Institutionalization in Practice: Development of a University

Imran Aslan[a]*, & Pınar Güneş[b]

* Corresponding author: Imran Aslan, imranaslan@gmail.com

[a]*Business Administration- Occupational Health and Safety Department, Bingöl University,Turkey,*
imranaslan@gmail.com, iaslan@bingol.edu.tr
[b]*Pinar Güneş, Res. Assistant, Business Administrative and Management Faculty-*
Ankara University-Bingöl University, pinarguns@gmail.com

Abstract

http://dx.doi.org/10.15405/epsbs.2016.11.02.7

Institutionalization of the new universities is critical to deal with problems faced by staff and students, and region. In this paper, a new process of institutionalization producing stable correlations and shared beliefs for measuring the dynamics of institutionalization was carried out at Bingöl University, a new university established in 2008 in the east of Turkey. The theory should be applied to a wide range of institutions to compete with national and international universities. Diverse educational quality of higher education is now a serious issue in Turkey due to increasing numbers of graduates not being able to find a job despite the availability of many work opportunities. Challenges need to be minimized to create a harmony between quality and financial sustainability in Bingöl University. For this study, 130 surveys were carried out at Bingöl University out of 500 staffs in 2015. Statistical tools like one-way ANOVA were used to evaluate the degree of institutionalization. Being a new university, having low-qualified academicians, getting low-scoring students from national entrance exam to universities named as LYS, and self interests are major barriers preventing the institutionalization of Bingöl University.

© 2016 Published by Future Academy www.FutureAcademy.org.uk

Keywords: Institutionalization; Bingöl University; Quality of Education.

1. Introduction

Rapidly evolving science, technology and the globalization process have resulted in large-scale reforms in the education system with new expectations and restructurings involving instituting new programs and courses, changing the composition of departments and revising the content of courses (Alpay & Kalayci, 2008). The importance of universities has increased due to the barrage of media information and politicization of science. Many studies around the world are carried out not to improve

people's quality of life but for some economical gains and purposes. The objectivity and transparency of science are under treat in Turkey by using the mask of science to persuade people to gain more supporters. Religion, nationalism, sectarian differences, grouping and torpedoes have become obstacles to the true pursuit of scientific endeavor in Turkey. Selection of rectors, unfair distribution of classes, un-objective evaluation of projects, discrimination of students due to racial differences and sects, improper and inefficient usage of university funds, mobbing, creating sub-groups like creating new races through language differences, un-objective employment of staff, fraud in giving grades, such as giving low grades to some students although they get high grades, gender differences, not having strong relationships with industry and city management and so on are some of the main problems in Turkish universities.

The development-born steps of Bingöl University (BU) are analyzed and the staff was surveyed to learn internal problems related to the degree of institutionalization in this study. The university is trying to get more students and expand its potential in the region. Bingöl city is among some of the most developed cities, apart from Malatya, Elazığ, Erzurum, and Diyarbakır in the East of Turkey. Not having strong industry and other service sector job opportunities like textile production prevents the degree of development of the university. Students and staff prefer more developed cities with more work opportunities and training chances besides a vibrant social life. Moreover, security, being on the drug transportation route, being politically penalized for a long time due to conservative ideology and emigration are other problems to be solved by university and the local government in that city. The university brings new hope and opportunities to the city and increases spending by creating work opportunities with 13,000 students and about 600 staff. In the long run, the number of faculties and staff are to be increased if competition with other universities is not ignored.

There are a total of 190 institutions of higher education (universities, academies, schools, institutes) with about 5 million students and 250,000 employees in Turkey in 2016. 2.5 millions of these students study open education programs mainly managed by Atatürk, Anatolia and Istanbul Universities. From 2006 to 2015, 107 new universities (56 government and 51 private) have been opened in Turkey, which has resulted in lack of infrastructure, well-qualified academicians, staff and a decreasing quality of education. One important reason for opening universities is to develop the economy of regions as well as the cultural and social structure in order to prevent emigration to other developed cities in Turkey. However, many of these universities have taken in students without having enough academicians and physical infrastructure (YÖK,2015). Universities are ranked according to quality of education, internationalization, size, research output like articles and citations, impact and prestige generally in the World Ranking (WEBO, 2016). University Rankings by Academic Performance (URAP) was established by the Middle East Technical University (ODTU) to rank universities in 2009. BU is 37th among 58 universities established after 2000 based on number of articles, articles per academician, citations, citations per academician, total scientific publications, total scientific publications per academician, number of PhD students, PhD students' graduation rate, and number of students per academician. Bingöl University is 80th among 95 government universities in 2015-2016 and 105th among 130 universities in Turkey (URAP, 2016). Moreover, BU is 6683th university in the

world ranking according to URAP in 2014 and 8,312 in 2015 from World ranking developed by webometrics. Its rankings are 3435, 10133, 5352 and 5439 according to presence, impact, openness and excellence respectively in the webometrics ranking (UC, 2016). The main problem of being in the low rankings is that the percentage of citation per article from Turkish universities has decreased in last years in the World ranking (TRUC, 2016).

