Elementary School Teachers' Perception of Organizational Identification

Murat Taşdan [1]

Abstract

The main goal of this study was to assess the teachers' perception of organizational identification and to describe it according to various variables. The study was conducted based on a screening model. The study group consisted of 287 elementary school teachers assigned in seven different provinces, who were selected randomly from the seven geographical regions of Turkey. The "Perception of Organization İdentification in Schools" scale, originally developed by this study's researcher, was used for data collection purposes. Based on the study's results, it was determined that elementary school teachers' perception of organizational identification was "*average*" in general, according to the study scale and its sub-components. It was determined that the elementary school teachers' perception of organizational identification differed according to the region they were assigned, their place of residence, the size of their school, the teacher's gender, their professional seniority and the school they had graduated from.

Introduction

In order to define the concept of organizational identification, it is necessary to understand the concept of identification. The concept of identification has been discussed since ancient times. Related with the answers given to the questions "who am I? or "who are we?" the concept signals to the questions and answers that refer to a person's own self.

The concept of organizational identification is based on the political theory of Lasswell (1965). The concept was firstly used by Foote (1951) in order to explain the arrangements made by people in the social world. The first detailed study on the subject of organizational identification was carried out by March and Simon (1958) (cited in Riketta, 2005). Nearly 20 years after study of Foote, Brown (1969) carried out an experimental study which defines identification in organizations. The issue of organizational identification was addressed by different researchesr in the following years (Brown, 1969; Lee, 1969; Patchen, 1970; Rotondi, 1975).

Perception of organizational identification is a psychological condition. The concept is an employee's perception of a part of life with a personal perspective in that broad organizational life. It is a personal awareness in the individual's relationship with the organization (Rousseau, 1998). Organizational identification is related to beliefs and experiences of the members of the organization and to how they express themselves as an organization (Hatch and Schultz, 1997). In another definition, the organizational identification is defined as a cognitive image status which is complex, dynamic and determined by interaction (Scott and Lane, 2000). In fact, organizational identification is a degree of

[1] Kafkas University, Faculty of Education, Department of Educational Sciences, Turkey, murattasdan@gmail.com

attitudes and beliefs of staff's ownself as a member or the others towards the organization (Dutton, Dukerich and Harquail, 1994). According to Pratt (1998), organizational identification is composed of the employee's individual beliefs about himself/herself or the organization. It is the integration of the individual with his/her own identity and beliefs in the organization.

Considering the concept of organizational identity for educational institutions; it is the situation that shows the moral structure of a school, seperates it as an organization from other schools, demostrates its power and makes assumptions related to it (Altun, 2001). It can be seen that in the literature, organizational identification is dealt with its antecedents, consequences and different aspects. Some of these studies are as follows; Scott, Corman, and Cheney (1998); Meyer, Becker and Van Dick (2006); Cheney and Tompkins (1987) the relationship between the organizational commitment and the perception of organizational identification; Rotondi, (1975), the relationship between the organizational identification and group participation; Lee (1969) determination of the scientists' perception of organizational identification; Larson and Pepper, (2003) determination of the organizational identification strategies; Garmon, (2004) the relationship among organizational identity, identity, image, culture and organizational learning; Foote (1951) The relationship between organizational identification and motivation; Cherim, (2002) The relationship between organizational identity and organizational changing strategies. When related literature in Turkey is scanned, it is seen that there are some new studies relevant to the issue although it is a little(Okay, 2000; Erturk, 2003; Tüzün, 2006; Tasdan, 2010).

Moffitt (1994) defines organizational identity and organizational image as a concept occurred dependant on personal, environmental, cultural and organizational factors in a certain historical process On the other hand, Lee (1971) expresses the concept of the identity as belonging, loyalty and shared features. Shared features refer to the similarity of quality between the individual and the other employees in the organization. These shared features include organizational variables such as demographic, stylistic, education, qualification, experience, gender, race, age, tenure, job level, and type of work (Lee, 1971 cited in Tüzün, 2006). As seen in the definitions of Lee (1971) and Moffitt (1994), the perception of organizational identity of the employees is composed under the influence of personal and organizational variables. When earlier studies on the subject were analyzed, it was seen that the perception of organizational identity was dealt with the variables of gender, education level and seniority (Tuzun, 2006; Çobanoğlu, 2008; Gülşen, 2010). In this research, for the first time the issue of organizational identification was handled with variables of school size, geographic region and place of residence taking into account the characteristics of working groups and educational institutions in which the research was caried out. With the variables used in the study, it is considered to contribute significantly to the literature.

