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Professional socialization strategies of teacher candidates based on social characteristics

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Abstract

This mixed-methods study examines the relationship between social characteristics and professional socialization tactics of teacher candidates. The sample in the quantitative data collection comprised of 487 teacher candidates, whilst the sample for the qualitative data collection consisted of 12 teacher candidates. The results suggest that the participants consider themselves to be inner-directed. Their most frequently used socialization strategies were Strategic Redefinition and Strategic Compliance. Undergraduate and male participants used İnternalized Adjustment more than graduate and female participants. Finally, the results showed inner-directedness to be a significant predictor of using Strategic Redefinition and/or Strategic Compliance as a socialization strategy.

Keywords: professional socialization, professional socialization strategies, social characters of Riesman, teacher candidate, teaching practice

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The way teachers do their jobs is affected by their identity, which refers to a shared set of attributes, beliefs, and values held by members of the teaching profession (Zeichner & Gore, 1990). The concept of identity refers to the sum of the individual's behavioral or personal characteristics related to the membership of a group (Merriam-Webster's Dictionary, n.d.). Individuals (re)construct their professional identities thereby, adjusting and adapting themselves to the situations, especially during critical periods of transition in careers throughout their careers. This process is influenced by the individual's social context, personal, and social identities (Kim & Saenkhum, 2019).

Teachers acquire their professional identity during their professional socialization (Gokce, 2019, 2020; Obodaru, 2017), which starts during their preservice education and continues throughout their teaching career (Barretti, 2004; Everitt & Tefft, 2019; Lacey, 1977/2012; Tsang, 2011; Zeichner & Gore, 1990). During this process, their perceptions of teaching and learning are shaped by internal (e.g., personal characteristics) and external (e.g., peer group) factors (Lacey, 1977/2012). Their personalities and shared experiences within institutional realities inform ongoing socialization (Everitt & Tefft, 2019).

According to Lacey (1977/2012), teacher candidates develop strategies that imply their professional identity in the real school setting. Some preservice teachers readily adjust to the everyday real-life situations of the school environment. Others do not and may at that point consider abandoning the idea of joining the profession before having even completed their qualifying teacher education. The "real settings" in Lacey's argument imply teaching practices in teacher training programs.

Teacher candidates become socialized into the profession during the teaching practice or practicum within the teacher preparation program (Cant & Higgs, 1999; Hansen, 1995; Miller & Wager, 1971; Page, 2004; Richardson, 1999). During this practicum, they meet with in-service teachers within the real school environment. They are able to observe, interact, and communicate with their future colleagues whilst teaching under supervision during this professional work experience. Sometimes, they may observe that, in the reality of an operational school, not everything is carried out as they had come to understand during their theoretical preservice education lessons. Moreover, as Richards, Housner, et al. (2018) emphasized, they might have a chance to learn some challenges they may encounter in the future and meet professional values they do not fully appreciate in the teaching experience. In this case, for example, teacher candidates can strategically comply (Lacey, 1977/2012) when faced with which they do not agree with the authorities, or internally adjust (Lacey, 1977/2012) their beliefs to fit the restraints of the school environment. Therefore, the successful realization of this process is vital in the identity formation of teachers.

Lacey (1977/2012) also suggested that teacher candidates developed their socialization strategies based on different factors, such as their personality and cultural backgrounds. In this context, it might be concluded that teacher candidates develop

professional socialization strategies (Lacey, 1977/2012) based upon their personal and social characteristics (Riesman, 2002) during this exercise of practical teaching experience.

The social characteristics that Riesman (1990) calls "social character" refer to the typical behavior and belief patterns that societies force their members to comply with. According to Riesman et al. (1950/2001), social characters, which are in a state of flow that changes from tradition-oriented to inner-directed and then to other-directed within the process of modernization, enforces conformity to social norms in a distinctive manner. Schooling also influences this process. Riesman et al. (1950/2001) discussed the relationship between teachers' social characteristics and identity in the school context. However, no study has been encountered that expands on their work.

Similarly, research on the socialization of teachers in recent years has become increasingly diversified with different contexts, such as within the feminist framework (Dixon & Dingus, 2008), the habitus perspective (Neto et al., 2017), or with different branches of teaching (e.g., O'Neil & Richards, 2018, Richards, Gaudreault, et al., 2018; Ellison & Woods, 2020). However, attempts to understand the socialization of teacher candidates have been lacking in the literature.

Moreover, while research has examined the professional socialization of novice teachers (Ashforth et al., 2007; Zeichner & Gore, 1990; Zeichner & Tabachnick, 1985) or teachers (Merrem & Curtner-Smith, 2019) with Lacey's strategies, no research has been found that examines these strategies in the context of social character. However, the aforementioned opinions point out the need for a study examining the relationship between socialization strategies and social character during the teaching practice offered by different teacher training programs. Understanding the professional socialization strategies of teacher candidates with the appropriate underpinning social characteristics can provide valuable clues about how candidate teachers may educate their students in future. In this context, it is supposed that revealing the relationship between socialization strategies and social character would contribute to educators and policymakers in the field of teacher education and teacher development. This study investigates teacher candidates' socialization strategies and social characters within the context of teaching practice. In doing so, the study sought to address the following research questions:

1. What kind of socialization strategies do teacher candidates use during their practicum teaching experience?
2. What are teacher candidates' social character orientations?
3. Do character types predict the strategies used in socialization by teacher candidates?

