositions and behaviors forming the organizational culture (Perrow, 1974, p. 31).

The universities need to obey the standards, rules and values set by the professional institutions. The applications spread through the global policy actors such as the OECD, World Bank, World Trade Organization, professional organizations, conferences, exchange programs, expert reports and publications, information technologies and academic journals (Gounko, & Smale, 2007, p. 535). In-service training obtained by the educational managers may be provided as an example where they obtain the basic legal information to be aware of their rights and responsibilities and to seek their rights in the case of encountering a breach of their rights (Karaman Kepenekci, 2011, p. 2). Educational administration

associations such as Educational Administration Research & Development Association, Education Administrators and Experts Association and Excellent Leadership Academy in Turkey play a significant role in shaping public and private educational institutions as they have institutional pressures.

Isomorphism and Organizational Culture

Organizational culture is a pattern of assumptions concluding a particular group learns to cope with the problems of adaptation and integration (Schein, 2010, p. 17). The characteristics of organizational culture are listed as, for example reflecting the history of the organization, having rituals and symbols, being socially constructed by a group of people, and resisting change (Hofstede, Hofstede, & Minkov, 2010, p. 344; Tierney, 1988, p. 4). In organizations with strong cultures, individuals identify with the group and have shared beliefs (Yolcu, 2016, p. 4514).

Cultural environments that affect academic life also include the culture of academic disciplines, the culture of the academic profession, the corporate culture, and the culture of the national higher education system (Clark, 1980, p. 2). Artifacts such as history, traditions, organizational structures, student behavior, interaction between academic staff and employees, corporate mission statement, architecture, academic program, language, myths, stories, symbols, rituals, and ceremonies are manifestations of organizational culture (Bess, & Dee, 2008, p. 369; Kuh, & Whitt, 1988, p. 6). Institutions comprising cognitive, normative, and regulatory artifacts are transferred by culture as well as structure and routines (Hanson, 2001, p. 646; Scott, 1995, p. 33). Newly established organizations have a tendency to display their culture similar to a well-established organization's culture to gain legitimacy in the same sector (Lee, & Chung, 2020, p. 9; Meyer, & Rowan, 1977, p. 352). This notion is introduced as cultural isomorphism (DiMaggio, & Powell, 1983, p. 150) and produces institutional isomorphism (Cockcroft, 2019, p. 226; Johnson, 2007, p. 100). Cultural norms may lead to similar behaviors among even dissimilar actors (Finnemore, 1996, p. 334). For instance, transfer of technological, economic, political, and cultural elements of Paris Opera as a founding institution to hybrid Opera is provided through imitation of legitimate organizational forms of the royal academy and commercial theater (Johnson, 2007, p. 105). Similarly, spawning education faculties transformed from teacher training schools have teacher training mission. Besides, spawning education faculties, once affiliated with Gazi University, will have been following the culture of Gazi University.

The competition that goes along with globalization has a lasting impact on higher education institutions. As the higher education institutions varies in matters such as size, scope and complexity, the higher education sector has become a more competing ecosystem (Baruch, 2013, p. 201). In this regard, the higher education institutions address to frequently restructuring their current programs in line with the market conditions. Thus, higher education institutions tend to mimic other higher education institutions which they recognize as being fruitful and reasonable in the sector (Ozturk, 2020b, p. 280). In addition to this, universities also have the tendency to obey national regulations (Dill, 2010, p. 377; Gounko, & Smale, 2007, p. 535) and international policies (Cai, 2010, p. 231; Seyfried, Ansmann, & Pohlenz, 2019, p. 123) to survive in the competitive higher education sector (Cardona, Pardo, & Dasi, 2020, p. 69). Thus, universities follow the routines, procedures and structures which are determined by the state or the larger rational organizations legitimately (Frumkin, & Galaskiewicz, 2004, p. 286). Briefly, the universities, experiencing the same environmental conditions, resemble each other in matters such as structural and functional characteristics. Investigating isomorphism, namely the similarities between different educational institutions would allow us to understand the conditions that shape these institutions and the way they are institutionalized, how their organizational structures and functions are formed, and what their organizational culture is. In the light of the above mentioned discussion, this paper aims to reveal the similarities between the focal institution of higher education and spawning education faculties. Thus, institutionalization mechanisms of the universities will be proved. In this context, the answer is sought for the following question:

1. Are there any instances where the spawning education faculties resemble the focal university?
2. What makes universities isomorphic?