When the literature in Turkey was examined, some studies for detecting the perception of organizational identification of the employees and managers in industrial organizations were determined (Erturk 2003; Tüzün 2006). In educational organizations, studies to determine the perception of organizational identification of the educational professionals were stated to be very limited. The main objective of this research is to determine the level of teachers' perception of organizational identification and to demonstrate their perception of organizational identification according to several variables. In order to achieve this fundamental aim, answers to the following questions were sought.

For schools in which primary school teachers work;

1. What is the level of their perceptions of organizational identification?
2. Do teachers' perceptions of organizational identification vary sifnificantly according to the geographical area of the school, the state of the school within the province (province-district-village), the size of the school and the places where the teachers live?
3. Do perceptions of organizational identification vary significantly according to gender, seniority and level of education?

Methodology

Model of the Research

The Research was carried out with screening model in order to demonstrate teachers' perception of organizational identification regarding school.

Working Group

The study group was composed of 287 elementary school teachers working in seven provinces and they were randomly selected from seven geographical regions in Turkey. The distribution of these teachers by province is as follows; 38 in Bursa, 36 in Çorum, 30 in Diyarbakir, 31 in Mersin, 59 in Kars, 45 in Kütahya and 48 in Trabzon.

Table 1. Demographic Distributions of the Teachers Participating in the Study According to Variable Types

Variable Type	Characteristic	f	%
Gender	Female	134	47
	Male	151	53
	Total	285	100
Educational Background	Under graduate	254	90,7
	Graduate	26	9,3
	Total	280	100
Region	Marmara	38	13,2
	Inner Anatolia	36	12,5
	S.E. Anatolia	30	10,8
	Mediterranean	31	10,8
	Eastern Anatolia	59	20,5
	Aegean	45	15,6
	Black Sea	48	16,7
	Total	287	100
Place of Residence	My hometown	132	45,9
	My partner's hometown	33	11,4
	Not my hometown	122	42,5
	Total	287	100
Settlement They Work	Province center	129	45,7
	District center	57	20,2
	Village	96	34,1
	Total	282	100
Number of Students	Small	90	31,5
	Medium	84	29,4
	Large	61	21,4
	Total	285	100
Seniority Year	1 year	37	13,4
	Between 2-6	71	25,8
	Between 7-11	92	33,4
	Between 12-16	40	14,5
	17 and over	35	12,7
	Total	275	100

As it is seen in Table 1, 134 of the teachers surveyed were male, 151 were female; 254 were undergraduate and 26 were graduate education graduates; 37 of them had 1 year seniority, 77 of them had between 2-6; 92 of them had between 7-11, 40 of them had between 12-16 years seniority and 35 of them had 17 years and over seniority. 90 of the teachers surveyed work in small schools, 84 work in medium schools and 61 work in large schools; 129 of them work in city center schools, 57 of them work in the schools in district center, 96 of them work in village schools; 132 of them work in their hometowns and 122 of them work in another province.

Measurement Tool and Data Collection

As the data collection instrument, "The Scale of Organizational Identification at School" ,developed by Tasdan, (2013) was used. The scales obtained through a literature review and the scale developed on the basis of researches (Dutton and Dukerich, 1991; Edwards and Peccei, 2007; Edwards, 2005; Johnson, Johnson and Heimberg, 1999; Melewar, 2003; Miller, Allen, Casey and Johnson, 2000; Scott, Corman and Cheney, 1998; Tüzün, 2006) are 5 point Likert-type and consist of 48 items.

While developing the scale, In order to determine whether the data were in accordance with the factor analysis the Kaiser-Meyer-Olkin (KMO) and Barlett Sphericty coefficient test results were analyzed and these values were found to be statistically significant (KMO = 0.96; Bartlett Sphericty test $\chi2$ = 19112.082, df = 351, p <.001). In decision-making process to the total number of factors, percentage of contribution was used as criterion in line graph, self-value and total variance. As a result, it was decided to limit the scale to four sub-dimensions.

"Purpose and Value Sharing" subscale of The Scale of Perception of Organizational Identification in Schools includes 12 items on. Factor loadings of the items that take place in this dimension are seen to range between .82 and .44 and the items in this dimension explain 6.54% of total variance of the scale. Reliability coefficient of Cronbach's alpha belonging to this sub-dimension of the scale is .94. "Image" subscale of the scale includes 10 items in total and the factor loading values of these items vary between .58 and .78. The items in this dimension explain 4.21% of the variance of the scale. The Cronbach's alpha reliability coefficient of this sub-dimension is .94. 11 items of "Communication" dimension explain 4.83% of total variance of the scale and factor loading values of the items in this dimension range between .46 and .76. The Cronbach's alpha reliability coefficient of this sub-dimension is .95. 15 items in "Identification" dimension explain 53.94% of total variance and factor loading values of the items in this dimension range between .50 and .78. . The Cronbach's alpha reliability coefficient of this sub-dimension is .97. 48 items of the Scale of the Perception of Organizational Identification all explain 69.53% of the total variance and Cronbach's alpha coefficient of the total scale is .98.