Conceptual framework and literature review

Professional socialization of teacher candidates

Professional socialization of teacher candidates involves newcomers to the teaching profession learning the required knowledge and skills needed and internalizing the norms, values, and attitudes required for their chosen profession (Kendall, 2008; Lieberman, 1988). Individuals discover their roles and responsibilities and also acquire knowledge of the stereotypes of the job rather than reliance upon the dominant societal stereotypes during their professional socialization (Harichandan & Pandya, 2012).

Many authors emphasize that professional socialization shapes professional identity, practices, and culture which then indicates career orientation (Everitt & Tefft, 2019). For example, according to Obodaru (2017), individuals adapt to the teaching profession and develop a professional identity mostly due to the professional socialization process. According to (Lacey, 1977/2012), who sees socialization as a constant flow of choices facing an individual, teacher candidates become members of the teaching profession and internalize professional roles towards teaching during their professional socialization.

There is a lack of consensus to be found in the literature with regard to the process of professional socialization. Some authors (e.g., Cornelissen & van Wyk, 2007) claim that professional socialization starts during the preservice education of candidate teachers, which implies during formal teacher education programs, whilst others (e.g., Lortie, 1975/2002; Zeichner & Gore, 1990) argue that it starts with childhood and then continues during the periods of preservice teacher training and inservice teaching. In light of these, it is clear that there is a consensus that professional socialization takes place during preservice education, and may also occur at other times.

Preservice education provides opportunities to teacher candidates to learn and internalize the necessary professional values and beliefs in addition to the acquisition of knowledge and technical skills (Crow, 2007; Roucaud, 2016; Schempp & Graber, 2016). During this time, they meet with different sources of information, alternative views and coursework that each offer elements of critical thinking (Floden & Meniketti, 2013). Besides, Cant and Higgs (1999) and Page (2004) have revealed that teacher candidates become socialized into the profession during their teaching practice, which forms part of their teacher preparation program.

The teaching practice included in teacher training programs allows teacher candidates to test out their acquired theoretical knowledge during their preservice education within a real school environment. In essence, having learnt how to teach, practicum allows the preservice teacher to encounter real-life classroom teaching experience and professional culture for the first time. During practicum teaching, preservice teachers obtain authentic learning experiences as active learners (Rule, 2006), then they begin to learn “what is going on” and try to adapt themselves to their new roles (Britton et al., 2003). Their

judgments about the teaching profession are often reinforced or changed during this experiential process in which they transition from being the student to being the teacher.

According to Loughran (2010), teacher candidates' feelings and concerns, which may be formed or change during their teaching practicum, can influence their understanding of the teaching profession. Thus, in a sense, teacher candidates begin to construct their own professional values (Voinea & Păl̆aşan, 2014) and professional identity (Ivanova & Skara-MincL:ne, 2016) during the practical teaching element of their preservice teacher education. Graber (1995), Cherubini (2009), Feiman-Nemser (2001), and Píšová (2013) have offered evidence that teacher candidates develop perspectives and beliefs about how teachers should execute their roles. Besides, Pitney et al. (2002) stressed the importance of understanding the socialization process correctly in order to determine educational policies that support teaching as a profession and for the professional development of teachers.

Lacey's professional socialization strategies

Lacey (1977/2012) examined the concept of teacher socialization to the point of functionalist and interpretive perspectives. He used the term "social strategy" to describe the choices and responses of teacher candidates "for survival and success" during their interactions within specific contexts (Lacey, 1977/2012; Zeichner & Tabachnick, 1985). He also identified three socialization strategies, named internalized adjustment, strategic compliance, and strategic redefinition of the situation.

Internalized adjustment refers to complying willingly with those in authority. Some novices may choose to follow the perceptions and decisions of authorities, from behavior to beliefs, to survive in the teaching profession. The authorities are the educators and the curriculum in teacher education, and the supervisors and the school principals in the real school environment. This strategy points to shifts from internal beliefs to external behaviors in response to the perceptions and decisions of the authorities, thus the type of person who accepts whatever those in power dictate and believes them to be the best at their job. Hence, this strategy tends to be used by those whose skills are limited or excessive for the teaching assignments with the institution (Lacey, 1977/2012; Schempp & Graber, 2016; Zeichner & Tabachnick, 1985).