2. Literature Background

Institutionalization is defined as ''the emergence of orderly, stable, socially integrating patterns out of unstable, loosely organized, or narrowly technical activities'' or develops a distinctive character structure. Institutional theory therefore traces the ''emergence of distinctive forms, processes, strategies, outlooks, and competences'' (Alpay et al., 2008) A new identity is created with the institutionalization of an organization or university with customized standards, procedures, methods and management for sustainable development. Turbulent world conditions, domestic and foreign competition and power struggles among stakeholders force organizations to reorganize their activities. (Aslan & Çinar, 2010) Harmony among family members, the degree of democratization in decision-making, institutionalization and adaptive capability of development processes of family firms in Turkey were analyzed from the perspective of 436 respondents in 132 family firms through structured questionnaires. (Alpay et al., 2008) Institutionalization is not about just obeying rules but also encompasses organizational culture, management, personal qualifications, behaviours and relationships with external environmental factors, making universities independent of people but an enterprise with a clear mission and vision. It has been stated that institutionalized organizations are characterized by improved decision-making, accountability in decisions, transparency, fairness, and consistent confidence of all stakeholders. Having a high turnover of academic and management staff prevents the establishment of good relationships with students (Kök,2013). The importance of institutionalization is explained by Colbeck (2002) and Güven et al. (2008) to increase the performance of organizations in the long run. They have found that some reforms are required to meet the expectations of current world circumstances due to the changing purposes of science and globalization. (Colbeck, 2002; Alpay et al., 2008), Moreover, benefits can be maximized through institutionalization, standardization and normalization of enterprise safety production with continuous improvement strategy (Yongyi &Yan, 2012). It takes a long time for the proper institutionalization of an organization and un-institutionalized new universities are precluded from the formation of a positive organizational climate.

Establishing universities in small cities and staffing them with academicians from other cities, decreasing communication between students and academicians and not allowing them to adapt the city, not opening up master and PhD programs thus forcing research assistants to have to go to other cities for a while, not having adequate and sufficient infrastructure like libraries, computer labs, sport facilities and social facilities like a cinema, departments staffed not according to requirements but academicians are some of the major problems of new universities opened in the east of Turkey. Moreover, mobbing of academicians from different ideologies, fraud related to the selection of rectors,

the lack of standardization create chaos among staff. The inefficient use of research assistants, lack of voting in selection of the rector by administrative staff, and insufficient books in the library are other major problems of such universities. 92.5% of academicians have stated that the tasks and responsibilities of research assistants are not well defined, causing inefficiency in universities. In 2013 the Turkey Higher Education Center (YÖK), defined the roles of research assistants as helping to conduct research, analysis and experiments, and to embark on master or PhD degrees to solve this chaos(YÖK, 2013). Furthermore, Acar (2012) found that the general problems of universities include excessive centralization and the ideological control of higher education law, financially unattractiveness for academicians and the need for reward efficiency while eliminating unqualified cases. The lack of freedom of thought, expression and research, the appointment of rectors connected to elections and the authority, the subsequent imbalance and the peculiar problems of newly established universities are not having qualified staff, lack of physical infrastructure, financing opportunities, issue of openness and compliance with international standards and not being fully institutionalized. According to Arap (1995) and Dörtlemez (2010), in Turkey, the main reasons for opening universities are to for political benefits, having more power over all universities, controlling regions economically and politically, creating a defined ideology by employing staff having similar ideologies. However, career paths difficulties based on ideology and mobbing are other serious obstacles preventing the development of universities. Even if the number of students at universities increase greatly, there is no corresponding development in quality and other areas like creating job opportunities at the city where the new universities are located.

Ethics institutionalization is defined as "the degree to which an organization explicitly and implicitly incorporates ethics into its decision-making processes" and "ethical behavior is formally expressed without vagueness". This differs from country to country being individualist in United States (U.S) and collectivistic in Thailand positively influences quality of work life (QWL) defined as "employee satisfaction with a variety of needs through resources, activities, and outcomes stemming from participation in the workplace". Reduced corruption frightening off foreign investment can take more foreign direct investments. Ethics of institutionalization has more strong effects on collectivistic culture due to effective group dynamics. QWL has seven sets of human developmental needs: health and safety needs, economic and family needs, social needs, esteem needs, actualization needs, knowledge needs, and esthetic needs with lower levels of turnover and personal alienation. Being physically safe, paid well, and meeting social, educational, actualization, aesthetic and esteem needs are items of measurements for QWL. Institutionalization of ethics measures are from explicit institutionalization(conducting ethics audits on a regular basis, evaluating the ethics training programs on a regular basis, having a top-level person(s) responsible for ethics, having an ethics committee or team that deals with ethical issues in the organization and effective ethical culture) and implicit institutionalization (establishing a legacy of integrity for the organization, applying ethical behavior compliance programs, ethical standards and policies, maintaining an ethical reputation by employees, open communication to discuss ethical conflicts and dilemmas, rewards for good ethical decisions and to improve the quality of life and the general welfare of society). The size of the organizations,

profitability of them, their tenure and type of industry are to be included in this kind of studies (Marta et al., 2013).

Being fair and relabile, student focused , scientific thought of staff   are the highest expectation of students from acedemicians to select and study a university. Students, academic and administrative employees as internal stakeholders and alumni, business, central and local governments and civil society organizations as external stakeholders are to be participated in the same platform for sustainable development. Competition among within universities and other institutions have been strengthened by globalization and developments in technology with new expectations of solving the social and economic problems. Higher tuition fee, research scholarship, industry and enterprises and research agreement and private education programs can help universities to earn their revenues (Kuzu et al., 2013). University in a Matchbox and Cloud University are two new types of philosophies applied to current universities. University in a Matchbox brings different specialized people together. Cloud University based on highly flexibility of the curricula, vacationing, interdisciplinary dialogue, areas of excellence, basic areas units , universality adapting areas of excellence of institution and courses aimed at the areas of excellence (Lima et al., 2015). Converging of routines and standards by new Technologies like social media by involving with bringing their needs and agenda together various folks can help to integrate organizational mission and the standard operating procedures. Centralized vs. decentralized convergence of practices and routines can decrease the dependence on people and many people can discuss their strategies in open platforms. Corrective actions can be applied based on procedures in case of any problems and unwanted side effects can be eliminated (Mergel, 2015). "Co-creation of value, the dynamic integration of resources, and the importance of institutions in interrelated systems of service-for-service exchange" among multiple actors is aimed to increase innovations or outcomes of systemic human action and dynamic market innovation by combining and recombining current Technologies with institutionalization. (Vargo et al., 2015). Developed leadership, hierarchies, administrative structures, planning documents are necessary for full institutionalized. Regional R&D intensity has positive effects on spin off activities. The level of scientific productivity is positively related to levels of entrepreneurial activity. Engineering department have positive relationship with patent activities and bigger universities have more contract research and patent activities but not spin off activity. These universities were from Germany-Austria, Scandinavian countries, Denmark, Holland, Italy, United Kingdom, Ireland, Greece, Portugal, Finland, France and Spain. Scientific productivity and spin off activity and spin offs and TTO (The presence of a technology transfer office) size have significant positive relationship. Scientific productivity and patent activity have the strongest association among others and no relationships between spin off and patent activities.

