PROFESSIONAL INTEGRATION OF UNIVERSITY FACULTY IN TERMS OF ORGANISATIONAL CULTURE AND TRANSITION OF PROFESSIONAL IDENTITY

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Abstract

This article analyses theoretical insights and empirical findings of university faculty's professional integration. The first part of the research delves into the changes in attitudes and behaviour of university faculty; the second part highlights the factors of teachers' professional integration in terms of the interiorisation of organisational culture, transition of professional identity. Different approaches to studying the professional integration allows to analyse and then to plan the beginning of a university lecturer's careers, upon revealing the fact that the career readiness, becoming a professional is not limited only to the knowledge and competencies of any discipline or science. A successful professional integration needs other elements that are important as well. They include the understanding of academic activities, knowledge and performance of various roles by the university faculty, interiorisation of university norms and values, as well as the construction and reconstruction of professional identity.

Keywords: *professional integration, interiorisation of organisational culture, professional identity.*

Introduction

The analysis of professional integration, as the element of socialisation, moves us into the structured professional environment, allows us revealing a newly employed person's transition from a beginner's work toward becoming a professional. Professional integration means not only an individual's integration into the professional activities – at the same time, it makes us think about various social, psychological, and other aspects of socialisation, including professional identity, the construction and transformation of it (Ringaudo, 2004), and the interiorisation of the university's organisational culture. Professional activity should be understood solely as an economic interaction, as it reveals an employee's personality and professional identity, exposes his/her expectations, hopes, attitudes, develops the perception of self-construction, understanding, self-image, and drives the need for social recognition. All of this determines satisfaction with professional activities and success in professional integration.

Thus, during the analysis of university teachers' professional integration, we should attempt to glance into it not just from an individual point of view, but also from the point of our times, in the context of the variety of social roles taken by the society.

Researches in the professional integration field became very popular at the end of the twentieth century, around the 90's, upon the comparison of various national surveys (Altbach & Teichler, 2001; Couppie & Mansuy, 2003; Reimer, Noelke, & Kucel, 2008; et al.). The obvious differences among various countries were considered as a result of segmentation of the education system structures or the labour market. The pointed out professionalism of faculty staff is believed to a determinant of successful professional integration (Kerckhoff, 2000). Later on, the issue of a challenging beginning of careers was addressed by the scholars such as Giret, 2011; Vaatstra & De Vries, 2007; and so on. It is worth to mention the joint study of five Western European countries and Japan which was intended to analyse correlations of didactic approaches, tools, and graduates' professional integration on the basis of a variety of faculty-applied academic models (Chevallier & Giret, 2013). This study indirectly discloses several aspects of faculty staff's professional integration.

Attention should be drawn to the survey carried out by Dyke (2006) on Canada scale. He argues that as much as 60-65 percent of postdoctoral students fail to defend their thesis and, thus, drop out from doctoral studies after four or five years; 30 percent of the graduates from doctoral studies begin their academic career at a university; and even 29 percent of faculty starting academic career leave the university within the first years of their professional activities as a result of experiencing heavy stress due to the lack of research funding, excessive workload, compatibility of administrative, research and pedagogic time schedule, finances, inadequate readiness for the activity. It shows that professional integration for those 29 percent of teachers has not been as successful as expected.

Studies in the field of professional integration development, which remain entirely relevant today, are aimed to answer such problematic questions: how to explain and justify a frequently complicated process of career and professional integration or becoming a professional? (Giret, 2011; et al.) Is the complicated integration process a normal phenomenon? (Vaatstra & De Vries, 2007) How, in what ways or means to facilitate a critical period of a person's early career which Nault (2003) calls the "survival period"?

However, there have been insufficient studies on the beginning of faculty staff's careers and their professional integration conducted so far (and no studies recorded in Lithuania to this day). Teaching staff is a specific socio-professional group, with certain distinctions in work activities and professional integration. The following several factors are believed to determine the differences between faculty and representatives of other occupational groups with regard to professional integration at the early stage of careers: high degree of lecturers (doctoral, post-doctoral studies); full-time employment at a university (rather than under fixed-term contracts); older than other workers at the beginning of careers. While there is something common to all occupational groups: everybody starts professional integration at the early stage of one's career.