Data Analysis

In this study, teachers' perceived level of organizational identification was determined by using frequency, standard deviation and the arithmetic mean. Whether teachers' perceived levels of organizational identification vary according to personal variables or not has been decided by applying one-way ANOVA, t test, Mann Whitney U and Kruskal-Wallis H, Tukey test.

Results

In this section, findings to determine teachers' perceptions of organizational identification are presented respectively according to the sub-objectives of the research.

Findings Related to the Level of Teachers' Perceived Organizational Identification

Table 2. Descriptive Statistics to Teachers' Perceptions of Organizational Identification

Dimensions	n	K	The Highest Score	The Lowest Score	$\overline{X}$	$\overline{X}$/K	S
Organizational Identification	287	48	48	240	156,46	3,25	46,46
Sharing Goals and Values	287	12	12	60	41,69	3,41	12,92
Image	287	10	10	50	30,09	3,00	11,09
Communication	287	11	11	55	35,64	3,24	11,10
Identification	287	15	15	75	49,03	3,26	17,35

First of all, the average points on each subscale of "The Scale of the Perception of Organizational Identification in School" were converted to average 1-5 by being divided into the number of items (K) in the corresponding dimension and the average of them was made to be compared with each other.

As it is seen in Table 2, primary school teachers' average score to the overall "Organizational Identity" scale is $\overline{X}$ = 3.25, the average score of the dimension of "Sharing Goals and Values" is $\overline{X}$ = 3.41; the average score of the dimension of "Image" is $\overline{X}$ =3.00; the average score of the dimension of "Communication" is $\overline{X}$ =3.24 and the average score of the dimension of "Identification" is $\overline{X}$ =3.26.

Table 3. The Most Adopted Expressions of the Teachers In Overall Dimensions of Perception of Organizational Identification Scale

Dimension	Expression in the Scale	$\overline{X}$	S
Sharing Goals and Values	I know the general objectives of this school.	3,57	1,26
	I know the mission of this school.	3,57	1,25
	The success of this school (reputation) is important to me.	3,54	1,35
Image	This school is a respectable school.	3,24	1,33
	The others' thoghts about this school concern me very much.	3,11	1,27
	The other people do respect to the school in which I work.	3,09	1,32
Communication	I enjoy spending time with the staff of this school outside of it too.	3,43	1,26
	Human relations in this school differ from other schools' in a positive way.	3,39	1,23
	Communication between teachers and administrators at this school differ from other schools'.	3,34	1,27
identification	If the things get worse in this school, I feel discomfort.	3,63	1,34
	While talking about the employees of this school, I prefer "we" instead of "they".	3,57	1,37
	I think myself as a member of this school.	3,54	1,33

When the most approved expressions of the teachers in Table 3 are examined in each sub-dimensions, the most approved expressions are seen to be "I know the general objectives of this school" in "Sharing Goals and Values" dimension ($\overline{X}$ =3,57) and "I know the mission of this school" ($\overline{X}$ =3,57), "This school is a respectable school" in "Image" dimension ($\overline{X}$ =3,24), "I enjoy spending time with the staff of this school outside of it too" in "Communication" dimension ($\overline{X}$ =3,43), "If the things get worse in this school, I feel discomfort" in "Identification" dimension ($\overline{X}$ =3,63).

Findings Related to Personal Variables

Under this heading, findings of the research are presented related to whether teachers' perceptions of organizational identification vary according to personal features and characteristics of the school or not.

Table 4. One-Dimensional Analysis of Variance Results of Teachers' Perceptions of Organizational Identification Related to the Working Region.