A positive correlation has been found between scientific productivity and entrepreneurial effectiveness from a study of 105 universities from 14 European countries. Innovation, entrepreneurship and regional economic development are critical discussions points in many countries with an increasing role of universities as knowledge-generating institutions like the phenomenon of Silicon Valley region. Economic growth, technological performance, and international competitiveness

raise the affectivity of a country on the world map. Developments in microelectronics, software, biotechnology, medicine, and new materials areas and business research and development (R&D) are mainly supported by universities. Partnerships, alliances, co-operative programs, and consortia with universities and government laboratories as science-industry can improve the regional development more rapidly. Universities' entrepreneurial activities like patent activity, the amount of contract research and the number of spin-offs created at the university are dependent variables in the model with scientific productivity and the control variables (university size including the number of academic staff and researchers and scope, presence and size of the TTO), regional business R&D intensity and data were gathered by survey or secondary sources with a negative binomial regression. Constructs, indicators and sources like size of university, range of disciplines, scientific productivity, regional R&D intensity, TTO size and entrepreneurial performance can be measured with a defined model. Furthermore, web of science and other related databases are used to make the model and evaluate the productivity of universities in that study. The average of academic staff is 1,909 at these universities and 89% of them have TTO with the size of 9.3 mean, the scientific productivity is 5.02. 74% of these universities have art and humanities, 72% have medicine, 78 % have engineering and 84% have science faculties. Moreover, they make average 27,300 Euro with contractors, 26.88 spin-offs and 4.52 patent applications (Looya et al., 2011; Youtiea et al., 2006).

General institutional logics are created at universities by institutionalization from diverse meanings based on divergent definitions of invention, inventor, rewards to common meanings by using resources at appropriate places with connected academic and industrial sciences to increase commercial benefits as rewards (Colyvas, 2007). Organizational culture affects skills, habits, and values and serves as a knowledge-screening and knowledge-control mechanism consisting of values, basic assumptions, stories, rites and ceremonies and shared meanings. Risk-seeking organizations search for new knowledge streams while risk-avoider organizations prefer the status-quo. Trust facilitates the institutionalization of knowledge transfer activities as cooperation in a collaborative venture in contrast to self-interest seeking. Knowledge transfer activities like developing curriculum, formal arrangements between university research centres and firms, being the sponsor in university works etc. were critical for business success. From 189 firms collaborating with 21 university research centers, it was established that having mechanistic structures, more stable and direction-oriented and trust partners have better knowledge transfer activities affecting firm performance. Organization structure, stable & direction-oriented culture like having agreement, common vision etc. correlated with flexible and change-oriented culture being responsive to external changes and adapt itself, trust sharing ideas with university research centre are expected control variables (Santoro & Gopalakrishnan, 2000). Harmony and democracy in decision making affect adaptability, professionalism, transparency and fairness by measuring qualitative and quantities performance measures are accepted as organizational characteristics and can be used to find the degree of institutionalization based on covariates like environmental uncertainty, firm or university age and firm size (Alpay et al., 2008). 23 private universities and 67 public universities of web pages through content analysis are analyzed to find corporate values. Student orientendness, innovation, social responsibility, and perfectionialisim are more important at private universities while creativity, participation, environmental responsibility and

scholarships are more important at public universities. Accountability, social responsibility, human rights and value of adequacy are more important at Public Universities. Strategic planning is not clear at universities in Turkey (Karadal et al., 2013). Sustainable development processes are affected by academic freedom, the development of curricula, institutionalized knowledge transfer for multi- and trans-disciplinary research activities, collaboration with a wide range of different stakeholder groups, having enough capital and finding solutions in inter- and trans-disciplinary settings.
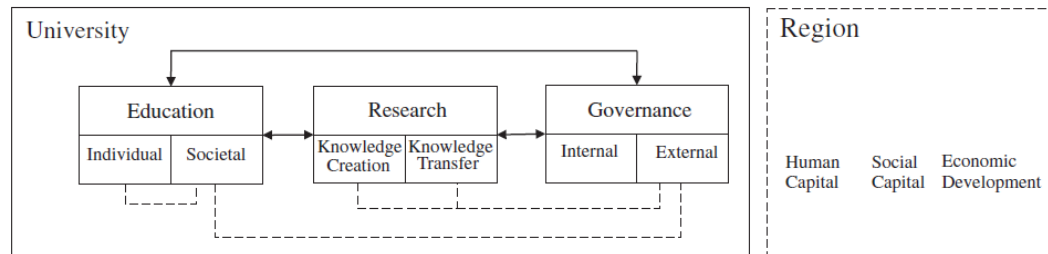

Figure 1. Analytical framework for universities as contributors to sustainable development

