IN PURSUIT OF A NEW TEACHER IDENTIFICATION: WHAT MAKES TEACHER MORE DEDICATED

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Abstract

The psychological sides of organizations are attracting more attention as time goes by. In organizations such as schools, where human relationships are very important and fundamental the terms like image and identification is becoming ever more important. The positive perception of schools' organizational image affects the way teachers perceive themselves. This will also make it possible for teachers to display extra performance for the benefit of organization as well.

This research is carried out to examine high school teachers' perception of organizational image and organizational identification to determine the relationship between those variables. According to results, there is a moderate relationship between organizational image and organizational identification (r=.40, p<.001). The relationship between organizational image and organizational identification is studied with scatter plot and displayed. The mean values are ($\overline{X}$ =3.62) for organizational image and ($\overline{X}$ =3.69) for identification. These findings are supported by the body of literature.

Keywords: Organizational image, teacher identification, extra performance.

INTRODUCTION

Organizational image is about how the environment perceive the organization (Gioia, 2000). There are two important factors in deciding organizational image. First one is about the organizational members' beliefs on what outsiders think about the organization (Dutton & Dukerich, 1994) and the second one is about what the top management thinks about the attractiveness of the organization from the outside (Whetten & Mackey, 2002).

Members assess the attractiveness of the organizational image and build their own perception of organizational image. This image perception is especially important for developing a conception about who they are in reality and for preserving the self-continuity of this reality. Members can successfully identify

themselves with the organizations when there is a good match between their identity and the perceived organizational image (Dutton & Dukerich, 1991).

Organizational image may either affect the members positively or negatively. If members interpret the external organizational image as unfavorable, they may experience negative outcomes such as stress and depression which may well lead to destructive competition among members or decreasing effort for the organizational tasks. Besides, members may feel disengagement for their organizations or may leave the organization permanently when this negative organizational image perception endures for long (Dutton & Dukerich, 1994; Meyer and Allen, 1997; Haslam, Postmes & Ellemers, 2003).

Organizational Identification
Organizational identification is described as the matching of organizational targets with member targets (Ashforth & Mael, 1989). When compared with the perception of being an organization member, identification is more about how important the organization is for the members (Ashfort, Harrrison & Corley, 2008). Besides, organizational identification is a cognitive integration of organization and the member in which member perceive itself as wrapped with the destiny of organization (Ashfort & Mael, 1989). When there is a strong identification, member self-description happens in consistency with members' organizational description (Dutton, Dukerich & Harquail, 1994).

Identification is significantly important for organizations since it motivates members to display extra performance which contributes to organizational effectiveness (Tyler & Smith, 1999). Like other organizations, organizational identification is a way of achieving job satisfaction and self-esteem in schools. Moreover, teachers who are satisfied with their schools can display optimum performance with high quality voluntary actions (van Dick & Wagner, 2002). According to Van Dick, Wagner, Stellmacher & Christ (2004), organizational identification should be taken into consideration in order to explain extra performance in schools. Therefore, improving the identification level of teachers with their schools should be prioritized in educational organizations. Administrators should encourage team work and group activities which – naturally – boosts organizational identification.

Organizational identification has essential functions in individual, group and organization levels. For example while organizational identity is positively related with organizational citizenship and job satisfaction, it is negatively related with job leaving (Pratt, 1998; van Knippenberg, 2000; Wan-Huggins, Riordan & Griffeth, 1998). Whatsmore, there is a body of research about organizational identifications decisive role on faithfulness, productivitiy, obeying organizational rules, openness to communication and reaction to change (Haslam, Postmes & Ellemers, 2003; Abrams, Ando & Hinkle, 1998; Tyler & Blader, 2003; van Dick & Wagner, 2001).

METHOD

Samples and Procedure
Correlational and comparative quantitative models are used in this research. Since there is no questionnaire studied on this topic in Turkish, the questionnaire was adapted to Turkish by the researcher. Linguistic equivalence were done and tested with the help of some academicians. The universe of the research is chosen as the teachers from the central districts of Bursa. The questionnaire was conducted in 2012 and 2013. Different samples and working groups were used for different stages of the research. 1245 questionnaires were delivered to the teachers chosen by using the cluster sampling method as the sample of the research. Table 1 and Table 2 give detailed information about the descriptive statistics of teachers.

