

Okul Yöneticilerinin Algı Yönetimi Uygulamaları ve Öğretmenlerin Duygusal Bağlılığına Yansımaları

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ÖZ

Araştırmanın temel amacı, okul yöneticilerinin kurumsal itibar, kimlik ve imaj boyutlarında yürüttükleri algı yönetimi uygulamaları ile öğretmenlerin duygusal bağlılıkları arasındaki ilişkiyi incelemektir. Araştırmada değişkenler arası ilişkiyi ve aracı rolünü incelemek için yapısal eşitlik modeli kullanılmıştır. Araştırmanın çalışma evrenini 2020-2021 eğitim öğretim yılında Elazığ ilinde görev yapan öğretmenler oluşturmaktadır. Veri toplama aracı olarak araştırmacı tarafından geliştirilen "Kurumsal İtibar Oluşturma Ölçeği", "Kurumsal Kimlik Oluşturma Ölçeği", "Kurumsal İmaj Oluşturma Ölçeği" ve Meyer, Allen ve Smith tarafından 1993 yılında geliştirilen "Duygusal Bağlılık Ölçeği" kullanılmıştır. Yapısal eşitlik modeli sonucunda okul yöneticilerinin kurumsal kimlik ve kurumsal itibar boyutlarında algı yönetimi uygulamaları öğretmenlerin duygusal bağlılık düzeyleri ile doğrudan ilişkilidir; Kurumsal imaj boyutunda gerçekleştirilen uygulamalar ile öğretmenlerin duygusal bağlılıkları arasındaki ilişkinin kurumsal kimlik boyutunun aracılık etkisi ile oluştuğu tespit edilmiştir.

Anahtar Kelimeler: Algı yönetimi, Kurumsal kimlik, Kurumsal itibar, Kurumsal imaj, Duygusal bağlılık

Perception Management Practices of School Administrators and Its Reflects to Teachers' Emotional Commitment*

ABSTRACT

The main purpose of the research is to examine the relationship between perception management practices carried out by school administrators in the dimensions of corporate reputation, identity and image, and teachers' emotional commitment. Structural equation model was used in the research in order to examine the inter-variable relationship and mediation role. The study population of the research consists of teachers working in the province of Elazığ in the 2020-2021 academic year. "Corporate Reputation Building Scale", "Corporate Identity Building Scale", "Corporate Image Building Scale" developed by the researcher and "Emotional Commitment Scale" developed by Meyer, Allen and Smith in 1993 were used as data collection tools. As a result of the structural equation model, the perception management practices of school administrators in the dimensions of corporate identity and corporate reputation are directly related to teachers' emotional commitment levels; It has been determined that the relationship between the practices carried out in the corporate image dimension and the emotional commitment of the teachers is formed by the mediation effect of the corporate identity dimension

Key Words: Perception management, Corporate reputation, Corporate identity, Corporate image, Emotional commitment

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1. Introduction

In today's world where information has become the most important power, with the help of environmental and technological developments, people's access to information and the transfer of accessed information to different disciplines are getting easier. 21st century people form their subjective values and create personalized perceptions in the light of the information they have obtained (Dearth, 2002). The individual, who perceives environmental phenomena and events through his sense organs, has the ability to make sense of his environment (Robinson, 1994). The past experiences of individuals also contribute to their perception abilities. It has been realized that the perceptions developed by individuals can be managed by leaders and managers over time, and the concept of perception management has emerged (George & Jones, 2011). Perception management is the deliberate directing of perceptions of individuals through deliberate practices towards their conscious and subconscious minds. Within the scope of perception management, nations, countries, governments, military institutions and organizations primarily analyze the perceptions of individuals and investigate the effect of environmental factors (Zaman, 2007). In this way, it can realize perception creation and perception orientation applications for target audiences.

Perception management, whose scientific aspect came to the forefront by the US Department of Defense after World War II; by influencing the emotions and thoughts of the targeted masses and their leaders in the national and international arena, it has been tried to spread or stop the targeted information, to propagate and disseminate it, and as a result, to ensure that the target audience exhibits the desired behaviors (Şeyhanlıoğlu, 2017). Perception management is the deliberate manipulation of perceptions of individuals through deliberate practices aimed at their conscious and subconscious minds (Karabulut, 2017). The purpose of perception management is to infiltrate individuals' brains and to enable them to perceive the outside world as desired, thus ensuring that their ideas and behaviors are shaped in the targeted direction (Özdağ, 2018). The essence of perception management; is to direct the target audience to the desired behaviors by persuading them without using coercion (Çağlar, 2013). Perception management is the basis of social engineering (Çağlar, 2013). Social engineering is a broader concept and aims to radically change the social structure (Atabek, 2014). When the literature on perception management is examined, it is concluded that perceptions deeply affect the functioning of the organization. While the positive perceptions of internal and external stakeholders reflect positively on the organization; negative perceptions affect the climate in

the organization negatively. From this point of view, the subject of "organizational perception management" in corporate management has been examined and has become increasingly important in recent years. There are 3 basic dimensions in organizational perception management: corporate identity, corporate image and corporate reputation (Elsbach, 2003).