Region	N	$\overline{X}$	S	Source of Variance	Sum of Squares	sd	Squares Avg.	F	P	The Difference
Marmara	38	96,57	38,81	Intergroup	273439,0	6	45573,17	37,08	.00	1-2; 1-3
Central Anatolia	36	129,33	18,39	Within-Group	344126,4	280	1229,02			1-4;1-3
S.E. Anatolia	30	144,96	37,22	Total	617565,4	286				1-6;1-7
Mediterranean	31	199,25	26,22							2-3; 2-4
Eastern Anatolia	59	167,74	46,43							2-5;2-6
Aegean	45	186,71	30,23							2-7; 3-4
Black Sea	48	161,56	32,75							3-6;4-5
Total	**287**	**156,46**	**46,46**							4-7

As it is seen in Table 4, organizational identification perceptions of teachers vary significantly according to the region they work [$F_{(6,280)}=37,08; p<.01$]. When the teachers' perceptions of organizational identification average scale scores are examined, it is from the highest to the lowest respectively; Mediterranean ($\overline{X}$ =199,25), Aegean ($\overline{X}$ =186,71), Eastern Anatolia ($\overline{X}$ =167,74), Black Sea ($\overline{X}$ =161,56), Southeastern Anatolia ($\overline{X}$ =144,96), Inner Anatolia ($\overline{X}$ =129,33) and The Marmara ($\overline{X}$ =96,57).

According to the test results of Tukey performed to find the source of the difference between teachers' perceptions of organizational identification; perceptions of the teachers in the regions of Mediterranean, Aegean, Eastern Anatolia, Black Sea, Inner Anatolia and Southeast Anatolia are higher than the teachers' in The Marmara, perceptions of the teachers in the regions of Mediterranean, Aegean, Eastern Anatolia, Southeastern Anatolia and Black Sea are higher than the teachers' in Inner Anatolia, perceptions of the teachers in the regions of Mediterranean and Aegean are seen to be higher than the teachers' in Southeast Anatolia, also the perceptions of the teachers in the region of Mediterranean are higher than the teachers' in the regions of Black Sea and Eastern Anatolia.

Table 5. One-Dimensional Analysis of Variance Results of Teachers' Perceptions of Organizational Identification Level Related to the Places They Live

Place of Residence	N	$\overline{X}$	S	Source of Variance	Sum of Squares	sd	Squares Avg.	F	P
My hometown	132	161,75	41,24	Inter Groups	8376,27	2	4188,13	1,95	.14
My partner's hometown	33	145,87	43,78	Within Groups	609189,15	284	2145,03		
Not my hometown	122	153,61	51,82	Total	617565,43	286			
Total	287	156,46	46,46						
Sharing Goals and Values									
My hometown	132	42,75	12,26	Inter Groups	273,54	2	136,77	,81	,44
My partner's hometown	33	40,66	11,35	Within Groups	47469,46	284	167,14		
Not my hometown	122	40,82	13,97	Total	47743,01	286			
Total	287	41,69	12,92						
Image									
My hometown	132	30,96	9,651	Inter Groups	516,81	2	258,40	2,11	,12
My partner's hometown	33	26,54	10,60	Within Groups	34690,45	284	122,14		
Not my hometown	122	30,11	12,49	Total	35207,26	286			
Total	287	30,09	11,09						
Communication									
My hometown	132	37,29	10,02	Inter Groups	769,71	2	384,85	3,16	,04
My partner's hometown	33	32,66	11,93	Within Groups	34490,03	284	121,44		
Not my hometown	122	34,66	11,77	Total	35259,74	286			
Total	287	35,64	11,103						
Identification									
My hometown	132	50,73	16,80	Inter Groups	814,00	2	407,00	1,35	,26
My partner's hometown	33	46,00	17,39	Within Groups	85376,71	284	300,62		
Not my hometown	122	48,00	17,88	Total	86190,71	286			
Total	287	49,03	17,35						

Teachers' perceptions of organizational identification differ significantly [F(2,284)=1,95; p>.05] according to the place where they live. However, as it is seen in Table 5, perceptions of teachers' organizational identification don not differ significantly according to the place that they live in the sub-dimensions of "Purpose and Value Sharing" [F(2,284)=0,81; p>.05]," image" [F(2,284)=2,11; p>.05] and "Identification" [F(2,284=1,35; p>.05].

It can be seen in the sub-dimension of "communication" that teachers' perception of organizational identification differ [F (2,284) = 3.16; p <.05] depending on whether they live in their hometown or not. According to Tukey test results performed to find the source of the difference; communication perceptions of the teachers who live in their their "hometown" have been found to be higher than the teaches' who don't live in their hometowns.