Method

Under this heading, research design, study group, data collection, data analyses, and validity and reliability are included.

Research Design

The qualitative research design “case study” was used in the research. In the case study, the case itself is a matter of curiosity; the researcher aims to find the in-depth explanation of the case (Bryman, 2012, p. 709). In the case study, the researcher focuses on the complexity, uniqueness, and connections of the case with the social context in which it is a part (Glesne, 2011, p.31). 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 chosen as the focal institution, whereas Ahi Evran University Faculty of Education and Kastamonu University Faculty of Education were selected as institutions which were separated from the focal institution to become independent spawning institutions contained within the university. As these three universities that are included into the study are analyzed as three separate cases, this study is a multiple-case study. The multiple-case study provides the researcher to test the generative view of causal explanation in the opposite or similar contents. Causal explanations reveal causal processes and features through social actions resulting from complex interactions associated with mental tendencies, meanings, intentions, social contexts, and structures (Ekström, 1992, p. 107). Therefore, the multiple-case study helps testing the conditions regarding the validity of a theory by comparing two or more cases (Eisenhardt, 1989, p. 537; Yin, 2014, p. 64).

Study Group

Maximum variation sampling method employed to document different variations and define important conventional patterns (Glesne, 2011, p. 45) was conducted. Maximum variation sampling avoids one-sidedness of representation of the subject (Patton, 2002, p. 109). Therefore, 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. Nine faculty members from Gazi University Faculty of Education, eight from Ahi Evran University Faculty of Education, and ten from Kastamonu University Faculty of Education have volunteered to participate in the research. In addition to this, all of the participants received their doctoral degrees from Gazi University. I hereby chose criterion sampling. Demographic information of participants is presented in Table 1:

Table 1. *Demographic Characteristics of Participants*

No	Code	Gender	Title	PhD Subject Area
1	A1	Male	Assist. Prof. Dr.	Educational Administration
2	A2	Female	Assist. Prof. Dr.	Geography Education
3	A3	Male	Prof. Dr.	Management Science
4	A4	Female	Prof. Dr.	Physics
5	A5	Male	Assoc. Prof. Dr.	Physics Education
6	A6	Male	Assoc. Prof. Dr.	Turkish Philology
7	A7	Male	Assoc. Prof. Dr.	Turkish Folk Literature
8	A8	Male	Assoc. Prof. Dr.	History Education
9	A9	Male	Assoc. Prof. Dr.	Philosophy Group Education
10	B1	Female	Assist. Prof. Dr.	Mathematics Education
11	B2	Male	Assist. Prof. Dr.	Computer and Instructional Technologies Education
12	B3	Male	Assist. Prof. Dr.	Computer and Instructional Technologies Education
13	B4	Male	Assist. Prof. Dr.	Curriculum and Instruction
14	B5	Female	Assoc. Prof. Dr.	Science Education
15	B6	Female	Assoc. Prof. Dr.	Geography Education
16	B7	Male	Assoc. Prof. Dr.	Psychological Counseling and Guidance
17	B8	Male	Assoc. Prof. Dr.	Social Studies Education
18	C1	Male	Assist. Prof. Dr.	Science Education
19	C2	Female	Assist. Prof. Dr.	Primary Education
20	C3	Male	Assist. Prof. Dr.	Preschool Education
21	C4	Male	Assist. Prof. Dr.	Electronic Computer Education
22	C5	Male	Prof. Dr.	Physics Education
23	C6	Male	Prof. Dr.	Turkish Philology
24	C7	Male	Assoc. Prof. Dr.	Chemistry
25	C8	Male	Assoc. Prof. Dr.	Social Studies Education
26	C9	Male	Assoc. Prof. Dr.	Educational Administration
27	C10	Male	Assoc. Prof. Dr.	Mathematics Education

According to Table 1, there were six female and 21 male academics in the study. Four of the participants are professors, 13 of them are associate professors, and 10 of them are assistant professors. The confidentiality of the private and corporate identities of the academics was ensured. Each participant was given a code. The codes between A1 and A9 were given to the faculty members at Gazi University, the codes between B1 and B8 were given to the faculty members at Ahi Evran University, and the codes between C1 and C10 were given to the faculty members at Kastamonu University. In this study, it was sufficient to make qualitative interviews with 27 faculty members. The researcher terminated 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, p. 235; Morse, 1991, p. 135).