All the above listed factors bring forth a **scientific problem***:* how does the professional integration of university faculty occur in terms of organisational culture and transition of professional identity?

The pilot empirical study seeks to answer the following **problematic questions:** what is happening during the professional integration of university faculty? What is the dynamics of professional integration in terms of professional representations (construct), behaviour,

changing identities, interiorisation of organisational culture, and professional identity construction?

In order to analyze the above problematic issues, a *goal of the empirical study* is hereby raised: to reveal professional integration of university faculty in terms of interiorisation of organisational culture and transition of professional identity. The goal of research is limited to the case study of staff lecturing at the first cycle of social sciences (educology) studies, since some representatives of doctoral studies in social sciences (educology), unlike other scientists, have access to knowledge of higher school didactics which is essential for pedagogical activities. So, it is seen as a positive factor in professional integration.

Therefore, two perspectives have been based upon in the analysis of lecturers' professional integration: *interiorisation of professional and organisational culture* vs. *construction of professional identity*, to be regarded as provisions of the research methodology:

• *The analytical perspective of interiorisation of professional and organisational culture* provides that professional integration is a process during which an individual not only acquires knowledge, develops existing skills, but also interiorises norms, values, ethics, etc. of the organisation which he/she belongs to (in our case – the university) (Martineau, Breton, & Presseau, 2005). Thus, professional integration at early careers is not deemed solely a stabilisation process in the labour market. It should be interpreted and analysed on a much wider scale;

• *The analytical perspective of professional identity construction* refers to the fact that professional identity can be construed as for the *"self"* and *"others"* (Hedoux & Dubar 2002, p. 159). Construction of professional identity as for "self" means that an individual can finally identify oneself on the basis of experience gained within his/her family, school and professional environment. Construction of professional identity as for "others" refers to the process of interaction with others, whereby an individual's projected and desired "portrait", based on the actual and demonstrated knowledge and acquired competencies, is approved or rejected. The latter process deals with negotiations on the individual's position, reputation within a professional group, the individual's satisfaction with activities, a power of relations of the persons involved, as well as the fact that representatives of a professional group may approve, accept, or deny the identity constructed with reference to professional expectations.

Practical implications of the research are supported with the following findings:

• It has been found that successful professional integration of lecturing staff needs the essential elements such as the understanding of academic activities, knowledge and performance of various roles by the university faculty, interiorisation of university norms and values, as well as the construction and reconstruction of professional identity;

• Some transition processes have been found to take place in a negative direction. It must therefore be assumed that dynamics of teachers' professional integration are not always positive;

• It has been found that the mismatch of initial expectations, representations and actual activities; constant stress at work due to high workload and lack of time; readiness for academic activities; as well as hardly compatible activities and social roles of faculty should be attributed to negative factors;

• This study has revealed that the processes of interiorisation of a university's organisational culture and construction of professional identity are not always smooth, and it has a negative impact on the professional integration whereby certain features or stereotypes

of the university become real or alleged problems as regards to successful professional integration;

- This study has found that problems of professional integration can be diminished by appointment of an experienced professional (mentor); additional training courses, seminars, sharing not only good practice, and other means of professionalisation. However, the above means are rather theoretical considerations than real support/help in academic performance for new entrants into the teaching profession in Lithuania.

Theoretical assumptions of research

Professional integration is an element of socialisation, therefore, the revelation and analysis of theoretical assumptions of university faculty's professional integration are based on fundamental theoretical insights in socialisation. Professional integration should be studied as an individual intrusion into the professional context. Thus, the professional integration manifests itself according to each individual's self-imposed professional representations, interiorised organisational culture, personal and professional identity, and the assessment of one's professional reality (Bataille & Mias, 2003).