Corporate identity, which is the first dimension of organizational perception management, has an important role in the interaction of the institution with its environment. There is a need for a strong corporate identity in matters such as institutions to be able to distinguish themselves from their competitors and to give them superiority (Gülsünler, 2007). Establishing a strong corporate identity in an increasingly competitive environment; has become the main priority that distinguishes one institution from another. Corporate identity is a set of meanings that allow an organization to express itself and enable individuals to make various classifications while defining the organization (Topalian, 1984). The concept of corporate identity aims to describe the ideas of the institution in the minds of stakeholders by symbolizing the features related to the institution (Sagir, 2016).

The second dimension of organizational perception management is corporate image. Corporate image is the impression that the institution has on the society thanks to its performance, the service it offers to the environment, the achievements it has achieved, the importance it attaches to development and its technological competences (Bal, 2012). corporate image; product image can be explained with different expressions such as brand image. Corporate image is the summary of individuals' impressions and experiences about the organization and the snapshots that people create in their minds about the organization (Gray & Balmer, 1998). Corporate image is the outward reflection of all the ideas formed in the mind of the society about the institution (Barich & Kotler, 1991). Just as the corporate image shapes the perceptions of the stakeholders about the organization; existing perceptions can also affect corporate image (Brotzen, 1999). Institutional image creates perceptions on individuals and increases preferability and preference, and in the same way, the image of institutions that are preferred more than their peers is strengthened (Dinçer, 2001). Institutions carry out image studies that will express themselves in the most accurate and attractive way by using various logos, symbols, colors and music in order to be recognized and seen by the society (Sabuncuoğlu, 2008).

Corporate reputation, which is the last dimension of organizational perception management, is the general expression of an organization's positive effects on a stakeholder group (Budd, 1994). Corporate reputation, which is an element that makes organizations

different from other organizations, builds feelings of power, trust and stability. Corporate reputation is the general sum of the perceptions and experiences of the stakeholders about the organization (Turnbull, 2001). The activities, success, management understanding and financial performance of institutions are the elements that build the sense of reputation (Rosson & Gassman, 2002). Corporate reputation is the impression that people have about the organization as a result of any information related to the activities of the organization, the workplace environment, past efficiency and future success. In other words, corporate reputation is a holistic perception of prestige that the public acquires for the institution as a result of the institution's consistent effort to be reliable, respected and valuable (Gotsi & Wilson, 2001).

Educational institutions are also open systems that contain many stimuli due to their organizational structure, so it is thought that it would be correct to consider educational institutions as environments where perceptions come to the fore. Perceptions formed in educational institutions can affect internal and external stakeholders. One of the most important variables affected by perception management practices is emotional commitment. Affective commitment is employees' acceptance of organizational culture, their acceptance of the organization and their willingness to stay in the organization (Mowday, Porter, & Stters, 1982). Emotional commitment is an important factor affecting the performance of employees, and the perceptions of employees are highly effective on their emotional commitment (Shore & Wayne, 1993). In addition to the goals of the organization, the working environment, organizational goals and ways of achieving the goal, managerial behaviors are considered as the most important factor on the emotional commitment of employees (Wiener, 1982). The behaviors exhibited by the administrators shape the perceptions of the teachers towards the institution and the work done and significantly affect their emotional commitment (Kim, 2011). Managers who can positively affect the perceptions of organizational members and provide identification and integration increase the emotional commitment of employees (Chen & Francesco, 2003). Perception orientation studies carried out by the managers on the members of the organization are generally called perception management. For this reason, it is thought that positive changes will occur on the emotional commitment of the employees with the effective management of perceptions by the managers.

All of the studies mentioned above show that the perceptions of individuals, especially in educational institutions whose raw material is human, largely shape their behaviors and attitudes. If existing perceptions are managed positively by education administrators, teachers will develop positive perceptions in the dimensions of corporate identity, image and reputation;

it is thought that their emotional commitment will change positively. Purpose of the research; the aim of this study is to determine the relationship between teachers' views on perception management practices carried out by school administrators in the dimensions of corporate reputation, corporate image and corporate identity and their emotional commitment levels. The research question developed depending on the purpose of the research is as follows:

1. Is there a significant relationship between the perceptions of teachers and school administrators on perception management practices in the dimensions of corporate reputation, corporate image and corporate identity and their emotional commitment levels?

2. Is there a mediating effect between exogenous variables?

2. Method

In this section, information about the research model, population and sample selection, data collection tools and data analysis are given.