Data Collection Tool

Institutionalization mechanisms literature review was conducted while determining the semi-structured interview questions. Opinions of the thesis monitoring committee members and academicians were sought to ensure the content validity and face validity of the data collection tool. The draft interview form was rearranged in line with the opinions and suggestions of experts in the fields of educational administration and supervision, education law, education economy, education planning, educational sociology, educational psychology, measurement and evaluation, and business administration. The three initial interviews were carried out as pilot interviews. The pilot interview form was then edited to reflect refinements after about three initial interviews and those interviews were excluded from the study group. The interview form was finally completed after the pilot study. The questions on the interview form were principally about the organizational culture of the faculty of education, modelling on other educational institutions and institutional pressures in higher education.

Data Collection

Ankara University Ethics Committee approved this study on the 10th November 2016 (Protocol No. 301). The interview technique was employed in the current study. Qualitative interviews are strictly related to interpretative sociology compared to the rest of the research techniques in the social sciences. Semi-structured interviews provide substantial opportunities based on action-theory ideas in sociology enquiring about circumstantial meanings or motives for action, collecting everyday theories and self-interpretations in an open way, and enabling an understanding through interpretations (Hopf, 2004, p. 203). In this regard, semi-structured interviews were conducted in order to explain the similarities between the focal institution and the spawning institutions.

Semi-structured qualitative interviews were done with 27 faculty members who had been selected from among the volunteer faculty members. At the beginning of the interviews, the participants were informed about the leading research problem and the aim of the research. Then face-to-face and in-depth interviews were carried out. Voice recorders were used based on their consent. The interviews took 45 to 120 minutes. Data gathered from sound recordings of participants were deciphered by the researcher.

Data Analysis

The inductive analysis method was used to decipher sound recordings. The inductive analysis is the exploration of important patterns, themes, and interrelationships within the data. Exploration and confirmation are the phases of inductive analysis and these phases are guided by analytical principles compared to rules (Patton, 2002, p. 463-466). In the first phase of the analysis, codes were obtained from the transcripts. The statements related to the content of the study were selected in the data set. In the second phase, the codes were determined. In the third phase, the codes related to each other were integrated within themes. In the final phase, the themes were entitled as “Culture of Faculty of Education” and “Institutional Similarity of the Universities”. The sub-themes “Impact of Coercive Pressures” and “Mimetic Processes” were entitled under the theme of “Institutional Similarity of the Universities”. The codes gathered under the themes were interpreted related to the relevant literature and quotations were given.

Validity and Reliability

The credibility, transferability, dependability and confirmability principles of Shenton (2004, p. 63) are used to provide the trustworthiness of the study. In this study, the triangulation is performed, which is one of the principles of credibility. The methodological triangulation is provided by making observations in addition to the qualitative interviews which are the main data collection method. The data regarding

observation especially helps in choosing the quotations regarding the faculty culture and placing them inside the text. Another type of triangulation is the participant or source triangulation. The typical characteristics of the faculty members who are interviewed in this study is that all of them are graduates of the doctoral program at the Faculty of Education in Gazi University. However, the participant triangulation is performed by having qualitative interviews with the faculty members who have graduated from the undergraduate programs of different universities in Turkey. In the study, the tactics to help ensure honesty in informants are used. Before starting the qualitative interviews, the participants are guaranteed that they may be able to withdraw from the study without indicating any justification. Therefore, the interviews are conducted with volunteer participants. For the purpose of revealing the detailed information, drilling questions and iterative questioning are used. Within the scope of the credibility principle, member checks are performed. For the participants who wish to listen to the responses that they provided, the audio files are given that belong to the interviews conducted with them.