Similarly, strategic compliance means to comply with authority, but those who adopt this strategy do not change their own views and beliefs, although they appear to show harmony with the prescribed approach, and as a result, may barely feel good about themselves. Thus, this strategy represents a middle ground, with no actual changes in core values and beliefs, but changes in behaviors. Finally, strategic redefinition implies a reaction to the situation with new approaches and new opinions adopted that affect the status quo. This strategy attempts to widen the acceptance range of behaviors within a social context. Therefore, such a strategy might be advantageous to change the

interpretation of formal power in the school environment (Lacey, 1977/2012; Schempp & Graber, 2016; Zeichner & Tabachnick, 1985).

Based on Lacey's (1977/2012) study, Zeichner and Tabachnick (1985) examined the relationship between novice teachers, and Zeichner and Gore (1990) analyzed the socialization of novice teachers in the ground of functionalist, interpretive, or critical perspectives. Zeichner and Tabachnick (1985) found that novice teachers used mainly internalized adjustment in schools. Afterwards, various researchers (e.g., Ashforth et al., 2007; Saks & Ashforth, 1996; Zeichner & Gore, 1990) have tested these strategies in order to understand teacher socialization in greater detail.

Riesman's social character theory

Riesman et al. (1950/2001) has broadened the concept of social character, which was described first by psychologist Erich Fromm (1942/2001), and used it as a descriptor for sociological phenomena (Riesman et al., 1950/2001) to examine society from a sociological perspective (Mestrovic, 1997). According to Riesman et al. (1950/2001), social character is the property that reflects the collective experiences of groups, or even of the whole society as follows:

> Population curves and economic structures are only a part of the ecology of character formation. Interposed between them and the resultant social character are the human agents of character formation: the parents, the teachers, the members of the peer group, and the storytellers. These are the transmitters of the social heritage, and they wield great influence over the lives of children and hence on the whole society. (Riesman et al., 1950/2001, p. 37).

Tradition-directed communities expect or force their members to obey the traditions, rituals, routines and religious beliefs of the community. Therefore, the values determined by the customs are passed down unchanged from one generation to the next within these societies. Thus, tradition-directed people tend to live in the traditional ways of their ancestors (Encyclopaedia Britannica, 2019; Kassarjian, 1962).

Over time, people who hold the beliefs and values of their families go on to meet different people through modern day living due to societal changes brought about from industrialization, urbanization, and technological innovation (Encyclopaedia Britannica, 2019; Kassarjian, 1962). Then, the dominant group in a tradition-directed society loses control over the society due to these developments (Riesman, 1990), and people begin to transform from being tradition-directed to inner-directed. Schooling also affects this process.

Inner-directed communities orient their members to follow an internalized set of goals. So, contrary to the beliefs of tradition-directed people, inner-directed individuals

are intrinsically oriented and self-reliant. However, this orientation does not stem from their own independent personality, as they live their lives based upon the values that their families bestowed upon them from childhood. Therefore, they remain conservative throughout their lives concerning their values, and no social agent can influence them (Fleck, 2015; Geary, 2013; Riesman, 1990).

On the other hand, new communication tools and the technologies of the 21st century have created other-oriented characters in societies. Other-directed communities instill being sensitive to the expectations and preferences of others in their members. Thus, other-directed people tend to be sensitive to the expectations and preferences of others (Mclaughlin, 2001; Riesman, 1990; Riesman et al., 1950/2001). They regard their peers and mass culture as guides for their lifetime, and try to adjust their own values in harmony with other groups on a continual basis, and are therefore highly dependent upon others' norms and standards (Fleck, 2015; Geary, 2013; Riesman, 1990). Accordingly, inner-directed people reference their inner values and standards in order to provide guidance in their lives, whilst other-directed individuals depend more upon the people around them to determine their own actions (Kassarjian, 1962).

According to Riesman et al. (1950/2001), in the inner direction period, education aims to develop the individuality of the child through liberating methods. However, as people have become more other-directed, schools are usually concerned with impersonal matters, and teachers are expected to teach students the curriculum rather than group cooperation. In other-directed communities, children are taught at school to take their place in the community; therefore, the aim of education might shift towards prevention rather than preserving and developing individuality. Nevertheless, democratic transformation holds true when people turn from being inner-directed to other-directed. Riesman also mentioned the autonomous generation; a society constructed by self-determined people, rather than those who accept the beliefs and goals of others without further thought (Geary, 2013). Riesman (2002) also believes that social character affects the style of one's job performance. For him, individuals who are radically different from each other can perform complex tasks with similar levels of success. Similarly, social institutions can benefit from a range of different motivations arising from different character types in order to perform the same kinds of jobs. He emphasized that no one person can trap the human potential of diversity within a typology. On the other hand, people can change society and society changes its members over time. Therefore, an individual's social character can eventually change. In this context, the influence of the school and its educators in this process cannot be disregarded.

Glazer (2000) criticized Riesman's theory from a sociological standpoint, and concluded that the American character changed due to the significant economic and professional shifts. Moreover, Fleck (2015) regarded Riesman's theory as an evolutionist viewpoint. Nevertheless, many researchers (e.g., McClay, 2009; McLaughlin, 2001; Zussman, 2001) generally agree that Riesman's work enormously affected the way in

which they understand and investigate contemporary society, and agree that most of the population can be studied using this classification.