2.1. Model of the Research

Relational model was used in the research. In the relational model, individuals and objects that are the subject of research should be handled without any effort to change or influence (Karasar, 2003). The relational model aims to determine the co-change of two or more variables or the level of change (Crano & Brewer, 2002). Structural equation model was used to find answers to the research questions as “Is there a significant relationship between teachers' and school administrators' perceptions of perception management practices in the dimensions of corporate reputation, corporate image and corporate identity and their emotional commitment levels, and is there a mediating effect between exogenous variables?”. Structural equation modeling (SEM) is a statistical approach used to analyze direct or indirect relationships in order to analyze the relationships between latent variables based on a specific theory (Byrne, 2010). SEM, which is used especially in social and behavioral sciences, enables the testing and development of theoretical models in which causality and interrelationships between observed and latent variables coexist (Fraenkel et al., 2012). Although SEM has similar features with simple linear regression analysis, it also reveals measurement errors between factor structures and the relationships between these errors (Raykov & Marcoulides, 2012). The dependent variable in SEM is endogenous; independent variables are called exogenous variables. The mediator (moderator) variable is defined as the variable that affects the direction or size of the relationship between endogenous and exogenous variables. In this research, the variables of

corporate reputation and corporate image are exogenous, corporate identity is moderator and emotional commitment is endogenous variable.

2.2. Universe and Sample

The study population of the research consists of teachers who work in public schools serving at all levels in the city center of Elazığ in the 2020-2021 academic year. In the study, the "stratified sampling" method, which is among the random sampling methods, was used. The four basic education levels (kindergarten, primary school, secondary school, high school) that make up the study universe of the research were accepted as a layer and the ratio of the number of teachers in each layer to the number of teachers working in the city center of Elazığ was determined. Within the scope of the research, the secondary school layer is divided into two lower layers as general and imam hatip (which is a religious school type in Turkey); the secondary education layer is divided into three sub-layers as general, vocational and imam hatip high schools. While determining the sample size, the following sample size determination formula prepared by Krejcie and Morgan (1970) for a population with a certain population size was used:

$$S = \frac{X^2 \times N \times P(1 - P)}{d^2 \times (N - 1) + X^2 \times P(1 - P)}$$

When the above-mentioned formula is applied, the number of samples to be utilized within the scope of the research is 400. However, in order to increase the external validity of the research, 900 teachers from the study universe were included in the research by exceeding this number. While determining the teachers, the ratio of the weight volumes of the strata they are included to the main mass was determined and the number of teachers to be recruited from each stratum was determined with this proportional distribution method. These statistics are as shown in Table 1:

Table 1

Demographic Information of the Sample Group

Variables	Category	Frequency	Percentile
Gender	Female	461	51,2
	Male	439	48,8
Education	Junior college	27	3,0
	Licence	710	78,9
	Master	150	16,7

	Doctorate	13	1,4
Grade	Kindergarten	54	6,0
	Primary School	168	18,7
	Secondary School	384	42,7
	High School	294	32,7
Seniority	Less than 1 year	39	4,3
	1-5 years	136	15,1
	6-10 years	257	28,6
	11-15 years	154	17,1
	16-20 years	86	9,6
	21 years and above	228	25,3
Branch	Kind. Teacher	58	6,4
	Prim. Sch. Teacher	155	17,2
	Numerical branches	200	22,2
	Verbal branches	384	42,7
	Vocational edu.	103	11,4
Total		900	100

As seen in Table 1, 51.2% of the sample group consists of female teachers and 48.8% of male teachers. It can be said that the gender variable of the teachers in the sample group showed a homogeneous distribution. In terms of educational status variable, the largest group is in the category of undergraduate graduates ($f=710$); It was difficult to reach high school and doctoral graduate teachers. The reason for this situation is that the number of teachers who graduated from college and doctorate in Elazig is quite low. In the distribution of the teachers in the sample group in terms of the grade variable, strata were formed and the number of teachers who should be included in the sample group from each stage was determined by calculating the weights of the strata in the universe. The categories with the highest frequency in terms of seniority variable are teachers with 6-10 years of seniority ($f=257$) and teachers with 21 years or more ($f=228$). When the distribution related to the branch is examined, it is seen that the category with the highest frequency consists of teachers working in verbal fields ($f=384$). It is thought that this situation is due to the fact that the number of branches entering the verbal fields is higher than the other fields.

2.3.Data Collection Tools

In the research, a total of 4 scales were used, namely Institutional Corporate Reputation Building Scale, Corporate Identity Building Scale, Corporate Image Building Scale developed

by Akillı (2022) and Emotional Commitment Scale developed by Meyer and Allen (1990) and translated into Turkish by Wasti (2002). EFA and CFA sample groups are different from the main application in the scales developed by the researcher.