According to Shenton (2004, p. 69-72) one of the principles of trustworthiness is transferability. For the purpose of providing the external validity of this study, information was provided such as the numbers and places of the institutions included in the study, the selection criteria of the participants, the number of academics participated in the study, the data collection methods used, and the time interval that the data collection procedure carried out. The processes in the research have been reported in detail to ensure the dependability principle corresponding to the reliability criterion of positivism. In this regard, in-depth methodological definitions have been made so that the research can be applied in the focal and spawning institutions of other well-established universities, too. The audit trail technique was used to provide the confirmability principle corresponding to the objectivity criterion of positivism. Within this scope, each one of the stages of the study was written transparently and the interim report of the project was submitted to Q University Scientific Research Projects Coordinatorship.

Findings

The findings are given below in accordance with the themes provided from research questions. According to the findings differentiated culture of faculties, coercive pressures and mimetic processes are the prominent experiences of the Turkish universities. These themes are listed below as “Culture of Faculty of Education” and “Institutional Similarity of the Universities”:

Culture of Faculty of Education

The academics of the Faculty of Education of Ahi Evran University and Kastamonu University have indicated that their faculties had the culture of faculty of education and the mission of training teachers, and the different faculties of a university have been differentiated in terms of their purposes. In this regard, some of the opinions are as follows:

There is a culture of faculty of education. There is a culture of engineering. The people who become academics at the faculty of engineering and the faculty of education are trained according to it. The engineers don't perceive the issue from a pedagogical perspective. There is a task. That task needs to be done. However, we train individuals in the teaching department. The people whom we train are going to train other people. There is such a difference. A teacher is going to train the personnel who are going to use that technology. And the faculty of engineering is going to create that technology (B3).

It resembles more with other faculties of education. I train teachers. Our colleagues at other faculties may not carry such a responsibility, perhaps. 'I graduate student.' However, I don't say something like that, rather I say, 'I train teachers.' This teacher is going to be the teacher of my daughter in the future, too. I show empathy. If I want to observe good behavior in my daughter, I have to instill those behaviors in my students. Our colleagues at other faculties want something like this: 'God willing, my students work in a good place.' We say, 'With the help of God, we have trained qualified teachers, and teachers just like the ones that are requested by the society.' (C5).

Institutional Similarity of the Universities

The sub-themes of the theme “Institutional Similarity of the Universities” are given below. The sub-themes are entitled as “Impact of Coercive Pressures” and “Mimetic Processes”.

Impact of Coercive Pressures

It is found out from the interviews done with the academics of the Faculty of Education of Y, Z and Gazi University that the faculties where they served were under the pressure of accepting the policies of the Higher Education Council of Turkey in matters such as determining the classes to be lectured and restructuring the departments. In this regard, some of the opinions are as follows:

We have a very fixed program dictated by the Higher Education Council. The program of the education faculties is substantially like that which is close to 80% of the classes. 'You may have a Liberal Education class here', 'You may have an Occupational Knowledge class there.' Otherwise, I may not have any class based on my own opinion by saying 'It would be nice to have this class.' (B6)

The number of graduation credits and the mandatory classes give the impression that they were all cut out from the same pattern, and this is due to the restructuring of the Higher Education Council in 1997. In the faculties of education, a pretty centralized impact is observed. Namely, when you want to offer a new class, it is said, 'No, these classes are the basic classes of the Higher Education Council.' or when you want to remove a class, it is said, 'Those classes may not be removed from the curriculum.' We could only make suggestions for the elective class offerings. (C7)

It is even beyond the university to open a non-elective class at the department. We have freedom within the department regarding the elective classes. However, in other classes, there is a hierarchical structure that goes to the Higher Education Council from the University Senate. (A5)

Mimetic Processes

The faculty members of the Faculty of Education of Ahi Evran University and Kastamonu University have indicated that their faculties have especially taken the Faculty of Education of Gazi University as an example. The spawning faculties mimicked Gazi University which they found successful in operations when they were faced with complex problems or when the cause of the problem was uncertain. In other words, the spawning faculty established a mimetic isomorphism with the focal university. For instance, when the spawning faculties encountered a problem regarding the transfer of the exam scores of the students into the computer systems for the first time or giving a purpose to real assets such as buildings, they took the operation of Gazi University as a model. In this regard, some of the opinions are as follows:

We have Block D right next to us. That building was vacant for a long time. Recently the Director of the Vocational School of Higher Education said, 'Let's make a passage from here to the unused Block D and use that building.' Just like the Bosnia and Herzegovina Tunnel at Gazi University. (B4)

For the purpose of eliminating the problems of our students, we have consulted with Gazi University a lot. We have benefitted from their advice extensively. When I was the Vice Dean, while I was responsible for the student affairs, I used to talk to the Director of Student Affairs Department of Gazi University frequently. For instance, initially the grades used to be recorded by hand. During the transition to the computer systems, we have benefitted from their experience and advice and mimicked them in transferring the grades into the computer systems. (C5)

Discussion, Conclusion, and Research Implications

It is concluded that under the institutional similarity, the faculties of education differ from other faculties by their teacher training mission. Especially, the faculty members serving in the spawning institutions emphasize that the faculties of education have the mission of training teachers. Having the mission of training teachers by the faculties of education originates from the fact that their functioning and curriculum are based on the purpose of training the ideal teacher (Yurdakul, 2018, p. 306), and through the curriculum and hidden curriculum, they aim to allow the teaching candidates to gain the basic philosophy, scientific understanding, national culture, contemporary values and competence necessitated by the profession of teaching (Beydogan, & Beydogan, 2018, p. 2526). Despite the fact that education faculties have missions such as giving professional training, conducting scientific research, and offering social service (Balyer, & Gunduz, 2011, p. 70; Toyman, & Goktepe, 2010, p. 67), there is a common belief that the mission of education faculties is solely limited to teacher training (Akman, 2019, p. 51). Yilmaz (2017, p. 25) asserts that education faculties approach the teacher training mission as a mechanical-technical process; therefore, they train civil servants rather than educators.

An important matter that needs to be emphasized under the institutional similarity is how the coercive isomorphism and mimetic isomorphism are realized at the universities. All three universities are under pressure to obey the policies of the Higher Education Council. The Higher Education Council as a supreme institution which collects universities under the same roof. Thus, it is the final authority approving or disapproving the elective classes which the university committees need to open. In other words, the Higher Education Council limits the autonomy of the universities (Ozturk, 2020a, p. 916; Ozturk Fidan, 2018, p. 270). Based on the close relationship between the state and the Higher Education Council, newly founded universities which represent a highly bureaucratic model direct and restructure the thriving isomorphism among state universities in Turkey (Karatas Acer, & Guclu, 2017, p. 1911). In parallel with this study Kärner and Puura (2008, p. 102) found that the task of setting curriculum objectives is perceived as an annoying obligation by Estonian faculty members which is imposed by bureaucrats.

The spawning institutions mimic the focal institution that they perceive as successful in the cases of uncertainty. The universities, which are in competition with each other, would follow up or model the best and the most successful among themselves regarding innovation (Ozturk Fidan, 2018, p. 265). Gates (1997, p. 271) discussed the restructure of a state university in financial uncertainty conditions. The university announced a retrenchment policy that compares similar departments within the university, region, and nation with each other and then shaped the college's structures in line with this policy. Such a policy is an example of mimetic isomorphism. According to Baruch and Fidan (2019, p. 46) under the conditions where coercive processes such as legal regulations and the normative processes such as professional and ethical values are not influential, the mimetic processes fill this gap.

There are no findings related to normative isomorphism. No codes emerged on normative isomorphism although this sub-dimension is as important as coercive isomorphism and mimetic isomorphism. Normative isomorphism refers to belonging to an association of peer organizations (Frumkin, & Galaskiewicz, 2004, p. 284). Normative isomorphism arising from professionalization leads to homogeneity because formal professional training produces a similarity in professional background and because membership of professional networks supports such a similarity (van Vught, 2008, p. 161).

The organizations are not just shaped by their internal environment; they are also shaped by their external environment. It is known that universities are exposed to the environmental pressures introduced by globalization. Those pressures force the universities to compete with other higher education institutions and change constantly for survival in matters such as obtaining funds and student placement.