Table 6. One-Dimensional Analysis of Variance Results of Teachers' Perceived Organizational Identification Level Regarding Place of Residence

Place of Residence	N	X̄	S	Source of Variance	Sum of Squares	sd	Squares Avg.	F	P	Difference
City center	129	142,37	50,56	Inter groups	46232,85	2	23116,4	11,30	.00	1-2
District center	57	168,42	45,10	Within groups	570362,78	279	2044,31			1-3
Village center	96	167,87	36,87	Total	616595,63	281				
Total	**282**	**156,32**	**46,84**							
				Sharing Goals and Values						
City center	129	37,79	13,649	Inter groups	3605,18	2	1802,59	11,53	,00	1-2
District center	57	44,26	13,863	Within groups	43593,14	279	156,24			1-3
Village center	96	45,33	9,724	Total	47198,33	281				
Total	282	41,67	12,96							
				Image						
City center	129	26,90	11,20	Inter groups	2482,76	2	1241,38	10,65	,00	1-2
District center	57	33,84	12,90	Within groups	32522,08	279	116,56			1-3
Village center	96	32,06	8,60	Total	35004,85	281				
Total	282	30,06	11,16							
				Communication						
City center	129	32,49	12,37	Inter groups	2328,16	2	1164,08	9,97	,00	1-2
District center	57	37,01	8,89	Within groups	32557,63	279	116,69			1-3
Village center	96	38,78	9,48	Total	34885,80	281				
Total	282	35,54	11,14							
				Identification						
City center	132	50,73	16,80	Inter groups	814,00	2	407,0	1,35	.26	
District center	33	46,00	17,39	Within groups	85376,71	284	300,6			
Village center	122	48,00	17,88	Total	86190,71	286				
Total	287	49,03	17,35							

As it is seen in Table 6, the primary school teachers' organizational identification perceptions differ significantly depending on the places of residence they work in the sub-dimensions of the scale; the overall of the scale [F (2,279) = 11.30, p <.01], "Purpose and Value Sharing", [F (2,279) = 11.53, p <.01], "image" [F (2,279) = 10.65; p <.01] and "Communication" [F (2,279) = 9.97, p <.01]. However, again as it is shown in the table, teachers' perceptions of identification do not differ significantly [F (2,279) = 1.35; p> .05] in the sub-dimension of "Identification". According to the test results of Tukey performed to find the source of the difference depending on teachers' places of residence; regarding overall of the scale, perceptions of organizational identification of the teachers working in villages and district centers were found to be higher than the teachers' working in city center.

Table 7. One-Dimensional Analysis of Variance Results of Teachers' Perceived Organizational Number Identification Level Regarding of Students

Number of Students	N	$\overline{X}$	S	Source of Variance	Sum of Squares	sd	Sum of Squares	F	P	Difference
Küçük	90	171,63	40,30	Gruplar Arası	54557,92	2	27278,9	13,45	.00	1-2
Orta	84	151,26	51,60	Gruplar içi	470321,20	282	2027,24			1-3
Büyük	61	133,36	41,77	Toplam	524879,13	284				
Toplam	285	154,41	47,36							
Sharing Goals and Values										
Küçük	90	46,58	10,48	Gruplar Arası	5047,06	2	2523,5	16,77	,00	1-2
Orta	84	40,03	13,94	Gruplar içi	34910,61	282	150,47			1-3
Büyük	61	35,03	12,23	Toplam	39957,68	284				2-3
Toplam	285	41,24	13,06							
Image										
Küçük	90	33,21	33,21	Gruplar Arası	2644,02	2	1322,01	10,96	,00	1-3
Orta	84	30,01	30,01	Gruplar içi	27971,05	282	120,56			2-3
Büyük	61	24,68	24,6	Toplam	30615,08	284				
Toplam	285	29,85	29,85							
Communication										
Küçük	90	38,30	10,78	Gruplar Arası	1640,22	2	820,11	6,72	,00	1-2
Orta	84	33,90	12,32	Gruplar içi	28286,07	282	121,92			1-3
Büyük	61	31,96	9,42	Toplam	29926,29	284				
Toplam	285	35,08	11,30							
Identification										
Küçük	90	53,53	16,20	Gruplar Arası	5225,79	2	2612,8	8,87	,00	1-2
Orta	84	47,30	18,10	Gruplar içi	68281,79	232	294,31			1-3
Büyük	61	41,67	17,18	Toplam	73507,59	234				
Toplam	285	48,22	17,72							

As it is seen in Table 7, the primary school teachers' organizational identification perceptions differ significantly [F(2,284)=13,45;p<.01] depending on the size of the schools that thety work in. However, again as it is shown in the table, teachers' perceptions of identification differ significantly depending on the size of the schools in the sub-dimensions of " Sharing Goals and Values " [F(2,284)=16,77; p<.01], "Image" [F(2,284)=10,96;p<.01], "Communication" [F(2,284)=6,72;p<.01] and "Identification" [F(2,284=8,87; p<.01]. According to the test results of Tukey performed to find the source of the difference; perceptions of organizational identification of the teachers working in small schools were found to be higher than the teachers' working in medium and large schools in the sub-dimensions of "Purpose and Value Sharing", "image", "Communication" and "Identification". Likewise, regarding the overall of the scale and sub-dimensions of it, perceptions of organizational identification of the teachers working in medium schools were found to be higher than the teachers' working in large schools.