Higher education institutions (HEIs) need to create sustainability as a new way of organizing and profiling themselves by re-orienting their education, research, operations and community outreach activities all simultaneously. Educational innovation, being the interface between the local and the global community, bridging formal learning with community-based learning and the local with the regional and the global are new concepts. (Wals, 2015) HEIs have the potential to provide specific knowledge transformed into social skills particularly with civil society actors (Sedlacek, 2013). To compete with changing environments and new competitors for sustainable development by using internal competences against to external threats and catching opportunities, self-assessment is used to determine strengths and weakness by creating new strategies, named as SWOT(Strengths-Weaknesses-Opportunities-Threats) analysis for successful strategy formulation. Not being able to make decisions on time due to lack of performance and responsibilities and conflicts between family members and workers created big problem for Kipaş Holding, a family group with a new organizational structure and with clear roles and responsibilities of each item in structure (Aslan et al., 2012). SWOT method as shown below is used to support strategic decisions and help organizations to stay in the market in long run by adapting changes and decreasing its internal weaknesses to catch opportunities. The holding has reorganized its activities with a new organizational chart, organization handbook, creating its own quality brand, fair power sharing among the two families and members, and opening new firms in different industries to compete against Chinese and Indian textile share from 2005. As a result, changes have made the firm stronger and they have improved their financial power even during the 2007-2011 financial crisis.
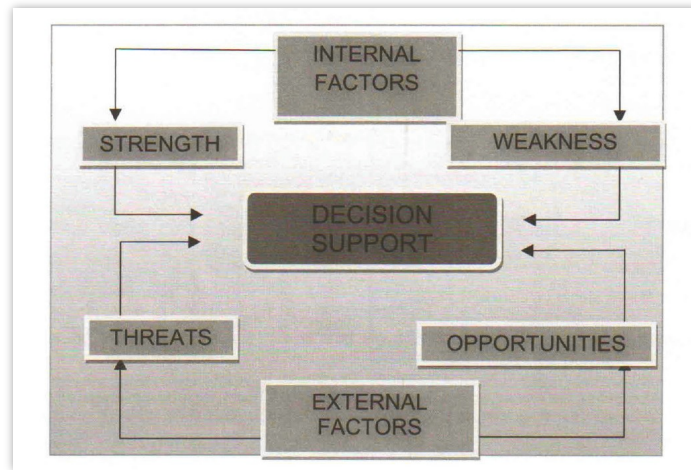
Figure 2. SWOT method (Aslan et al., 2012)

Quality assurance and accreditation, transparency and accountability, autonomy –academic freedom differentiation, flexibility and specialization allowing students and academicians to have different courses and activities on specific fields, entrepreneurship and innovation having industry and academicians interaction to produce added value innovations, stakeholder participation and close relation with society, knowledge age learning and pedagogy system and international cooperation are properties of new universities as shown below by providing high quality in the long term satisfying all stakeholders (Kuzu et al., 2013). When all theories are applied, the relationship between quality and sustainability is shown in the figure below to satisfy all stakeholders in the modern education system.
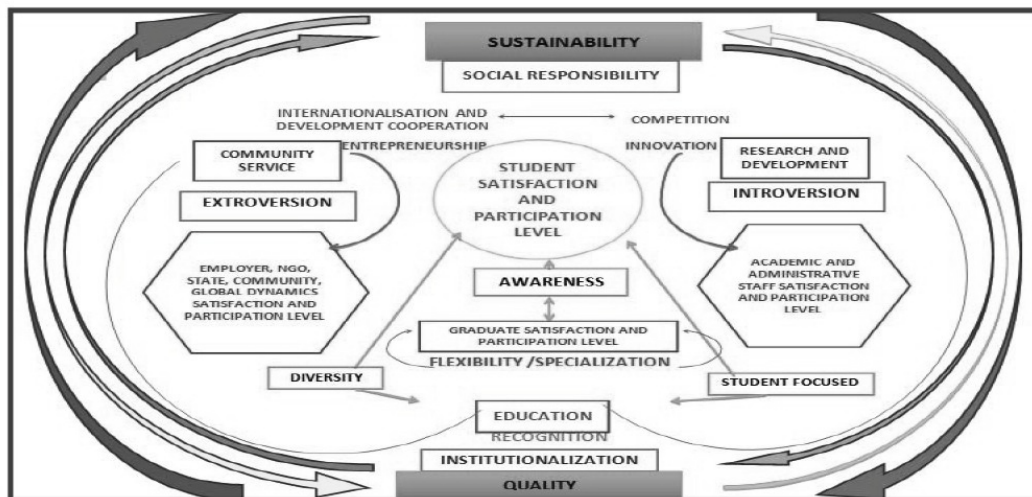
Figure 3. Stakeholder participation and satisfaction cycle (Kuzu et al., 2013)

2. Methodology and Analysis

130 respondents from Bingöl University were sampled, with the average age of 31.8 years with the minimum age of 22 years and maximum age of 55. They have worked in their position 2.99 years in average with a maximum 12 years value. 31.5% of the responders were from the of Faculty of Science and Arts; 14% from Agriculture and Veterinary Medicine; 13% from faculty of Economics and

Administrative Sciences; 8.5 % were the rector office staff; 6% from vocational schools; 3.1% from Theology; 2.1 % from the Engineering faculty; 13% were from sociology, 7.8% were from Business Administration: 5.3% from Maths: 3,6% from Social Service department; 2.3% from Philosophy; and 2.3% from Psychology Department. 62% of them knew what mobbing refers to. 26.3 % of them were single; 30% have at least a child while just 32.7% have just one child. Moreover, 39.5% are research assistants and 21.7% are lecturers teaching special courses like English or other common classes as shown below. Moreover, sometimes if there are not enough academicians in certain departments, department courses such as law can be also given to them. 18.6% are officers mainly with middle school and university degree qualifications and are employed according to a general examination called KPSS conducted by the government at universities. Security and cleanup personnnel are not employed according to KPSS but by subcontractors.
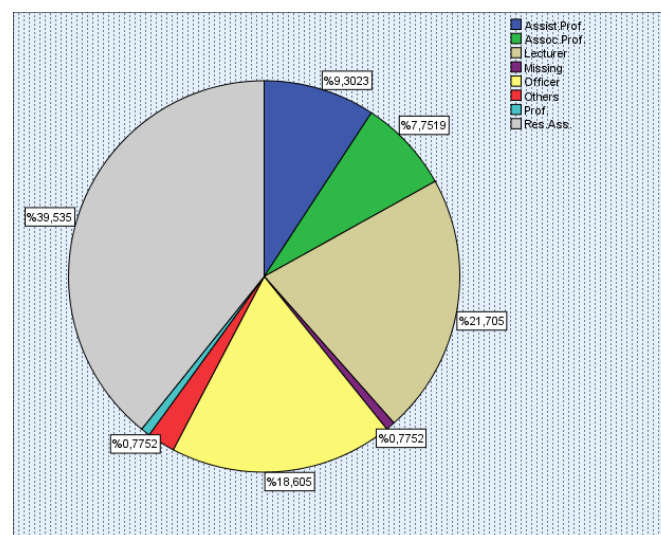