Today we can speak about such scientific approach to socialisation when the latter is construed and analysed as a mechanism for explaining and demonstrating a unique behaviour of many individuals, shaping a personality transition taking in consideration of the most dominant features of the society, professional identity, and transformations of it.

Presumably, a status and process of professional integration of university faculty, like other workers, becomes evident *a posteriori*, i.e., only after interviewing the employed individuals after a certain period of time. Only then one can understand what happens during the professional integration, what its dynamics are, how professional representations, identity should transform, etc. In answering the above questions, it is possible to identify positive and negative factors of university faculty's professional integration. For solely professional activities, within the context of professionalisation, focus on such aspects as personal and professional identity, emphasise teachers' professional expectations, self-image, social recognition.

In fact, findings of this research match the data in the field of other professional groups' professional integration studies. For example, the summarised and concretised insights of Dyke (2006) on the nature of integration (smooth, challenging, insurmountable) point out factors that manifest itself in case of a particularly exhausting professional integration: adaptation and motivation of newly employed teachers, their professional representation, personal and professional identity and mismatch with the initial one, assessment of different daily situations in professional activities (for example, a shift of teaching paradigm to learning one); a concept of organisational culture; match/mismatch of vocation, peer relations (communication and cooperation), and so on.

Successful integration of university faculty, as well as other professional groups in the organisation's team and professional life is strongly complicated due to the variety of social, psychological, and occupational issues. We should mind inadequate readiness of teachers for professional activities (including a lack of knowledge and skills in higher school didactics), problems in planning work and family responsibilities, countless areas of a teacher's activities (research, teaching, supervision of students' final works, other academic activities within the university and outside of it) and roles (a lecturer, a researcher, a supervisor, etc.), various experiences, psychological traumas, poor motivation to work for relatively low wage at the

beginning of the career, inability to adapt to the changing and time-dictated conditions, a lack of support for novices, and so on.

For a more detailed analysis of university teachers' professional integration, its determinants, it is necessary to address significant transformations undergone by universities in recent decades. One of them is massification of studies. In particular for universities, this meant an emergence of a new generation of students in classrooms: there are not only elite youth enrolled, but also all the others wishing to study with the primary goal of a successful professional integration into the labour market. However, not all faculties have responded to the changes as well as other aspects: transformation of the teaching paradigm into the learning paradigm, free access for students to knowledge and information, competitive environment in faculty and university, and the needs of study professionalisation (Jatkauskienė et al., 2013).

At present, when research is one of the most important strategic and operational elements in every university, and students' access to new knowledge or information is practically unlimited, a teacher faces a great pedagogic challenge – to assure the quality of studies for prospective bachelor and master graduates, doctors. Still the most frequent approach of giving classical lectures does no longer satisfies needs of all students, who expect after graduation to be ready for real work activities not only in theory but in practice, too.

All of the above allows concluding that this is the reason for emergence of negative factors in professional integration.

Faculty staff's professional activities take place in an environment with a culture always being distinctive in one way or the other. This culture had/has more or less been dominated by certain stereotypes (e.g., expressions of conformism, academic freedom, heterogeneous faculty groups, power, ambiguity, etc.), symbols, values, and so on. A strong desire of university faculty for autonomy is to be regarded a distinctive feature of the university's culture, too, like their greater loyalty to the team of their profession or field than to the employing institution.

University organisational culture had been forming for centuries, but today it can no longer be understood as rational as it used to be in M. Weber's, J. H. Fayol's, or F. Taylor's times. That is because the concept of university organisational culture has expanded in humanistic, systemic, political, cultural, cognitive, and other contexts. This is conditioned by many factors, such as massification of higher education and studies, multifunctionality of university faculty's activities, their numerous roles, needs of study professionalisation, the abundance and diversity of knowledge, the competitive environment of university activities, and many other things. Analysis of the university organisational culture is not the goal of the article. Nonetheless, we should emphasize that university organisational culture is a highly important aspect for every member of the academic community, and inobservance thereof would have negative consequences not only for teachers, but for the university as a whole. *"Only culture reveals that every organisation is unique. Two organisations can have the same business strategy, similar or even identical structures, apply the same management techniques, but a distinctive organisational culture of one organisation can contribute to a successful survival of it, while of the other one – just a miserable existence"* (Delavallée & Joly, 2002, p. 7).