Table 8. t-Test Results on Whether Teachers' Perceptions of
Organizational Identification Levels Differentiate Depending on Gender

Variables	N	$\overline{X}$	S	sd	t	p
Female	134	150,74	49,53	283	1,91	0,05
Male	151	161,30	43,39			
Variables	**Sharing Goals and Values**					
Female	134	40,36	13,52	283	1,15	0,11
Male	151	42,80	12,36			
Variables	**Image**					
Female	134	29,25	11,75	283	1,19	0,23
Male	151	30,83	10,50			
Variables	**Communication**					
Female	134	34,38	12,25	283	1,74	0,08
Male	151	36,67	9,92			
Variables	**Identification**					
Female	134	46,73	18,10	283	2,06	0,40
Male	151	50,98	16,58			

As it is seen in Table 8, teachers' organizational identification perceptions differ significantly depending on their gender [t(283)=1,91;p<.05]. This result shows that perceived organizational identification of surveyed male teachers ($\overline{X}$=161,30) is higher than the female teachers' ($\overline{X}$=150,74) perceptions of identification. However, again as it is shown in the table, female and male teachers' perceptions of identification do not differ significantly in the sub-dimensions of " Sharing Goals and Values " [t(283)=1,15;p<.05], "Image" [t(283)=1,19;p<.05], "Communication" [t(283)=1,74;p<.05] and "Identification" [t(283)=2,06;p<.05].

Table 9. One-Dimensional Analysis of Variance Results of Teachers' Perceived Organizational Identification Level Regarding Their Professional Seniority

Seniority	N	$\overline{X}$	S	Source of Variance	Sum of Squares	sd	Squares Avg.	F	P	Difference
1 year	37	155,32	56,26	Inter Groups	22561,20	4	5640,30	2,68	,03	3-5
Between 2-6 years	71	153,61	47,78	Within Groups	567143,76	270	2100,53			
Between 7-11 years	92	147,23	41,66	Total	589704,96	274				
Between 12-16 years	40	157,00	45,77							
17 and over	35	176,85	39,73							
Total	275	155,17	46,39							
Sharing Goals and Values										
1 year	37	43,45	15,35	Inter Groups	1510,46	4	377,61	2,31	,05	
Between 2-6 years	71	41,11	12,49	Within Groups	44082,21	270	163,26			
Between 7-11 years	92	38,77	11,15	Total	45592,67	274				
Between 12-16 years	40	41,02	13,63							
17 and over	35	45,91	13,37							
Total	275	41,24	12,89							
Image										
1 year	37	28,67	11,70	Inter Groups	1525,85	4	381,46	3,20	,01	1-5
Between 2-6 years	71	29,23	11,66	Within groups	32129,78	270	118,99			2-5
Between 7-11 years	92	28,53	10,56	Total	33655,63	274				3-5
Between 12-16 years	40	29,65	10,96							
17 and over	35	35,91	9,118							
Total	275	29,83	11,08							
Communication										
1 year	37	34,81	13,48	Inter Groups	681,32	4	170,33	1,39	,23	
Between 2-6 years	71	35,04	11,45	Within Groups	32978,51	270	122,14			
Between 7-11 years	92	33,88	9,84	Total	33659,84	274				
Between 12-16 years	40	36,60	11,03							
17 and over	35	38,74	10,38							
Total	275	35,32	11,08							
Identification										
1 year	37	48,37	20,26	Inter Groups	2722,62	4	680,65	2,33	,05	
Between 2-6 years	71	48,22	18,30	Within Groups	78559,94	270	290,96			
Between 7-11 years	92	46,05	15,90	Total	81282,56	274				
Between 12-16 years	40	49,77	16,13							
17 and over	35	56,28	14,26							
Total	275	48,77	17,22							

As it is seen in Table 9, teachers' organizational identification perceptions differ significantly depending on their professional seniority [F(4,270)=2,68;p<.05]. Again as shown in the table, in the "image" sub-dimensions of organizational identification [F (4,270) = 3.20, p <.05] , organizational identification perceptions vary significantly depending on their seniority. According to the test results of Tukey performed to find the source of the difference; İn overall of the organizational identification scale, perceptions of organizational identification of the teachers who have 17 years and over seniority were found to be higher than the teachers' who have seniority between 7-11 years. Again, in the "Image" sub-dimension, perceptions of organizational identification of the teachers who have 17 years and over seniority were found to be higher than the teachers' who have 1, 2-6, 7-11 ve 12-16 years of seniority. Teachers' perceptions of organizational identification show no significant differences in the sub-dimensions of "Purpose and Value Sharing" [F (4,270) = 2.31; p> .05], "Communication" [F (4,270) = 1.39, p> .05] and "Identification" [F (4,270) = 2.33, p> .05].