Figure 4. Professions of respondents

The item "Having psychological pressure at work" shows differences according to faculties with 90%. This means that workers at faculties are unhappy and have been mobbed. To prevent this, workers need to be treated equally and tasks distributed fairly. Grouping according to party, race, sect, and gender is the main problem behind mobbing. Every group want to be dominant at faculties and the university, affecting the staff. There are more men than women staff at universities and the average experience of all staff is 1.9 years which indicates a high staff circulation even though the university is 9 years old. A high staff circulation is mainly due to staffing or grouping, mobbing, not having attractive conditions, being in an undeveloped part of the country- East of Turkey, ethnic differences, sect differences (Sunni or not), security problems and a bad image created by the media.

 When the arithmetic mean ranges are created by (5-1)/5)=0.8, the results are categorized as below to evaluate each item from the total mean.

Table 1. Arithmetic average intervals

Interval	Option/Result
1.00-1.80	Completely Not Agree
1.81-2.60	Not Agree
2.61-3.4	Moderately Agree
3.41-4.20	Agree
4.21-5.00	Completely Agree

The responses in bold means show respondents agreement with questions and there are two low means showing in bold below 3. The average of items is 3.31 in moderately agree section and most items are also in this region as shown below. Increasing mean effect supporting or not the Institutionalization for each items are shown on effect section. Black result negative items (doing not expertise work and doing work outside of my tasks and responsibilities, need other staff to improve work done by me, motivation increasing activities are done by university management, grouping among staff, having gender differences, having psychological pressure at work and promotions are done according to experience and capabilities) are to be positive on institutionalization and are to be improved in the future to make the effect positive.

Table 2. Items total means and options

ITEM	Mean	Effect(	Decision
1.Having enough document defining my tasks	3.3769	Positive	Moderately Agree
2.Having enough physical place	3.3769	Positive	Moderately Agree
3.Having enough technological supports	3.1692	Positive	Moderately Agree
4.Doing tasks matching with my capabilities and experience	**3.9308**	Positive	Agree
5.Doing Works not expertise	3.1077	**Negative**	Moderately Agree
6. Using my capabilities and knowledge in my works	**3.8538**	Positive	Agree
7. Roles and responsibilities of my work defined clearly	**3.5692**	Positive	Agree
8.Works are distributed fairly in my department	3.2692	Positive	Moderately Agree
9. My responsible manager allows me to state my opinion about work	**3.4846**	Positive	Agree
10. Can explain my problems to unit manager easily	**3.6230**	Positive	Agree
11. My employee rights are given on time	3.4000	Positive	Moderately Agree
12. Doing Works outside of my tasks and responsibilities	3.2154	**Negative**	Moderately Agree
13. Need other staff to do work done by me better	3.2308	**Negative**	Moderately Agree
14. If I am not there. my colleagues to do Works on time	3.2769	Positive	Moderately Agree
15. I am in a good communication with my work friends	**3.7769**	Positive	Agree
16. We do meetings at unit to do Works better	**3.5846**	Positive	Agree
17.Taking my opinions about changes done about my works	3.1860	Positive	Moderately Agree
18.Changing tasks and Works always annoy me	**2.9846**	**Negative**	Moderately Agree
19.My Works is open to innovations and changes	**3.5692**	Positive	Agree
20.Works done allows met o improve myself	**3.5538**	Positive	Agree
21.Taking more education to do my work better	3.3538	Positive	Moderately Agree
22.Quality is important and TQM philosophy is applied	3.1231	Positive	Moderately Agree
23.Compettitor organizations and sectors are followed by management	3.0923		Moderately Agree
24.Having organizational handbook, organization chart . work flows and	3.1615	Positive	Moderately Agree
25.Circulation is high at university	3.0615	**Negative**	Moderately Agree
26.Motoviation increasing activities are done by university management	**2.9769**	Positive	Moderately Agree
27.Innstitualiziation is supported and management make efforts to do it	**3.3231**	Positive	Moderately Agree
28.Competitor universities are followed by management	3.1538	Positive	Moderately Agree

29.Supports are given projects and R&D projects by management	3.2154	Positive	Moderately Agree
30.Grouping among staff	3.0154	**Negative**	Moderately Agree
31.Having psychological pressure at work	3.1154	**Negative**	Moderately Agree
32.Having gender differences	3.2923	**Negative**	Moderately Agree
33.Promotions are done according to experience and capabilities	**2.9000**	Positive	Moderately Agree
Total Mean	3.31		Moderately Agree