Overview of teaching practice in Turkey

In Turkey, a concurrent model of teacher education, in which candidates take both subject matter and teaching courses together, has been executed by the universities' faculties of education under the supervision of the Higher Education Council since 2007. Accordingly, candidate teachers have been trained in two ways in Turkey for many years: either through a traditional four-year education faculty undergraduate degree program, or through one-year specific teacher training programs available to non-education faculty seniors or graduates known as "pedagogic formation" programs. These formation programs are considered as alternatives to the traditional education faculty training route and offer senior students or graduates a separate standalone teaching certificate to add to their discipline-specific qualification.

The curriculum of the traditional education faculties includes 45-50% subject knowledge and skills, 30-35% knowledge and skills in the teaching profession, and 15-20% general culture courses. Also, within the scope of knowledge and skills in the teaching profession, teaching practices are implemented in cooperation with the Ministry of National Education (Higher Education Council [HEC], 2018). Teaching practice includes observation and a four-hour teaching experience with between 66 and 72 hours in a school. In the traditional education faculty undergraduate program, teaching practice lasts for two semesters, with 6 hours per week during the final year. These teaching practices are carried out at cooperating schools under the supervision of teachers and faculty instructors. The teacher candidates have to complete teaching practice, which includes observation, written assignments, and a four-hour teaching experience with between 66 and 72 hours in total within the operational school environment. At this point, the preservice teachers are tasked with giving supervised classroom lectures at least four times in different weeks in each semester.

Unlike four-year undergraduate schooling, one-year pedagogical formation programs provide a set service, but for a considerable fee. They include 28-credit courses such as teaching principles and methods, classroom management and teaching practice delivered over two semesters that form a single academic year. Yet, in general, these courses are offered in compressed form as 24 hours on weekends or 24 hours on weekdays. Due to the brevity of the program, teacher candidates in these programs perform shortened teaching practice in only one semester. Consequently, the students in these programs gain limited practical teaching experience and with fewer classroom teaching hours than their education faculty student-teacher peers.

In addition, since such programs provide income and profit flow to universities, many of them have been accepting the maximum number of students permitted by law,

despite the insufficient number of faculty members to supervise the teaching practices for years. Therefore, some teacher candidates practice teaching during their first semester, whilst others do so during their second semester. In other words, half of the students undertake their teaching practice as soon as they start the program, and therefore have limited knowledge of how to teach, as they have yet to receive any tuition in classroom teaching at that point.

Considering these aspects of teacher education mentioned above, it appears that these pedagogical formation programs offer fewer pre-socialization opportunities to teacher candidates compared to the traditional undergraduate degree programs.

Methodology

Zeichner and Tabachnick (1985) suggested quantitative research is insufficient to understanding teacher socialization. Because it happens in different degrees and forms within different institutional contexts, and it has different meanings for each teacher. This study seeks to understand the relationship between teacher candidates' socialization strategies and social characters. Therefore, to understand this research question, it is also necessary to understand the perspectives and experiences of these candidates, specifically with the context of teaching practice as a social context.

Researchers use qualitative data when they want to compare and/or contrast quantitative statistical results with qualitative findings, or simply as a means to validating or expanding upon the results from quantitative data by referring to qualitative data (Creswell & Plano Clark, 2007; Creswell et al., 2003). According to Brinberg and Kidder (1982), each method (quantitative and qualitative) measures the same construct. In this way, the approach reduces the potential effect of any deficiencies inherent in each methodology. In light of these, both qualitative and quantitative methods were employed in the current study's investigation.

The mixed methodology used in this study combines quantitative and qualitative research techniques in a single study, and more specifically adopted a concurrent triangulation design to seek convergence between the two approaches (Creswell & Plano Clark, 2007; Johnson & Onwuegbuzie, 2004). Mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study that investigates the same underlying phenomenon (Leech & Onwuegbuzie, 2009). This approach is helpful for understanding the phenomenon from both macro and micro perspectives. Quantitative research shows group-level trends, and qualitative research articulates how the phenomenon of interest is experienced by individuals. In this design, the importance and centrality of each method are determined by the researchers. Moreover, researchers can give priority in their mixed-method studies to either the

quantitative or the qualitative approach (Creswell & Plano Clark, 2007; Creswell et al., 2003).

In light of these methodological practices, initially, quantitative data were collected, and then qualitative data were collected so as to examine the social characteristics and professional socialization strategies of the participant teacher candidates. The quantitative data collection and analysis were given priority in the current study. Analysis of participants' responses to open-ended questions and diaries was followed up to support the quantitative data. The descriptive qualitative design employed in the study included semi-structured interviews and diary examination in order to elicit the participants' reflections on their teaching practice experiences. Therefore, this part was also constructed to increase the internal accuracy and validity of the quantitative results (Merriam, 1995), as well as for the purposes of data collection. Finally, the quantitative and qualitative data were used to complement each other, and their results were integrated at the interpretation level.