The same external pressures lead the universities to become similar to each other. The newly established universities, which recently started to benefit from the resources in the higher education sector have the tendency to mimic the universities which they perceive as successful or know that they have gained legitimacy. The purpose of those newly established universities is to get rid of uncertainty. This situation makes the universities similar to each other in terms of their structures and functions. In the case of uncertainty, the faulty procedures, illegitimate applications and unethical behaviors that the spawning institutions copy or take as a model from the focal institutions may also be institutionalized in the spawning institutions. Thus, the institutionalization of negative and faulty behaviors in the universities needs to be prevented.

It is expected that this study, which attempts to reveal the institutional similarities between the focal institution of higher education and two spawning education faculties, in other words, the institutionalization mechanisms of the focal institution and the spawning institutions, will make a contribution to organizational sociology. The specific social, technological, economic, political and cultural resources at the stage of establishment provide the characteristic qualities of those institutions, and the impact of those resources within the historical processes has reached until today. In fact, the spawning organizations, which used to be under the focal institution but later were separated from the focal institution, continue to experience the lasting effects of the focal institution.

This study was conducted with a small group of academics who were working at the focal Gazi institution, and the spawning institutions Ahi Evran University, and Kastamonu University. It can be recommended that future studies should be conducted with the academics participating from the focal Gazi University and its other spawning faculties such as Arts and Sciences, Economics and Administrative

Sciences. Research to be conducted in different types of faculties can reveal the institutional similarities between the focal organization and its spawning organizations.

No codes emerged on normative isomorphism in this research. A qualitative research should be conducted in different types of faculties to show the professional pressures related to Administration, Accounting, Human Resources, Arts, or Natural Sciences. In that, professions have the same coercive and mimetic pressures as organizations have. In most cases, professional power is determined by the state as well as by the activities of the professions. In this regard, the professional power of the professions from different faculties requires doing an investigation on normative isomorphism. It is also known that the culture of education faculty differs from the rest of the faculties within a university. Investigating the organizational culture of different types of faculties helps to understand the mission of the focal faculties transported to their spawning faculties.

Finally, a qualitative research should be done on the mechanisms by which the culture of education faculty infiltrates the spawning education faculties and the degree of the differentiation of the spawning education faculties from the focal education faculty to reveal the differentiating effect of the culture.

Ethical Declaration

In the writing process of the study titled “*Institutionalization Mechanisms at the Universities: Case Study of the Turkish Universities*”, scientific rules, ethics and quotation rules were followed. No falsification has been made on the collected data and this study has not been sent to any other academic journal for evaluation. Ankara University Ethics Committee approved this study on the 10th November 2016 (Protocol No. 301).

Acknowledgement

This study is a part of the doctoral dissertation titled “Imprinting and Institutionalization at Universities”, submitted by Inci Ozturk and supervised by Prof. Dr. Ali Balci. I would like to thank Prof. Dr. Ali Balci for his great supervision and personnel of Ankara University Scientific Research Projects Coordinatorship for their assistance.

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TÜRKÇE GENİŞ ÖZET

Bu arařtırmanın amacı, odak yükseköğretim kurumu ile yavru kurumların kurumsallařma mekanizmalarını ortaya koymaktır. Bu kapsamda öğretim üyelerinin, görev yaptıkları üniversitelerin

kurumsallaşmasına ilişkin görüşleri ortaya konulmuştur. Araştırmada nitel araştırma desenlerinden durum çalışması kullanılmıştır. Bu araştırmada “odak” kurum ile “yavru” kurumlar, kurumsallaşma açısından birbirleriyle karşılaştırıldığı için bu araştırmanın deseni, aynı zamanda “karşılaştırmalı desen”dir. Araştırmanın çalışma grubunu, 2016-2017 Eğitim-Öğretim yılında Gazi Üniversitesi Eğitim Fakültesi, Ahi Evran Üniversitesi Eğitim ve Kastamonu Üniversitesi Eğitim Fakültesinde görev yapan Gazi Üniversitesi doktoralı öğretim üyeleri (profesör, doçent ve doktor öğretim üyeleri) oluşturmaktadır. Gazi Üniversitesi Eğitim Fakültesi odak kurum, Ahi Evran Üniversitesi Eğitim Fakültesi ve Kastamonu Üniversitesi Eğitim Fakültesi de odak kurumdan ayrılarak müstakil birer üniversite bünyesinde kurulan yavru kurumlar olarak seçilmiştir. Araştırmaya Gazi Üniversitesi Eğitim Fakültesinden dokuz, Ahi Evran Üniversitesi Eğitim Fakültesinden sekiz ve Kastamonu Üniversitesi Eğitim Fakültesinden 10 öğretim üyesi gönüllü olarak katılmıştır. Araştırmanın verileri, araştırmacı tarafından geliştirilen “Üniversitelerde Kurumsallaşma Görüşme Formu” ile elde edilmiştir. Katılımcıların ses kaydı alınarak yapılan bireysel görüşmelerden elde edilen veriler, araştırmacının kendisi tarafından deşifre edilmiştir. Deşifre edilen ses kayıtları, nitel veri analizi yöntemlerinden “betimsel analiz” yöntemi ile çözümlenmiştir.