Another feature that distinguishes a university from other institutions is *heterogeneity and fragmentation of university faculty community*. This community reminds of some kind of federation, bringing together multidisciplinary actors, scattered among different disciplines, departments and faculties, with very different professional, social representations, practices, symbols, culture, technologies, etc. Bourdieu (1997) states that *"university is not*

the community, but a field with its specific competition, interests, goals, etc. This part of social space is relatively autonomous, free to establish its own rules, independent from heteronomous influence of other fields".

It is worth to mention teachers' heterogeneity in the context of professional integration. On the one hand, all teachers invoke the principles of total objectivity, truth, freedom, autonomy, knowledge dissemination, and everything else. On the other hand, teachers belong to completely different establishments which have furnished them with education, skills, and profession. They operate in very different fields of knowledge, which also impose a label on their academic activities. Teachers are different in jobs, education degrees, age, seniority, interests, and needs that affect their activities and functions. Therefore, stereotypes of university organisational culture, highlighted under the research, can be seen as negative factors in the faculty's professional integration.

A personal professionalism, identity, as the entirety of object and subject features, arise from the dialectical interaction between the individual and the community, where the acquisition of professionalism, identity becomes the aspiration to reply to oneself: Who am I? Where am I from? Whom am I going to become / became? Therefore, such conception of professionalism and identity integrates two different meanings: self-image and social definition.

It is really difficult to answer the question, where the construction of a university teacher professional identity begins. The construction of identity as for "oneself" rests on the experience gained in the family, school, studies, self-determination to start and continue long-lasting post-graduate and doctoral studies, the decision to choose one or another scientific field with the support of parents, friends, teachers, etc. However, the construction of professional identity does not end together with doctoral studies. The transition from doctoral studies to constant work at the university can be of high importance in the construction of identity as for "others". Because the constructed "self" identity is going to undergo some transformations at the moment of interaction of a newly employed teacher with peers, students, university administration, experts in the selected area of science, partners, and other persons. So, following the employment at the university, the construction of professional identity is based not only on the experience gained in the family, school, studies, but also on the interaction with other faculty, social partners, students, etc. in performing social roles selected or assigned (e.g., a researcher, a lecturer, a public service provider, a service provider to academic community).

It should not be forgotten that the construction or reconstruction of professional identity in the higher education system reform, politics, the emergence of a new generation of students, deployment of new information, communications in academic activities, distance and continuous study forms, the entrenchment of the concept of lifelong learning and other issues become certain landmarks for the identity construction enabling to revise operational schemes and to reconstruct professional identity. In this context, a newly employed teacher will have to decide for oneself what to give priority to – researches or educational activities, or to some other activities at the university or outside of it? However, it should be borne in mind that every member of faculty of today's university no longer has so many opportunities to devote oneself solely to research, teaching, or some project activities. Therefore, a beginning teacher has to answer a question of how to coordinate different roles as a teacher? What kind of activities are to be prioritised, what roles the teacher is going to perform, what undoubtedly will have an impact on construction or reconstruction of one's professional identity.

Many career starters tend to idealize profession, but in case of failure, some of them give up to helplessness because do not believe that they have capabilities or inner resources to