Data collection and analysis

Stage 1

Participants. In the first part of the study, the sample was selected according to the sequential mixed method (Teddlie & Tashakkori, 2009), which included convenience and purposeful sampling. The population totaled 847, consisting of 298 senior faculty of education students and 549 formation program teacher candidates from the same faculty at one of Turkey's prominent universities. Based on the sample size chart of Krejcie and Morgan (1970), according to the 5% error rate, 226 people can be used to represent a population of 549 and 169 can represent a population of 298. However, the sample size was upgraded to 500 in order to allow for the possibility of some questionnaires being returned that were not considered suitable for the purposes of analysis. In total, 500 teacher candidates completed the questionnaire, with 13 questionnaires excluded from the study since their initial analysis showed that they were not suitable for examination, resulting in an overall net return of 95%. Consequently, the net sample consisted of data from 487 teacher candidates; 260 of whom were education faculty undergraduate students and 227 enrolled to the formation program.

The total sample included 379 females and 108 males. Of the 260 undergraduate students, there were 199 females and 61 males. Similarly, from the 227 formation program participants, there were 180 females and 47 males. In total sample (n = 487), the vast majority (n = 469) were aged between 20 and 24 years old, whilst 15 were aged 25 to 29 years old and three were aged 30 to 39 years old. Of the participants from the formation program, their fields of study were history, literature, philosophy, math, science, English, and art.

Instrument. A questionnaire was developed by the researcher for the collection of the study's data. A prototype questionnaire consisted of two scales aimed at understanding which professional socialization strategies the teacher candidates used during their teaching experience, and also to determine their social character type. The first scale, "Socialization strategy," consisted of 28 items, whilst the second scale, "Social character," consisted of 24 items, and were both formed as 5-point Likert-type instruments. The socialization strategy scale was developed in line with Lacey's (1977/2012) work, with the item generation process for this scale based on a literature review of Lacey's strategies. Similarly, the social character strategy scale was developed in line with social character theory (Riesman et al., 1950/2001). Therefore, the item generation process for this scale was based on a literature review of that theory. There were also demographic questions. The draft scales were submitted for expert opinion for the adequacy of their scope in terms of validity. Having received the expert opinion, a total of 177 student teachers took part in a pilot application of the two scales.

Exploratory factor analysis of the pilot study of the Socialization Strategy scale revealed statistically insufficient characteristics. In total, 12 items had low starting communalities (< .40), meaning that the factor structure was textually ambiguous. After excluding these 12 items, the scale showed very good internal consistency with a Cronbach's α value of .80 for the İnternalized Adjustment dimension (IA), .72 for the Strategic Compliance dimension (SC), and .77 for the Strategic Redefinition dimension (SR). According to the Kaiser-criterion (eigenvalue > 1), exploratory factor analysis revealed a theoretically suitable 3-factor solution, which explained 53% of the variance. Moreover, the Kaiser-Mayer-Olkin criterion for sample suitability was found to be good, with a value of .81. Bartlett-test for sphericity was also found to be significant, with $p < .05$, so sphericity was deemed to be highly significant. Therefore, the resulting 16-item scale was included in the questionnaire. The examples of the items are as follows: "I tried to meet his/her expectations" (IA); "I collaborated with him/her to reach consensus, even though I disagreed (SC);" and "I negotiated the situation with him/her to reach a compromise" (SR).

Similarly, exploratory factor analysis of the pilot sample of the Social Character scale revealed statistically insufficient characteristics. In total, 12 items had low starting communalities (< .40), which results in a textually ambiguous factor structure. After excluding these 12 items, the scale showed very good internal consistency. The Cronbach's α value was found to be .83 for the Other-directed dimension and .74 for the Inner-directed dimension. According to the Kaiser-criterion (eigenvalue > 1), exploratory factor analysis revealed a theoretically suitable 3-factor solution, which explained 51% of the variance. The Kaiser-Mayer-Olkin criterion for sample suitability was found to be good with .80. Bartlett-test for sphericity was also found to be significant, with $p < .05$; therefore, sphericity was considered to be highly significant. Therefore, the 13-item scale was included in the questionnaire, meaning that both scales proved to be both valid and

reliable. The examples of the items are as follows: "It is generally true that the majority do, so I do what most people do" (Other-directed); "I am not afraid to act differently on my own when I disagree (Inner-directed).

Data collection and analysis. The questionnaire was used to collect the study's data. The teacher candidates were first informed about the nature of the research study and were invited to participate in the study on a voluntary basis. The participants took between 25 and 30 minutes to complete the two scales at different times during a one-week period.

The data were then analyzed using descriptive and inferential statistics. First, the missing data and extreme values were examined in order to determine the suitability of the dataset for analysis. The interval ranges for the scales were: 1.00 to 1.79 = deficient; 1.80 to 2.59 = low; 2.60 to 3.39 = moderate; 3.40 to 4.19 = high; 4.20 to 5.00 = very high. Finally, descriptive statistics were used to analyze the data to answer the study's first and second research questions. The findings of the participants' social characteristics and socialization strategies were presented by arithmetic means and standard deviation scores. Additionally, the relationships between the variables were examined through application of the Pearson correlation coefficient.