Üniversiteler günümüzde küreselleşmenin baskılarına maruz kalmaktadır (Stensaker vd., 2019, s. 559; Torres ve Schugrensky, 2002, s. 429). Bu baskılar üniversiteleri diğer yükseköğretim kurumlarıyla rekabet etmeye (Rust ve Kim, 2012, s. 5) ve hayatta kalmak için sürekli değişmeye (Wadhwa, 2016, s. 237) zorlamaktadır. Küreselleşme koşullarının gereklerini yerine getiremeyen üniversiteler, öğrenci kaybetme riskiyle karşı karşıyadır. Kurumsallaşma, üniversite çevresel etkilere açık olduğunda ortaya çıkmaktadır (Salter ve Tapper, 2002, s. 245) ve bu çevresel etkiler kalıcıdır (Souleles, 2004, s. 18). Akreditasyon, mahkeme kararları, öğretmen yetiştirme programları ve hükümet düzenlemeleri gibi çevresel baskılar tüm üniversitelerin benzer şekilde çalışmasını, başka bir deyişle homojenleşmesini (eşbiçimliliği) sağlamaktadır (Rowan ve Miskel, 1999, s. 364). Kurumsallaşma mekanizmaları, üniversitelerin benzer yapılarını ve işleyişini açıklamaktadır (Nielsen ve Salk, 1998, s. 237; Youtie, Li, Rogers ve Shapira, 2017, s. 1701). Yükseköğretim Kurulu gibi düzenleyici kuruluşlar üniversitelere baskı yapmakta (Gümüş ve Gülmez, 2020, s. 82; Kurt, Gür ve Çelik, 2017, s. 65), yeni kurulan üniversiteler başarılı buldukları veya hakkında bilgi sahibi oldukları odak üniversiteleri taklit etmektedir. Bu durum, üniversiteleri yapı ve işleyiş açısından birbirine benzer kılmaktadır (DiMaggio ve Powell, 1983, s. 156; Seyfried, Ansmann ve Pohlenz, 2019, s. 120).

Yönetişim (Bruckmann ve Carvalho, 2014, s. 193; Salter ve Tapper, 2002, s. 245), örgütsel tepki (Reale ve Seeber, 2011, s. 1), dış paydaşlar (Amaral ve Magalhães, 2002, s. 1) ve kurumların birleşmesi (Harman ve Harman, 2003, s. 29; Pinheiro, Geschwind ve Aarveaara, 2016, s. 2) ağırlıklı olarak uluslararası araştırmalarda ele alınmıştır. Bu araştırmaların odak noktası, genellikle dış baskıların yükseköğretimi nasıl etkilediği üzerinedir. Dış baskılar, genellikle üniversitelerin belirli kilit alanlarda birbirine benzemesini sağlamaktadır. Bu etkilere Amerikan üniversitelerinin performansa dayalı ödeme sistemlerini taklit etmek (Joo ve Halx, 2012, s. 281), diğer yükseköğretim kurumlarının stratejik faaliyetlerini gerçekleştirme (Zapp ve Ramirez, 2019, s. 474), ulusal akreditasyon standartlarını dünya üniversite sıralamaları ile uyumlu hâle getirme (Anafinova, 2020, s. 2) ve meslektaşlarla rekabet etme (Zhao, & You, 2019, s. 2) örnek olarak verilebilir. Yeni kurumsalcılığı yönlendiren dış baskılar, örgütteki resmî güçlerin ve süreçlerin egemenliğine yanıt olarak doğmuştur (Ethington ve McDonagh, 1995, s. 467). Yerli literatürde yükseköğretimde çok sayıda kurumsallaşma çalışması bulunmaktadır (Aslan, 2019, s. 407; Gümüş ve Gülmez, 2020, s. 73; Yaylaçlı, Gök ve Aydoğan, 2017, s. 1; Yıldız, Babaoğlu ve Tugan, 2017, s. 669). Ancak bu çalışmalar, eşbiçimlilik ve kurumsal teori açısından incelenmemiştir. Bu sınırlı teorik çerçevede, uluslararası literatürü dikkate alacak şekilde ulusal literatürü genişletmeyi gerektirmektedir.