Table 3. Differences according to profession

	Officer	24	3.7917	F	Sig.
	Assist Prof.	12	3.3333	3.182	0.006
Having enough technological supports	Assoc. Prof.	10	3.5000		
	Resh. Asst.	51	2.7843		
	Lecturer	28	3.3214		
	Total	129	3.1783		
	Officer	24	2.7917	3.274	0.005
	Assist Prof.	12	3.2500		
Works are distributed fairly in my department	Assoc. Prof.	10	4.2000		
	Resh.Asst.	51	3.4314		
	Lecturer	28	3.2143		
	Total	129	3.2868		
	Officer	24	4.0833	1.953	0.078
	Assist Prof.	12	3.2500		
I am in a good communication with my work friends	Assoc.Prof.	10	3.4000		
	Resh.Asst.	51	4.0000		
	Lecturer	28	3.6071		
	Total	129	3.7984		
	Officer	23	2.8696	2.113	0.057
	Assist Prof.	12	3.5833		
Taking my opinions about changes done about my works	Assoc. Prof.	10	3.3000		
	Resh. Ass.	51	3.3333		
	Lecturer	28	3.2143		
	Total	128	3.2031		
	Officer	24	2.7083	2.638	0.019
	Assist Prof.	12	3.9167		
Changing tasks and works always annoys me	Assoc. Prof.	10	3.1000		
	Resh. Asst.	51	2.6863		
	Lecturer	28	3.3571		
	Total	129	3.0000		

According to profession with 90% significance level, there are differences among items shown in Table 3 with one way ANOVA test. Officers have higher technological support with least technological support given to research assistants. Moreover, officers believe that work is not fairly distributed while Assoc. Profs in management position disagree with 4.2 mean. Officers and research assistants think they are have good communication with colleagues while academicians think fairly different. Officers disagree that their opinions are not taken by management. Assistant professors are

annoyed by changing tasks and work while officers and research assistants disagree with that as shown in Table 3.

According to gender and quitting, there are no statistical differences with ANOVA one-Way test. However, according to experience, differences are shown below. More experienced staff stated that they do task according to their experience and four years experienced staff has the highest mean. More experienced staffs do not agree with new staff that "Applying Total Quality philosophy" is carried out at university.

Table 4. Differences according to experience with 90% significance level.

Dependent Variable	(I) Experience (Years)	(J) Experience (Years)	Mean Difference (I-J)	Std. Error	Sig.
Tasks done by me are given according to my knowledge. experience and capabilities	1	2	-0.04444	2.773	0.044
		3	-0.18333		
		4	-0.74583*		
	2	1	0.04444		
		3	-0.13889		
		4	-0.70139		
	3	1	0.18333		
		2	0.13889		
		4	-0.56250		
	4	1	0.74583*		
		2	0.70139		
		3	0.56250		
Applying Total Quality philosophy	1	2	0.05000	2.728	0.047
		3	-0.06667		
		4	0.90417*		
	2	1	-0.05000		
		3	-0.11667		
		4	0.85417		
	3	1	0.06667		
		2	0.11667		
		4	0.97083		
	4	1	-0.90417*		
		2	-0.85417		
		3	-0.97083		
Competitor universities and organizations are followed by university management	1	2	0.70556*	5.010	0.003
		3	0.06667		
		4	0.58750		
	2	1	-0.70556*		
		3	-0.63889		
		4	-0.11806		
	3	1	-0.06667		
		2	0.63889		
		4	0.52083		
	4	1	-0.58750		
		2	0.11806		
		3	-0.52083		

For those having experienced mobbing or not with 90% significance level, four items show differences according to ANOVA test. Staff who have experienced mobbing are not sure as staff who have not experienced mobbing that roles and responsibilities are clearly defined. Moreover, staff who have experienced mobbing posted lower means according to doing tasks outside of her/his work. New staff think that they carry out many tasks and they stated that they are not my duty and they refuse

many tasks given by academicians. Many problems are caused because officers are responsible to faculty management but not academicians. Research assistants do not have clear roles and responsibilities and they are eager to do many tasks for academicians professing the same ideology while ignoring other academicians. Personnel who do not experience mobbing posted higher means that their work are open to innovations and changes and support projects done by the university.

Table 5. ANOVA according to knowing mobbing or not

Item		N	Mean	Mean Square	F	Sig.
Defining roles and responsibilities clearly	Yes	75	3.3867	6.480	5.502	0.021
	No	45	3.8667	1.178		
	Total	120	3.5667			
Doing Works outside of my tasks	Yes	75	3.0533	5.336	4.061	0.046
	No	45	3.4889	1.314		
	Total	120	3.2167			
My work is open to innovations and changes	Yes	75	3.3867	5.894	4.467	0.037
	No	45	3.8444	1.319		
	Total	120	3.5583			
Supporting projects and researches by management	Yes	75	3.0000	7.347	5.809	0.017
	No	45	3.5111	1.265		
	Total	120	3.1917			

"Changing always task annoys me" and "personnel circulating (going other places) is high" items have differences according to social status with 90 % significance level of ANOVA test. Married staff try to be near their families and changing tasks are preferred by married and single staff.

3. Discussion and Results

Turkey has gone through some chronic illness in education over years where academicians have mainly focused on ideology and politics but not scientific invitations and developments. Military interferences and obstacles have forced many qualified academicians to emigrate other developed countries. Not having academic freedom, mobbing, pressures, illegal punishments, threats etc, are main reasons of this emigration. After 1980s military interference, academic freedom vanished and all universities have been controlled from Ankara by Higher Education centre called YÖK. Communities created by masked religious congregations or some black forces have become the new competitor of the leftist majority academicians after that coup. However, large numbers of appointments or promotions have been done according to ideology and torpedo, which have made universities as monetization door.