For the third research question, prediction analysis was conducted using multiple linear regression analysis. The "enter model" was employed to examine the simultaneous relationship of each social character orientation. The demographic variables (gender and program type) were entered as control variables in the first step of the regression analysis. The following variables were coded as dummy (female = 1, male = 0; formation program = 0, undergraduate = 1). In the second step, the two social character orientations were entered into the analysis.

Stage 2

Participants. The participants in this part of the study were selected by a purposeful sampling method. They were 12 teacher candidates: eight females and four males. The discipline or field of study for the participants were history, philosophy, science, English, and mathematics. The interviewees were each aged between 24 and 29 years old.

Data collection and analysis. The semi-structured interviews were guided by two open-ended questions, and were conducted face-to-face by the researcher. Each participant was interviewed separately in a neutral location at the faculty. Prior to the interviews, the interviewees were each informed about the study, assured that they were free to withdraw from the study at any point, and other ethical principles of the study were explained, such as the confidentiality of their responses. Consequently, they each participated in the study, and the interviews in particular, on a voluntary basis.

The interviews sought responses to questions regarding the participants' social character and preferred socialization strategies. In addition, despite having preselected

themes, there was freedom to pursue any matter of interest that emerged during the semi-structured interviews. The individual interviews lasted from approximately 20 minutes to almost one hour.

The interviews were audio recorded with the consent of each participant. Then the recorded interviews were transcribed verbatim before the data were analyzed by way of directed content analysis. This form of data analysis aims to apply the deductive usage theory (Potter & Levine-Donnerstein, 1999), which either validates or extends the concept of a theoretical framework or approach (Hsieh & Shannon, 2005; Mayring, 2000). The social character types (Riesman, 1990) and the professional socialization strategies (Lacey, 1977/2012) served as the initial framework for the analysis in this part of the study.

Moreover, the participants were each asked to keep a diary as a reflection of their feelings about each day in which they conducted their teaching practice. These diaries were maintained throughout the semesters. At the end of the semesters, the participants' diaries were collected and their contents examined. First, expressions that pointed to the participants' social character type or socialization strategies were highlighted in the diaries. Then, these highlighted statements were classified into similar categories. Similar to the method used for the interview data, the social character types (Riesman, 1990) and professional socialization strategies (Lacey, 1977/2012) served as an initial framework for the diaries' data analysis. Thus, the participants' experience and feelings were explored, which Hsieh and Shannon (2005) emphasized as an important element in qualitative research.

Results

The first and second research questions of the study sought to investigate the social characters and socialization strategies of the participant teacher candidates. The descriptive findings of the participants' social characteristics and socialization strategies are presented in Table 1.

Table 1. Summary of intercorrelations, means and standard deviations for research variables

Scale	Factors	*M*	*SD*	1	2	3	4	5
SS	1. Internalized adjustment	2.65	0.78	-				
	2. Strategic compliance	4.13	0.59	.07	-			
	3. Strategic redefinition	4.16	0.59	.04	.64*	-		
SC	4. Inner-directed	3.96	0.65	-.16*	.39*	.32*	-	
	5. Other-directed	2.16	0.71	.45*	-.06	-.05	-.28*	-

N = 487, $*p < .001$. SS = socialization strategies, SC = social characteristics

Table 1 shows that the participants were inner-directed to a high level (M = 3.96) and other-directed to a low level (M = 2.16). It was also seen that they used SC (M = 4.13) and SR (M = 4.16) at the upper end of the high level and IA (M = 2.65) at the lower end of the moderate level as a socialization strategy. In addition to these results, the qualitative analysis revealed that most of the participants (n = 8, 66.6%) were other-directed, while the others reflected themselves as being inner-directed. Further investigation revealed that the participants who described themselves as other-directed employed SC and IA, while those who identified themselves as inner-directed preferred SR as a socialization strategy.

The qualitative results revealed that most of the participants (8 out of 12) first tried to understand what was being asked of them. Then, they observed their teachers' or peers' reactions in order to fulfil the task they were assigned. For instance, one participant reported, "In my day-to-day life, I act as I know, but in doing so it is very important that I know what my elders expect of me. Because a lot of things are in their hands." Similarly, another participant stated, "… I tried to understand what she [the supervisor] wanted. Then I looked at what my peers were doing and did it the way they did." Four participants reported inner-directed experiences. For example, "It doesn't matter what others [peers and the supervisor] do so much. I still do it my way."

The third research question of the study sought to identify the effect of the participant preservice teachers' social characters on their professional socialization strategies. The results revealed the predictive power of social character orientations on the participants' socialization strategies, and the findings are presented in Table 2.