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change a situation, to look for solutions to improve the quality of their practice and life (Dyke, 2006). Socio-psychological studies in professional integration (Lendaro, 2011) show that if one cannot find suitable opportunities for professional integration for more than a year, he/she loses hope to successfully join a staff team, often neglects to upgrade knowledge or improve the existing skills, and makes no efforts to change the life. In this way, a gap is enlarging every year, one goes to his/her shell, loses social contacts and links with a team and society. This leads to a certain social exclusion. Social exclusion caused by professional integration is one of the worst exclusions, since work in a cohesive team, professional communication, social interaction are integral parts of a valuable social functioning. It should be further noted that new teachers actually have not enough knowledge on skills in high school didactics. The twenty-first century poses a considerable challenge to universities: not only to update study programmes, but also to modify teaching practices so that graduating future professionals are ready to withstand to any future changes or professional challenges. Therefore, attention should be given to the development of teachers' skills in higher school didactics (Berthiaume et al., 2013), which actually might facilitate professional integration of teachers. But this is where the problems occur, not only in respect of individual teachers, their activities and representations, professional identity and integration, but a university, as well, whereby a teacher has not been trained for high school didactics, even though is a credentialed scholar in his/her field (Loiola, 2008; Berthiaume et al., 2013). Of course, that is not to say that all researchers, scholars engaged in educational activities are bad pedagogues; however, all teachers, without exception, should acquire or consistently develop skills in higher school didactics due to the increased needs of professionalisation.

Structure of research

On the initiative of Klaipėda and Vilnius universities, a pilot study was conducted in 2016, with the aim to find out the respondents' attitude toward lecturers' professional integration. A quantitative approach of the empirical study was chosen. The scientific literature was analysed and an empirical study designed. It consists of several stages: 1) preparation for research; 2) an online survey; 3) data analysis; 4) discussion of findings.

At the first stage, an empirical research tool was designed – closed and open questions. The first questions were intended to analyse demographic data; the second ones – to analyse a change in teachers' attitudes, behaviour; the third – to discuss factors of faculty's professional integration in terms of organisational culture and professional identity. The validity (internal validity) of the study questionnaire was pursued on the basis of tools and approaches of previous studies (Jatkauskienė et al., 2013, 2014). A goal of the research and general information on filling the questionnaire was presented to respondents. Respondents' anonymity was ensured, without the need to specify a full name. Statements and questions of the survey were not offensive or degrading.

The second stage involved a survey of faculty of the first cycle of studies in social sciences (educology). The study sample, using a questionnaire survey, consisted of 197 respondents. The study applied a target criterion-selection, with sample units selected out of a population in accordance with the set out criteria (selection of faculty staff of the first cycle of studies in social sciences (educology)). The selection method, as assumed is justified by the fact that new faculty staff of a university build their first experience in professional integration when working at the first cycle of studies. The sample construed was aimed to ensure that all members of faculty involved in the study represented a whole of lecturers of the first cycle

of studies in social sciences (education). It was attempted to assess a sample size so as the summarised survey results could be applied to the entire population of faculty staff with a 5 percent error, following the estimates of Bitinas (1998). It is therefore assumed that 197 respondents are an adequate and representative sample size. The study involved teachers from universities of Klaipėda, Vilnius, Kaunas, Šiauliai University working in the first cycle study programmes in social sciences (educology). The survey involved 68 percent of females. Iin terms of seniority, there dominated respondents with 5-10 years (35 percent) and 10-20 years (31 percent) of working experience.

At the third stage, the data obtained were analyzed using the statistical database approaches: descriptive statistics, correlation analysis, and so on. Analysis of data was carried out using the social sciences' statistical analysis software SPSS.

As stated before, two perspectives have been based upon in the analysis of lecturers' professional integration: *interiorisation of professional and organisational culture* vs. *construction of professional identity*, to be regarded as provisions of the research methodology.

Findings of research and their discussion
The change in teachers' attitudes and behaviour during the course of academic performance

This study has inquired *whether respondents' attitude toward a teacher's performance, profession advantages, social status, roles performed by teachers, interaction with peers and students, change after one year (a few years) of academic activities*. As the data show, in the majority of cases (64.12 percent) the attitude toward a teacher's work, professional advantages, social status, roles taken by teachers, interaction with peers and students, change after one year (a few years) of academic activities. About 12.21 percent of respondents pointed that their attitude changed a lot. Almost the same data are obtained after the analysis of respondents' answers to the question whether their behaviour changed (67.16 percent of the respondents believed that their behaviour changed, and 11.42 percent – that it completely changed). The experimentally obtained frequencies for each variable category were compared to theoretically allowable (expected) frequencies ($p<0.05$, df-1, p - 0, χ^2-141.062).