Solutions to improve the universities include academicians remaining where the university is located to increase communication with students and university staffs as needed at Bingöl University, creating an attractive atmosphere to get more students and academicians, improving qualitative and quantity standards of education with more master programs for research assistants and new students, fair evaluations at employing university staff and transparency at accepting master and PhD students for programs as necessary for Bingöl University. Moreover, to improve quality and accountability, there should be a performance system, to improve communication and joint works, conferences,

activities and meals are to be organized, supporting academicians for improvement of qualifications like providing language courses and short visits abroad, improving leadership at management with education, connecting university and people in city, using budget of university effectively for labs, libraries etc,, having a democratic structure at university, giving accountability and transparency to city, having centre classrooms to tackle with more students, giving more resources to new universities and having economical freedom are other suggestions. Having good management to use resources more effectively and improving social activities, for institutionalization are priorities of new universities(Uysal & Kök, 2013) In current global competitive environments, not institutionalized universities fall behind other universities with increasing global IT(Information Technology) technologies and becomes absolute in short time.

Suggestions developed for Kilis University by Paksoy et all. (2013) to improve universities:

1) Staff is crucial in terms of institutionalization and legislation; regulations and guidelines are advisable to raise rates of them in the medium term can be described as information and documents perceptions about the existence of a level is considered important to a large extent.

2) The infrastructure and technological equipment, the university-industry side of the state budget provided to universities can be increased. This problem can be resolved through cooperation and projects.

3) Doing their job willingly within their expertise, use their capabilities and experience while doing their jobs, having good communication with workers during day, being able to transfer work problems easily to managers and being able to make work unions to protect their rights of staff are major steps of institutionalization.

4) Opportunity to develop their work and specify the innovation of their work, open to changes, and constituting a career opportunity in terms of personnel are important for institutionalization. (Paksoy et al., 2013)

There are 120,447 unemployed graduates from Business and Administration Science Faculty registered with Working Agency in Turkey. However, it is estimated that there were 381,671 graduates from this faculty searching for job from Public Personnel Selection Exam (KPSS) in 2014. These graduates are mainly from business administration department with 61,603 graduates, accounting department with 17,755 graduates, economics department with 16,030 graduates and public management department with 10,246 graduates. Other unemployed graduates are mainly from Engineering Faculty, Art and Science Faculties and other two years university programs(SK,2016). However, most quotas of students for universities in 2014 were enrolled in programs with a high number of unemployed graduates. Hence, it is critical to have students and personal planning at universities to improve the quality of students and provide students more work opportunities after graduation. Most students see universities as not a place to get more qualifications and get a better work chance but as a time span of enjoying life. Hence, the quality level at some faculties like Business Administration and Economy faculty have decreased dramatically when high rate of unemployed graduates is taken into account. In a more institutionalized university, programs are opened or closed according the job market requirements but not current academicians' rate at universities or university

political desires. Many politicized universities have put their personal agenda before national benefits and they have opened many unnecessary departments in Turkey. However, departments like technology oriented programs, some healthcare programs, research and development projects and programs and some applied engineering programs are not opened due to high establishment costs and low level of qualified staff at universities in Turkey.

4. Conclusion

The chronic problems of all universities are almost the same and without solving these problems, it is not expected to make great improvements at universities in Turkey. Mobbing, torpedo, lack of an institutionalized structure, lack of transparency, grouping, political interference, lack of support, unfair distribution of support or funds among university staff, lack of controls and lack of performance measurements systems are the main problems as at Bingöl University as understood from this study and previous works. Having a new academician performance system since February 2016, employing research assistants online without any torpedo but by exam scores: general exam, language exam and grades, establishing a quality centre of YÖK, increasing supports for projects, increasing salary of academicians, trying to increase transparency, working on a new YÖK law system or getting rid of YÖK with a different management structure, getting qualified academicians from abroad, enforcing research centres like Turkish Research Centre(TUBİTAK), creating e-government systems at universities etc, are main improvements having done in last 10 years in Turkey.

It is clear that BU is not institutionalized creating many problems such as not having a fair management system, differences among staff, political factors, being a new university, concentrating short term strategies, regional factors and lack of transparency and objectivity. The survey results have also supported the these findings. Lack of empowerment given to academicians and staff, not distributing work fairly among officers, better communication requirement among officers and research assistants are main findings of survey. Changing work and tasks frequently annoy assistant professors mostly. Hence, jobs are to be given to staff that can do it better in long run.

It is understood from 17-25 December 2013 police coup attempt and 15 July 2016 military coup attempt that Turkey needs to restructure its universities soon due to their politicized structure. Universities are main source of ensuring a qualified work force and distributing it to the work market and government positions. Some illegal organizations like FETÖ (Gulenist Terrorist Organizations) having staff working at universities have arranged these coup attempts to change the regime of country and become the main power in Turkey. Many unqualified staff have employed at universities and being members of this terrorist organization, they have collected a lot of undeserved or illegal money from universities to enlarge their organization and get more members in last 40 years. Moreover, they have stolen many exams results like KPSS (Ranking Graduates according to scores for further employment opportunities) to allow their members to be employed in high government positions by leaking the answers to them before exams in last 12 years or even more. Their hidden relationships with other countries' secret intelligence are still under investigations and it is well-known that this Muslim

masked organization uses the Islamic religion to get more members but it does not operate as an authentic Muslim organization as they do not apply the rules of the Koran (Islamic holy book). It is suggested to researchers and academicians to investigate the extent of damage done by this organization to Turkey universities. Moreover, some international studies at Muslim countries can be done to compare problems in faced by universities in the Muslim world with that of western countries.