Table 10. Mann-Whitney U Test Results on Whether Teachers' Perceptions of Organizational Identification Levels Differentiate Depending on Their Education Status

Education Status	N	Average Row	Total Row	U	p
Undergraduate	254	139,69	35482,50	3097,50	.60
Postgraduate	26	148,37	3857,50		
Total	280				
Sharing Goals and Values					
Undergraduate	254	139,98	35554,00	3169,00	,73
Postgraduate	26	145,62	3786,00		
Total	280				
Image					
Undergraduate	254	138,22	35108,00	2723,00	,14
Postgraduate	26	162,77	4232,00		
Total	280				
Communication					
Undergraduate	254	141,12	35843,50	3145,50	,69
Postgraduate	26	134,48	3496,50		
Total	280				
Identification					
Undergraduate	254	140,10	35586,50	3201,50	,79
Postgraduate	26	144,37	3753,50		
Total	280				

When Table 10 is examined, it is seen that teachers' perceptions of organizational identification show no significant differences in overall of the scale [U = 3097.50; p> .05] and and in sub-dimensions of "Sharing Goals and Values" [U = 3169.00; p> .05], "image" [U = 2723.00; p> .05], "Communication" [U = 3145.50; p> .05] and "Identification" [U = 3201.50; p> .05].

Discussion, Conclusion and Suggestions

As a result, elementary school teachers' perceptions of organizational identification was found to be at "medium" level in general, and in all sub-dimensions (Sharing Goals and Values, Image, Communication and Identification) of the scale. This medium level of the teachers' perceptions of organizational identification related to school is important. Because the employees' high and low perceptions of organizational identifiction are directly related to improving the performance, culture and core values of the organization. Results of many studies in the literature (Albert and Whetten, 1985; Dutton and Dukerich, 1991; Whetten, Lewis and Mischel., 1992) reveals that the employees with high perceptions of organizational identification adopt the culture and core values of the organization more and they make effort more for the purposes of the organization. in the study of Petersen (1997), it was determined that when teachers' perceptions of organizational identification are high in school they make effort more in order to protect the interests of that school.

Examining the scale, it can be seen that the mostly approved expressions by the teachers are; "I know generl goals and mission of this school" in "Sharing Goals and Values " dimension , "This school is a respectful school." in "image" dimension, "I enjoy spending time with the staff of this school outside of it too." in "Communication" dimension and "If the things get worse in this school, I feel discomfort." in "Identification" dimension. In the study that Petersen (1997) investigated the relationship between the values that school administrators have and organizational identification, it was detected that when teachers share the vision of the school and behave appropriately to the mission of the school, they contribute more to the development of the school. Pascarella and Frohman (1989) found similar results in their research. In Pascarella and Frohman's research too, it was found out that when the harmony between the organization's objectives and the objectives of the employees decrease, an increase in the demand of leaving the organization was determined. This holds true for teachers, when teachers do not

share the objectives of the school, they are willing to leave that school. In the study that Petersen (1997) carried out with education professionals, it was found out that formation of organizational identification will be hard in environments where the objectives of education are not realized. In a study conducted by Bhattacharya and Sen (2003), It was indicated that the interaction of the employee with the organization should be clear and puposeful in order to identify the employees themselves with the organization's characteristics. In addition, studies have shown that the members of the organization who are defined with the identity of the organization accept the organizational goals as their personal targets and they are more loyal to the organization and more compatible with it (Dutton et al, 1994). However, the fear of identity experienced by employees has led them to demand for support, respect and identity from the organization (Zagenczyk, 2006, 9).

In the research, it was determined that teachers' perceptions of organizational identification related to school vary according to regions. It was found out that organizational identification perceptions of teachers who work in the Mediterranean region are the highest and organizational identification perceptions of the teachers' who work in Marmara region of the teachers are the lowest. It is considered that the cosmopolitan demographic structure formed due to internal migration in Turkey reflect to the schools and this situation also negatively affects teachers' perceptions of organizational identification related to schools. Supporting this result, in Taşdan's (2008) study on the level of compliance between individual values of the teachers in Turkey and organizational values of the schools, it was detected that teachers' value compliance levels vary according to the region in which they work.