The study shows what negative factors conditioned changes in behaviour and attitudes.

Table 1. Negative factors of the change in attitudes and behaviour

Factor	Percent
Academic activities did not meet my initial expectations or activity representations	26.13
Having readiness for academic activities	16.21
Constant stress at work due to the high workload and lack of time	20.13
Tense relations with peers and students	11.33
Hardly compatible teaching activities and social roles	10.14
Ethics violations	3.72
Other	1.2

The data in the table above allow stating that negative factors in professional integration are mismatch of initial expectations, activity representations and real activities (26.13 percent); constant stress at work because of the high workload and lack of time (20.13 percent); the initial readiness for academic activities (16.21 percent); and hardly compatible teaching activities and

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social roles (10.14 percent). The Kendall's W test was conducted, which is applicable to assess the dependence of more than two ordinal variables. Each respondent is rating each subject, assessed in accordance with the criteria. The obtained Kendall's coefficient of concordance (W) is equal to 0.213. Thus, the respondents rated the factors of change quite differently. The coefficient value is statistically significant, because p<0.05.

In fact, findings of this research match the data in the field of other professional groups' professional integration studies (e.g., Ratinaud & Bataille, 2004; Dyke, 2006).

A deeper diving into the everyday activities of university or other higher school teachers, as well as more detailed studies on faculty staff's activities, their representations, conceptualisation of activities help to explain why namely such findings have been obtained in the research made (Jatkauskienė et al., 2013, 2014, 2015).

Factors of teachers' professional integration in terms of organisational culture and professional identity

The respondents were asked whether their attitudes toward the organisational culture of the university changed after a year (a few years) of academic activities. Their responses are provided in the table below:

Table 2. The change of teachers' attitude toward the university organisational culture

Statement	Percent
Attitude toward the university organisational culture after one or more years changed	21.22
Attitude toward the university organisational culture after one or more years completely changed	46.04
Attitude toward the university organisational culture after one or more years did not change at all	7.44
Attitude toward the university organisational culture after one or more years did not change	25.23

Almost half (46.04 percent) of the respondents think that their attitude toward the organisational culture of the university after one or more years has changed, and 21.22 percent of the surveyed say that their attitude has completely changed. The obtained Kendall's coefficient of concordance (W) is equal to 0.069. This means that the respondents have different attitudes toward the changes. The coefficient value is statistically significant, with p<0.05.

The respondents who gave a positive answer to the previous question said that changes went the negative direction (58.65 percent). Thus, the university culture interiorisation was problematic to them.

One would assume that interiorisation of professional, organisational culture begins with different roles taken by a teacher during doctoral studies. For example, a researcher's or a lecturer's role. In this case of performing the role of researcher, a doctoral student should interiorise the norms of research ethics, collegiality of researchers, delivery and dissemination of findings, etc. In case a doctoral student has gained a lecturer's experience, pedagogical ethics, principles of supervision, didactic knowledge in higher education, etc. become of importance for him/her. However, it is worth mentioning that doctoral studies at a particular

university do not necessarily guarantee teaching career at the same university. In practice, doctoral studies often take place in a different institution than teachers start their careers. The interiorised values, organisational or professional culture of one institution, therefore, do not need to be identical to the culture of the other institution (university). Naturally, all of this impedes professional integration of a newly employed teacher.

The respondents pointed out the following stereotypes manifesting themselves within university organisational culture:

Table 3. Expression of stereotypes

Stereotype	Percent
Power over others	28.21
Conformism	24.31
Prejudice in respect of someone	17.31
Heterogeneous faculty groups	12.21
Aspiration of academic freedom	11.42
Other	6.54

According to the respondents, the main stereotypes are: expression of power over others (28.21 percent); conformism (24.31 percent); a prejudice in respect of someone (17.31 percent). The significance was verified by the X^2 approach. If was found that $X^2=54.725$, df=2 and p=0<0.05, thus the obtained results differ significantly from the expected ones. Therefore, it must be assumed that the above university stereotypes might complicate the integration of newly employed teachers.