Acknowledgements

References

Arap, S., (2010). Türkiye yeni üniversitelerine kavuşurken: Türkiye'de yeni üniversiteler ve kuruluş gerekçeleri, Ankara Üniversitesi SBF Dergisi, 65(1), 1-29,

Alpay , G., Bodur, M., Yılmaz, Ç., Çetinkaya, S,, & Laçin, A. (2008) "Performance implications of institutionalization process in family-owned business: Evidence from en emerging economy", Journal of World Business, s, 435-448,

Alpay, G. (2008). Performance Implications of Institutionalization Process in Family-owned Business: Evidence from an Emerging Economy, Journal of World Business,

Alpay, G., Bodur, M., Yılmaz, C,, Çetinkaya, S,, & Lacin, A, (2008). Performance implications of institutionalization process in family-owned business: Evidence from an emerging economy, Journal of World Business, s, 435-448,

Aslan , İ., Çınar, O,, & Kumpikaite, V, (2012). Creating strategies from tows matrix for strategic sustainable development of Kipaş Group, Journal of Business Economics and Management, s, 95-110,

Aslan, İ., & Çinar, O, (2010). "The institutionalization of a family business: restructuring and the process of preparation successors for the management" Organizasyon ve Yönetim Bilimleri Dergisi, 2(1),

Aypay, A., & Sezer Kalaycı, S, (2008). "Assessing institutionalization of educational reforms," International Journal of Educational Development 28, s, 723-736,

Colbeck, C, (2002). "Assessing Institutionalization of Curricular and Pedagogical Reforms", Research in Higher Education, 43(4),

Colyvas, J, (2007). From divergent meanings to common practices: The early institutionalization of technology transfer in the life sciences at Stanford University, Research Policy, s, 456-476,

Dörtlemez, Ö, (1995). "Yeni açılan üniversiteler, İkinci üniversite kurultayı bildiriler kitabı "(pp125-135), İstanbul: Sarmal Yayınevi,

Dura, C, (1995). "Üniversite Sanayi İşbirliği Üzerine Bir Deneme," 2015 tarihinde http://dergiler,ankara,edu,tr/dergiler/42/465/5318,pdf adresinden alındı

Lima F,A,, M,, Salguerinho Osorio D'Andrade Guerra, J,, & Da Rocha Junior , V, (2015). "The Cloud University Strategy", Scholedge International Journal of Multidisciplinary & Allied Studies, s, 8-28,

Karadal, H,, Çeşlik, C,, & Saygın, M, (2013). "9th International Strategic Management Conference Corporate Values on Strategic Planning Process: A Research about the Universities in Turkey", Procedia-Social and Behavioral Sciences, s, 762-770,

Kuzu, Ö, H., Gökbel, H,, & Kür, H. (2013). "Developing sustainable relations with internal and external stakeholders in universities: vision and missions views." Procedia-Social and Behavioral Sciences, s, 281-289,

Kuzu, Ö, H., Gökbel, H,, & Kür, H. (2013) "Developing Sustainable Relations with İnternal and External Stakeholders in Universities: vision and missions views", 13th International Educational Technology Conference, Güle,

Looya, B,, Landonib, P,, Callaerta, J,, Pottelsberghe, B,, Sapsalisc, E,, & Debackerea, K, (2011). "Entrepreneurial Effectiveness of European Universities: An Empirical Assessment of Antecedents and trade-offs ", Research Policy, s, 553-564,

Marta J,,, Singhapakdi, A,, Lee, D,-j,, Sirgy, M,, Koonmee, K,, et al, (2013). " Perceptions about ethics institutionalization and quality of work life: Thai versus American marketing managers." Journal of Business Research, 381-389,

Mergel, I, (2015), "Social Media İnstitutionalization in the U,S", Federal Government Information Quarterly,

Paksoy, H., Soysal, A., & Özçalıcı, M. (2013). "Institutionalization Process in New Etablished Universities : A Research on Kilis 7 Aralık University", Kilis İ,İ,B,F, Dergisi,

Santoro, M., & Gopalakrishnan, S. (2000). "Organization size number of employees and Geographic proximity to university research center", Journal Engineering Technology Management, s, 299-319,

Sedlacek, S. (2013). "The role of universities in fostering sustainable development at the regional level", Journal of Cleaner Production, s, 74-84.

SH(2016) "Yüksek Öğretimde Mevcut Durum", http://sahipkiran,org/2015/05/07/yuksek-ogretimde-mevcut-durum/)(Access Date: 12.03.2016)

Uysal Ö.& Kök R.(2013) "Ordu, Ordu-Üniversite-Sanayi İşbirliği Kurumsallaşması", International conference on Eurasians economies, 2013

URAP(2016). "Universties Ranking in Turkey", http://tr,urapcenter,org/2015/(02.02.2016)

UC (2016). "Comparing Universities", http://tr,urapcenter,org/2015/26_HAZIRAN_2015_UNIVERSITEMIZIN_23_BILIM_ALANINA_GORE_DURUMU_DUNYA_GENEL_SIRALAMALARINDAKI%20DURUMU,pdf(04.01.2016)

TRUC(2016) "Current Situation", http://tr,urapcenter,org/2015/2014_YILINDA_155_TU%CC%88RK_U%CC%88NI%CC%87VERSI%CC%87TESI%CC%87NI%CC%87N%20_DURUMU_23_ARALIK_2014,pdf(02,01,2016)

Wals, A., E., (2014). Sustainability in higher education in the context of the UN DESD: A review of learning and institutionalization process, Journal of Cleaner Production, s, 8-15,

Yongyi, W., & Yan, Z, (2012). Comparison and Analysis of institutionalization, standardization and normalizatıon of Entreprise Safety Production, International Symposium on Safety Science and Engineering in China,

Vargo et all,, , Heiko Wieland , Melissa Archpru Akaka Industrial Marketing Management 44 (2015) 63–72

Youtiea, J,, Libaersb, D,, & Bozeman, B, (2006), Institutionalization of University Research Centers: The case of the National Cooperative Program in Infertility Research, Technovation , s, 1055-1063,

YÖK (2016). " Yüksek Öğretimde Mevcut Durum", http://sahipkiran,org/2015/05/07/yuksek-ogretimde-mevcut-durum/(03.02.2016)

WEBO (2016). "Objectives",http://www,webometrics,info/en/Objetives(03.02.2016)