It was determined that the perception of organizational identification of the teachers working in their their own hometowns was found to be higher than the teachers working in a different hometown. It was also determined that the identity perception of the teachers working in their hometowns was higher than the others in the sub-dimension of communication. As Teachers' working in the schools of their hometowns cause them to communicate positively with the staff, students and and environment of that school, this positive communication is considered to contribute much to their sense of identity.

As a result of the study, it was determined that perception of organizational identification of the teachers working in villages and districts was higher than the teachers' working in city centers in the sub-dimensions of "Sharing Goals and Values", "Image", "Communication", "Identification" and in the entire of the scale. As residential areas get smaller, schools get smaller and the number of the teachers in schools reduce, in contrast informal communication is seen to increase. And this situation affects teachers' perceptions of organizational identification. In Erel-Yetim's (2010) research carried out in general high schools, It was concluded that as teachers' organizational communication increases, their organizational identification increases too. As it is seen, Erel-Yetim's (2010) research support the results of this study.

Perception of organizational identification of the teachers working in small schools was found to be higher than the teachers' working in medium and large schools in general and in all of the sub-dimensions of the scale. Again it was found out that perception of organizational identification of the teachers working in medium schools was higher than the teachers' working in large schools. Namely, as the schools get smaller, teachers' level of sharing goals, values and image of the schools in which they work increase and they feel themselves more belong to that school. Lately, in all of the research on school size, it came in view that as the school size gets it provides more favorable conditions for learning in terms of physical infrastructure and humanitarian aspect and it also reveals that advantages of it outnumber the drawbacks (Allen, 2002; Cotton, 1996; Cox, 2002; Craig, 2000; Dee, Ha and Jacob, 2002; Hammond, Ross and Milliken, 2006 2007; Hampel, 2002; Harris, 2006, 2007; Johnson, 2002; Leithwood and Jantzi, 2009; Pool, 2002; Wasley, 2002; Cited in Karakutuk, Tunç, Bülbül, Özdem, Taşdan, Çelikaleli and Bayram, 2012).

Perception of organizational identification of the male teachers who participated in the study was found to be higher than identity perception of the female teachers. In interpreted non-image level of Çobanoğlu (2008) 's research, it was seen that male teachers find others' views on their schools more attractive than the female teachers. Also in Wendy's (2010) study carried out with the staff of public and private banks, it was determined that employee's perceptions of organizational identification did not show any significant differences according to gender.

In the overall of the scale of the research, it was determined that the teachers working for 17 years and over had higher organizational identity perceptions than the teachers had seniority between 7-11 years. Again, in the sub-dimension of image, , it was determined that the teachers working for 17 years and over had higher organizational identity perceptions than the teachers had seniority 1, 2-6, 7-11 and 12-16 years.

It was detected in the research of Çobanoğlu (2008) that teachers who had over 16 years of service time find the exterior image of schools more attractive compared with the teachers with less service time. Accordingly, it can be deduced that teachers who had over 16 years of service time estimate what people around think about the school and they find the school more attractive. It was seen in the research of Gülşen (2010) conducted with bank employees that bank employees with over five years of professional seniority have higher perceptions of organizational identity. These results indicate that if professional seniority of school teachers increases, their perceptions of organizational identity about the school would also increase. It was determined that the perception of organizational identity of teachers in primary schools doesn't vary by level of their education. However, these results are conflicting research results. It was found in the research of Tüzün (2006) conducted with employees working with the private and state-owned banks in Ankara that perceptions of organizational identity of low education level of employees are higher than the employees' perceptions working in medium and high level. In Gülşen's (2010) study carried out with bank employees, it was detected that identification of organizational perception of high school graduates was higher than the others and their purpose of leaving from their jobs was quite low.

Based on the results of the study, The following recommendations have been made. 1. In order to increase the organizational perception of the teachers, training managers and school administrators should take precautions to form a more positive and more human centered culture of institution. 2. All of the school staff should take part actively in determining the purpose and mission of the school. 3. It was detected in the study thatorganizational identificational perception of the teachers working in small schools is more positive than the others. So, instead of very large and crowded schools, small schools with a small number of students should be prefered. 4. Organizational identification is a variable related with many variables. Organizational identification should be studied by relating the issue with organizational commitment, organizational devotion, citizenship and job satisfaction. In this research, organizational identification perception of the teachers working in public schools was studied. The further research should be carried out on school administrators and private schools.

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