İncelenmesi gereken bir diğer önemli alan, kurumsal süreçlerin farklı üniversiteler arasında karşılaştırılmasıdır (Bowl ve Hughes, 2016, s. 269; Seeber, Cattaneo, Huisman ve Paleari, 2016, s. 685). İki veya daha fazla durumun ayırt edici özelliklerini karşılaştırmak, teorik yansımalar için bir sıçrama tahtası görevi görmektedir (Bryman, 2012, s. 420) ve sosyal fenomenlerin daha iyi anlaşılmasına yardımcı olmaktadır (Eisenhardt, 1989, s. 537; Yin, 2014, s. 64). Bunu yaparak odak kurumun ve yavru kurumların özelliklerini farklılaştıran temel sorunları ortaya çıkarabiliriz. Örneğin, diğer köklü kurumların en iyi uygulamalarını taklit etmek (Peksatici ve Ergun, 2019, s. 2), yavru kurumlar için bir örgütsel eşbiçimliliği oluşturma yoludur. Ayrıca bir kurum, lisans programlarının uygulanmasını planlamak için başka bir kurumdaki gelen bir davetin ardından (Gounko ve Smale, 2007, s. 534) uygulamalarını değiştirme zorunluluğu hissedebilmektedir (Ozturk, 2020a). Bu, hem odak hem de yavru kurumlar için örgütsel eşbiçimliliğin kanıtıdır (Bradford, Guzmán ve Trujillo, 2017, s. 442). Odak kurumların ve onların yavru

kurumlarının yksekğretim sektrnde kurumsallařma mekanizmalarının arařtırılmasına nem verilmelidir. İřletme sektr bu baėlamda hlihazırda incelenmektedir (Howard, Boeker ve Andrus, 2019, s. 1163; Marquis ve Tilcsik, 2017, s. 195; Tan ve Tan, 2017, s. 113).

Sonuç olarak, odak niversitenin eėitim fakltesi ve yavru eėitim fakltesi, tipik ‘‘eėitim fakltesi kltr’’ne sahip olup insan yetiřtirme, ğretmen yetiřtirme amacı nedeniyle niversitelerin diėer fakltelerinden farklılaşmaktadır. Faklteler, okutulan dersleri belirleme, blmlerin yeniden yapılandırılması gibi Yksekğretim Kurulunun politikalarına ve koymuř olduėu standartlara uyma baskısı altındadır. Yavru faklteler ise belirsizlik yařadıkları durumlarda, Gazi niversitesi dekanlıėına ya da enstit mdrlklerine danıřmaktadır.

Odak eėitim fakltesi ile iki yavru eėitim fakltesi arasındaki kurumsal benzerlikleri, bir bařka deyiřle odak kurum ve yavru kurumların kurumsallařma mekanizmalarını ortaya ıkarmaya alıřan bu alıřmanın rgtsel sosyolojiye katkı saėlaması beklenmektedir. Kuruluř ařamasındaki zgl sosyal, teknolojik, ekonomik, politik ve kltrel kaynaklar bu kurumların karakteristik niteliklerini oluřturmakta ve bu kaynakların tarihsel sreteki etkisi gnmze kadar srmektedir. nceden odak kurumun eėitim fakltelerinden olan ancak daha sonra odak kurumdan ayrılan yavru kurumlar, kuruluř yıllarının ve odak kurumun kalıcı etkilerini yařamaya devam etmektedir.