Responses show that there is a significant difference (54.21 percent) in understanding the ethics, professionalism and professional identity by newly employed teachers and those who have worked longer (in χ^2 test, *p*-value 0.005<0.05, therefore, it must be assumed that the choice of answers by the respondents of the survey is statistically significant):

Table 4. The difference in understanding the ethics, professionalism and professional identity by newly employed teachers and those who have worked longer

Statement	Percent
No difference at all	3.18
No difference	3.10
There is a slight difference	33.42
There is a big difference	54.21
I have no opinion	6.09

This can be explained by the fact that people's opinions of themselves and meaningful things to oneself is not an inborn feature, but rather a phenomenon which is developed and formed in socialisation, determined by the society and culture, individual capacity and the choice, it is continuously constructed, developed and shaped.

Upon enquiry whether a personal and professional identity of the study participants have changed in one year (a few years) of academic activities, the following results ($\chi^2=61,6$, df=6, p<0.0001) were obtained:

Table 5. Transition of teachers' professional identity after one year (a few years) of academic activities

Statement	Percent
Teachers' professional identity after one year, a few years completely changed	67.31
Teachers' professional identity after one year, a few years changed	24.34
Teachers' professional identity after one year, a few years did not change at all	1.13
Teachers' professional identity after one year, a few years did not change	7.22

The respondents' (67.31 percent) answers (that transition of professional identity took place) allow assuming that each newly employed teacher has to revise their identity outlines over again, in attempting to coordinate various and quite different academic activities, different roles taken at the university, to meet not only their own interests, but also the expectations of the university in respect of a newly employed person.

The respondents argued as follows whether peer teachers helped to understand the secrets of the profession, to become a professional:

Table 6. Support of peers during professional integration

Statement	Percent
Peers did not support at all	15.61
Peers did not support	36.31
Peers supported, but not much	45.26
Peers supported continuously	2.28

As the data show, 45.26 percent of the respondents felt a peer support, even if not much. As many as 36.31 percent said that their peers did not support (χ^2=48.4, df=6, p<0.0001). This is a difficult situation indeed. On the one hand, it can be assumed that such values as support/ help to a young colleague should dominate within the university organisational culture; yet, on the other hand, one should not forget the fact that faculty staff work under a certain competitive tension in the context of social transformation, modifications, where a young peer may claim the position of the person who help him.

A concern was shown during the study about the kind of difficulties (problems) that interfere with teachers' successful professional integration. In the opinion of the respondents, social (28.41 percent), didactic/business (21.2 percent), and psychological (18.24 percent) problems are dominating rather than technical or structural problems of professional integration (χ^2=12,8, df=6, p<0,05).

Thus, beginning teachers should be given support and assistance in dealing with social, didactic/business, or psychological problems. However, it is theoretical reasoning. In practice, however, in the midst of rising open or disguised competitive tension passions, in the absence or inadequate mechanism of support to newly employed teachers in the university, a successful professional integration of newly employed teaching staff is unlikely to happen. Apparently, fingers of one hand are enough to count Lithuanian high schools that have a real functioning mechanism or structure of providing support to new teachers, where the main activities should be focused on dissemination of higher school didactics, as well as on reflection of policies in higher education and studies, on a certain mission of an university as an organisation, so as to speed up an understanding and interiorisation of university culture, to construct professional identity and, at the same time, to facilitate newly employed teachers' professional integration, in such a manner, preventing the so called "survival period".