Table 2. Regression analyses predicting socialization strategies

	Internalized adjustment				Strategic compliance				Strategic redefinition			
	β	*t*	R2	ΔR2	β	*t*	R2	ΔR2	β	*t*	R2	ΔR2
Gender	-.112	-2,421*	.023		.027	.573	.001		.144	3.128*	.024	
Program	.098	2,115*			.001	.032			-.051	-1.115		
			.204				.164				.130	
Inner-directed	-.030	-,691		.181	.415	9.321**		.163	.338	7.435**		.106
Other-directed	.422	9,561**			.040	.896			.059	1.289		

Note. N = 487. Control variables were coded as dummy – Gender: female (1) and male (0); Undergraduate (1) and formation program (0).

$*p < .05$. $** p < .001$.

The multiple linear regression analysis revealed that the control variables, together with the two social orientations, explained 20% of the variance for the participants' usage of IA strategy (F = 29.047, $p < .001$). However, the demographic variables alone explained only 2.3% of the variance (F = 5.453, $p < .05$). This result showed that the male

participants tended to employ IA more than females did. Also, the undergraduate participants tended to display IA more than formation program participants did. As a result, in terms of gender and program type, significant differences were revealed.

The second analysis in which the demographic variables were controlled revealed that inner-directedness and other-directedness together explained 20% of the variance. With other-directedness significantly related to the participants' preference for IA strategy ($\beta = .422$, $p < .001$), there was a positive relationship established between being other-directed and using IA as a socialization strategy.

For the usage of SC, the results related to gender and the two social characteristics were not found to be statistically significant. After controlling for the demographic variables, the two social orientations explained 6.4% of the variance. Inner-directedness was found to be significantly related to employing SC ($\beta = .415$, $p < .001$), with a positive relationship established between inner-directed orientation and using SC as a strategy.

For the usage of SR, the gender variable and the two social orientations explained 12% of the variance [$F(2,462 = 17.149$, $p < .001$]. The gender variable alone explained 2.4% of the variance [$F(2,462 = 5.729$, $p < .05$]. After the demographic variables were controlled, the two social orientations were found to explain 11% of the variance, with a positive relationship established between inner-directed orientation and employing SR as a strategy.

In addition to these results, the qualitative data analyses revealed that the participants who reflected the inner-directed character employed SR as a strategy. For instance, one participant reported, "After all, what we learn in school [the teacher education program] remains theoretical. The teachers at school [where the teacher's practice takes place] know better what to do. … But I didn't copy everything the way he did it. I added what I learned from him while doing it the way I learned in school."

In contrast, other-directed participants employed IA ($n = 2$) and SC ($n = 2$). For instance, one participant reported, "[During the teaching experience], I first tried to figure out what she [the supervisor] wanted. I did everything to satisfy her. Sometimes I asked directly like '[This is how it should be done, but] how would you like it to be?' It's important to me to do as the [authorities] wish." Interestingly, another participant used similar expressions that indicate SC: "[During the teaching experience], I did everything to satisfy her. Sometimes I asked directly like '[This is how it should be done, but] how would you like it to be?' Now, I'm a student; so, I need her to do what she thinks I should to pass. Yet, when I become a teacher, I can do whatever I want." One unanticipated finding was that some of the other-directed participants ($n = 4$) used both SC and IA together. For instance, one participant reported:

> I generally did quite what she said. After all, she has been a teacher for years. Of course, not everything she said felt right to me. For example, she said, "Don't be friendly with students and don't call them friends. Then I stayed away from them

(the students). Even when I become a teacher, I will behave as the principal wishes; because I don't want problems. My future will be in his [the principal] hands.

Discussion and conclusion

This study's quantitative results revealed that the participant teacher candidates were mostly inner-directed rather than other-directed. This result means that they mostly associate with the values and goals already determined by their ancestors. Accordingly, they will not have cause to construct entirely their own values and judgments. Nevertheless, at this juncture, it is essential to remember arguments put forth regarding the possible misleading results of being inner-directed, especially for teachers. On the other hand, the qualitative results showed that most of the participants were other-directed. Accordingly, the participants imitated others' behaviors, such as their teachers or peers, when they were unsure what course of action to take.

The quantitative results suggest that the teacher candidates mostly employed Strategic Redefinition and Strategic Compliance, whilst they rarely used Internalized Adjustment as a socialization strategy. On the other hand, the qualitative results showed that the participants used SC and IA more than SR. Since the qualitative part of the study was conducted with 12 teacher candidates to support the quantitative findings, they cannot be generalized. Nevertheless, the qualitative data helps to see the participants' point of view and to reveal the social structure that constitutes this point of view (Creswell & Plano Clark, 2007). Hence, further similar studies with larger numbers of participants in the qualitative part would be beneficial.

One critical point of the study's results is that inner-directedness significantly predicted SC and SR. Moreover, the results provided evidence of an inverse relationship between inner-directedness and the use of IA as a socialization strategy. Similarly, and not surprisingly, there was a positive relationship established between other-directedness and employing IA as a strategy. Since other-directed individuals imitate other people, their preference for using IA as a socialization strategy is considered predictable. In addition, the qualitative results confirmed that the participants' social character orientation is a significant predictor of their socialization strategies. Accordingly, it might be concluded the higher the level of the teacher candidates' inner-directedness, the more it indicates that they employ SR and SC during their socialization period.