Table 1: The Comparison of Population and Sample of the Research

	Population	Sample	%
School	57	27	47,4
Teacher	5417	623	11,50

Table 2: Related Information about the Teachers Answering The Questionnaire

Variables	The number of Teachers (N)	%
Sex		
Male	311	49,9
Female	312	50,1
Length of Service		
5 years or less	73	11,7
6 – 10 years	97	15,6
10 – 15 years	145	23,3
16 years or more	308	49,4
School Type		
State	553	88,8
Private	70	11,2
Educational Background		
Institute of education	13	2,1
Associate degree	10	1,6
BA	474	76,1
MA	122	19,6
PhD	4	0,6

Explanatory factor analysis is done to examine the construct validity for the organizational image and organizational identification questionnaires. For the organizational image questionnaire, KMO value is calculated as .89 and is found significant according to Bartlett Sphericity Test (x^2 =727.61, $p < .01$). Table 3 shows the characteristics of nine items which is forming 'Organizational Image Questionnaire'.

Table 3: Factor Loadings of Organizational Image Questionnaire

Item	EFA	CFA (λ_i)	T
Image 01	.90	.90	11.36
Image 02	.90	.87	10.67
Image 05	.88	.87	10.70
Image 07	.85	.80	9.46
Image 06	.82	.79	9.22
Image 04	.77	.75	8.64
Image 09	.73	.64	7.00
Image 03	.70	.69	7.59
Image 08	.62	.53	5.44

For the organizational identification questionnaire, KMO value is calculated as .89 and is found significant according to Bartlett Sphericity Test (x^2= 222.79, $p < .01$). Table 4 shows the characteristics of nine items which is forming 'Organizational Identification Questionnaire'.
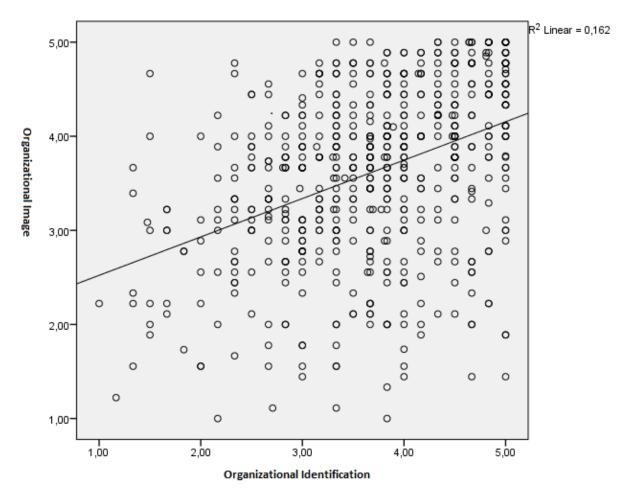
Table 4: Factor Loadings of Organizational Identification Questionnaire

Item	EFA	CFA (λ_i)	T
Identification 04	.82	.77	8.31
Identification 01	.80	.74	7.92
Identification 05	.79	.75	7.99
Identification 02	.77	.72	7.58
Identification 06	.72	.65	6.59
Identification 03	.69	.61	6.15

FINDINGS AND RESULTS

In order to understand the relationship between organizational image and organizational identification, correlational analysis is performed. Correlational relationship is presented in Figure 1. Findings indicate that there is a medium relationship between organizational image and organizational identification. The relationship between organizational image and organizational identification doesn't vary significantly in terms of age, sex or the learning background of the teachers.

Fig0ure 1: Correlation Between Organizational Image and Organizational Identification

There is a body of research suggesting medium relationship between organizational image and organizational identification. According to Fuller, Marler, Hester, Frey & Relyea (2010), The relationship is even stronger in people who deprive of self-esteem. Dutton & Dukerich (1991) points out that school image boosts self esteem

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in teachers. When school administrators focus on the powerful sides of the organization, teacher attitudes are affected positively (Ashforth & Mael, 1989; Leonardelli, Picket & Brewer, 2010).

CONCLUSION

The aim of this research is to examine the relationship between organizational image and organizational identification. Research findings have shown that there is a significant relationship between organizational image and organizational identification. Organizational identification motivates the organizational members to perform extra performance and it is also significantly related to job satisfaction, organizational citizenship and organizational commitment. Since schools are the kind of organizations where success and effectiveness largely based on human relations, administrators should seek ways to organizational image and organizational identification.

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