The respondents answered the question of how to prevent or diminish problems of newly employed teachers' professional integration. Their responses are presented in the table below:

Table 7. Means for the elimination of professional integration problems

Statement	Percent
Professional integration problems can be diminished by means of additional training, courses, seminars, sharing not only good practice, etc.	67.31
Professional integration problems can be diminished by means of the appointment of an experienced professional (tutor)	24.34
Professional integration problems can be diminished by means of promoting academic culture ethics	1.13
Other means	7.22

As it can be seen, a few responses are dominating: problems of professional integration can be diminished by appointment of an experienced professional (mentor) for a novice (2.34 percent); by additional training courses, seminars, sharing not only good practice, etc. (67.31 percent) (χ^2=50.7, df=6, p<0.0001). It goes without saying that the university's strategy is to provide support/help to newly employed teachers, tutor appointment, arrangement of training courses, seminars, etc., and application of other means of professional integration to emphasize a teacher's readiness for a motivating class and implementation of it, awareness of main features of a new generation of the Lithuanian students; principles of university faculty's performance, organisational culture, fundamental didactics of a subject taught; construction of didactic situations, and so on.

Conclusions

Different approaches to studying the professional integration allows to analyse and then to plan the beginning of a university lecturer's careers, upon revealing the fact that the career readiness, becoming a professional is not limited only to the knowledge and competencies of any discipline or science. Successful professional integration has other elements that are important as well. They include the understanding of academic activities, knowledge and performance of various roles by the university faculty, interiorisation of university norms and values, as well as the construction and reconstruction of professional identity.

Significant transition processes occur in respect of attitudes, behaviour, professional identity currently during the professional integration of teachers. The empirical research has found that some of the above transition processes take place in a negative direction. It must, therefore, be assumed that dynamics of the professional integration of teachers is not always positive. The study shows that the respondents' attitude toward a teacher's performance, career advantages, social status, roles taken by the teacher, interaction with peers and students after one (a few) years of academic activities have changed negatively in many cases. This can be seen as negative dynamics of professional integration.

The study has found that a mismatch of initial expectations, representations and actual activities; constant stress at work due to high workload and lack of time; readiness for academic activities; as well as hardly compatible activities and social roles of faculty should be attributed to negative factors.

Almost half of the respondents believe their attitude toward the organisational culture of the university has changed after one or more years. Hence, interiorisation of university

organisational culture is not always smooth, and it has a negative impact on the professional integration whereby certain features or stereotypes of the university become real or alleged problems as regards to successful professional integration.

The ongoing professional integration involves transformations of personal and professional identities, a search for new forms of identity. This is why the beginning teachers need support/help in the construction of professional identity. However, such support is inadequate in Lithuanian higher schools.

This study has found that problems of professional integration can be diminished by appointment of an experienced professional (mentor) for a novice; additional training courses, seminars, sharing not only good practice, and other means. However, the above means are rather theoretical considerations than real support/help in academic performance for new entrants into the teaching profession in Lithuania.

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PROFESSIONAL INTEGRATION OF UNIVERSITY FACULTY IN TERMS OF ORGANISATIONAL CULTURE AND TRANSITION OF PROFESSIONAL IDENTITY

Summary

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The analysis of professional integration, as the element of socialisation, moves us into the structured professional environment, allows us revealing a newly employed person's transition from a beginner toward becoming a professional. Professional integration means more than an individual's

integration into the professional activities – at the same time, it makes us think about various social, psychological, and other aspects and factors of socialisation, including organisational culture and professional identity.

This article analyses theoretical insights and empirical findings of university faculty's professional integration. The article consists of an introduction, three parts, and ends with conclusions and references.

The first part of the research delves into changes in attitudes and behaviour of university faculty. The empirical study shows that the respondents' attitude toward a teacher's performance, career advantages, social status, roles taken by the teacher, interaction with peers and students after one (a few) years of academic activities have changed negatively in many cases. This can be seen as negative dynamics of professional integration.

The study also found that a mismatch of initial expectations, representations and actual activities; constant stress at work due to high workload and lack of time; readiness for academic activities; as well as hardly compatible activities and social roles of faculty should be attributed to negative factors.

The research defines factors of teachers' professional integration in terms of organisational culture and construction of professional identity. Almost half of the respondents believe their attitude toward the organisational culture of the university has changed after one or more years. Hence, interiorisation of university organisational culture is not always smooth, and it has a negative impact on the professional integration whereby certain features or stereotypes of the university become real or alleged problems as regards to successful professional integration.

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