Another important finding was that the teacher candidates with other-directedness employed IA and SC on an alternate basis. This finding corroborates the results of a study by Zeichner and Tabachnick (1985), in which teachers employed SC and IA when they were student teachers. These findings also go to further support Lacey's (1977/2012) definition of socialization strategies. By using SC, the participants might have tried to protect themselves from school pressures. Similarly, by using SR, they may have tried to

avoid conflict with those in authority whilst undertaking their school teaching experience. Zeichner and Tabachnick (1985) and Lacey (1977/2012) have pointed to the advantages of employing SR, which, they believed would create conflicts that would expose new approaches in schools.

Schools are critical cultural settings (Stromquist, 2007) where students are supposed to acquire cultural values besides developing their values. They are also places where social, political, and personal meanings are created and transferred. Teachers are central actors in this process (Giroux & McClaren, 1986). Because they reflect their characteristics and transmit their philosophy of life to their students through the hidden curriculum whilst teaching in schools, students might develop similar characteristics, consciously or unconsciously, to their teachers, since they regard them as role models. Hence, teachers are the bridge that connects the past with the future and passes it down to future generations through schools (Gokce, 2019, 2020, 2021).

Teachers are also central to "the principled democratic theory" of education since they are critical points between authorities of the state and the development of democratic values and attitudes in each new generation (Hartnett & Naish, 1993). So, teachers' role in social transformation is to help build democracy in society.

Riesman et al. (1950/2001) argued that a democratic transformation would come true when people turn from being inner-directed to other-directed. They argued that being inner-directed symbolizes the ideal essence of the earlier stage of American democracy, whilst other-directedness is a characteristic of the United States of the mid-20th century.

Glazer (2000) pointed out the controversial consequences of creating an other-directed generation. Glazer alleged that people lose their social freedoms and autonomy when they try to become like each other. Accordingly, the transition from being inner-directed to other-directed might result in a misleading picture as well. In this context, other-directed teachers will not have the chance to develop the idea of praxis as a means to transform society whilst trying to become like each other. Moreover, Ginsburg (1988) and Sachs (2001) propounded the idea that teachers must also operate as activists in broader social transformation struggles. Hence, teacher candidates need to employ SR more as a strategy, which increases the possibility for them to create new approaches to initiating social transformation within the school environment.

In light of these arguments, it seems that societies cannot be transformed through democracy by having either inner-directed or other-directed teachers, hence the need to rethink the autonomous generation. Therefore, the question arises in this context; "What kind of teachers are needed to contribute to the progression towards modernization in the global world?" Once an answer is found to this question, teacher training systems may need to change as a result. Thus, new generations can move society towards a more democratic world.

In conclusion, thinking that these teacher candidates will be influential in changing their country in line with global developments would be unrealistic. Although the goal of

education is to bring to light the potential of the individual in developed countries, in the rest of the world the focus seems to be more towards transferring values and beliefs from former generations to the next generation. Schools have the mission of having their students acquire conventional understanding and vision, especially within traditional education systems. Inner-directed teachers in these conservative systems could also blunt students' creativity and act as a snub to their natural criticism. In that case, they would probably evaluate students as "well-educated" only when they exhibited similar patterns to themselves. Perhaps this is the main problem that developing countries face in today's schooling. In this sense, it is suggested that teacher education programs should include courses such as philosophy, critical thinking and sociology in order to help establish tomorrow's teachers as multidirectional thinkers. Furthermore, student teachers who mostly employ the strategy of IA should be encouraged to also employ SR as well.

Another critical point of the current study is that gender and program type were established as having specific relationships with the participants' choice of socialization strategy. The findings emphasize that the female preservice teachers tended to engage in SR, whilst their male counterparts tended to employ IA. Additionally, the results also point out that teacher candidates who studied at the Faculty of Education tended to apply IA as a socialization strategy more than those who studied under the same university's pedagogical formation program. As previously mentioned, professional socialization is successfully actualized when a candidate accepts the present situation and internalizes its existing values and norms. In light of this, these findings may prove that the faculties of education prepare candidates for the teaching profession by helping them to acquire the school's own values and norms more successfully than those studying under pedagogical formation programs.

This study can provide an initial understanding of cultural characteristics, as personal factors, that affect the professional socialization of teacher candidates. It can provide insights for innovations for teacher education programs. It may also be helpful for administrators in developing more effective supervision for newcomers in school settings.

There were some limitations of the methodology. This study was conducted in Turkey. This study was limited to a relatively small sample of 487 preservice teachers studying at one university; therefore, the results were also limited to the answers and the statements of the research sample. In this context, the results and recommendations are for teacher training programs within this study. Accordingly, further studies that employ different samples would be beneficial. Additionally, further research could be undertaken in order to investigate how teachers employ socialization strategies and their results.

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