In the process of developing the Corporate Reputation Building Scale, item discrimination analyzes, exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and Cronbach Alpha reliability coefficient analyzes were performed within the scope of validity-reliability analyzes. In item discrimination analyzes, item total, item remaining, upside down 27% groups were examined. As a result of EFA, the KMO coefficient of the scale was .965 ($p=.000$); Bartlett's coefficient of sphericity was calculated as 7099,180 ($p=.000$). When the factor load values and eigenvalue line graph are examined, it is seen that the Institutional Reputation Building Scale consists of 23 items and one dimension; It was determined that the total variance explained 63.10%. Necessary modifications were made in the CFA process and the scale was reduced to 15 items. The Chi-Square/sd value of the scale (327,436/88) was calculated as 3.721, the RMSEA value as .074, and the GFI value as .916. In the model, AGFI value was calculated as .885, SRMR value was .024, CFI value was .968, NFI value was .956, NNFI value was .961 and these values were at the level of perfect agreement (Baumgartner & Homburg, 1996). PGFI and PNFI values range from 0 to 1, and values above .70 indicate good fit (Jöreskog & Sorbom, 1984). In the study, the PGFI value was calculated as .672 and the PNFI value as .802. Finally, an IFI value in the range of .95 to 1 indicates a perfect fit. In the study, the IFI value was calculated as .968. The Cronbach Alpha value of the scale is .908.

In the process of developing the Corporate Identity Building Scale, item discrimination analyzes, exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and Cronbach Alpha reliability coefficient analyzes were performed within the scope of validity-reliability analyzes. In item discrimination analyzes, item total, item remaining, upside down 27% groups were examined. As a result of EFA, the KMO coefficient of the scale was .969 ($p=.000$); Bartlett's coefficient of sphericity was calculated as 10362,365 ($p=.000$). When the factor load values and eigenvalue line graph are examined, it is seen that the Corporate Identity Formation Scale consists of 27 items and one dimension; It was determined that it explained 67.37% of the total variance. Necessary modifications were made in the CFA process and the scale was reduced to 15 items. Chi Square/sd value of the scale (365,682/88) was calculated as 4,155, RMSEA value was .080, GFI value was calculated as .902. In the model, the AGFI value was calculated as .866, the SRMR value as .029, the CFI value as .963, the NFI value as .952 and the NNFI value as .956, and these values are at the level of perfect agreement (Baumgartner &

Homburg, 1996). In the study, the IFI value was calculated as .963, the PGFI value as .661 and the PNFI value as .798. The Cronbach Alpha value of the scale is .911.

In the process of developing the Corporate Image Building Scale, item discrimination analyzes, exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and Cronbach Alpha reliability coefficient analyzes were performed within the scope of validity-reliability analyzes. In item discrimination analyzes, item total, item remaining, upside down 27% groups were examined. As a result of EFA, the KMO coefficient of the scale was .953 ($p=.000$); Bartlett's sphericity coefficient was calculated as 7652.224 ($p=.000$). When the factor load values and the eigenvalue line graph are examined, it is seen that the Corporate Identity Formation Scale consists of 25 items and one dimension; It was determined that it explained 56.98% of the total variance. Necessary modifications were made in the CFA process and the scale was reduced to 13 items. The Chi-Square/sd value of the scale (292.842/62) was calculated as 4.723, the RMSEA value as .080, the GFI value as .906. In the model, the AGFI value was calculated as .862, the SRMR value as .049, the CFI value as .962, the NFI value as .952, and the NNFI value as .952. In the study, the IFI value was calculated as .962, the PGFI value as .617, and the PNFI value as .757. The Cronbach Alpha value of the scale is .939.

In the dimension of emotional commitment, the part of the "Organizational Commitment" scale, which was created by Meyer and Allen (1990) and translated into Turkish by Wasti (2002), belonging to the dimension of emotional commitment was used. Emotional Commitment Scale consists of one dimension and there are 6 items in the scale. The Cronbach alpha coefficient of the scale was determined as .64.

2.4.Data analysis

In the data analysis process, it was first tested whether the data set met the structural equation assumptions. The structural equation assumptions are as follows.

1. Normal Distribution Assumption: The first assumption of the structural equation model is that the data are normally distributed. Mertler and Vannatta (2016) stated that the presence of extreme values in the data set, which are described as values that are well above the average values, can affect the results of the analysis. For this reason, first of all, boxplots were examined and the data of 25 participants who were determined to show extreme values were separated, then the Malahanobis distances were calculated and the data of 15 participants with a value above .001 were excluded from the scope of the research, and the analysis was

continued with a total of 860 data. Due to the large sample size, skewness (Skewness) and kurtosis (Kurtosis) values were checked in order to perform the normal distribution analysis of the data (Hair et al., 2014). Data on skewness and kurtosis analyzes are given in Table 2

Table 2

Skewness and Kurtosis Values of the Scales

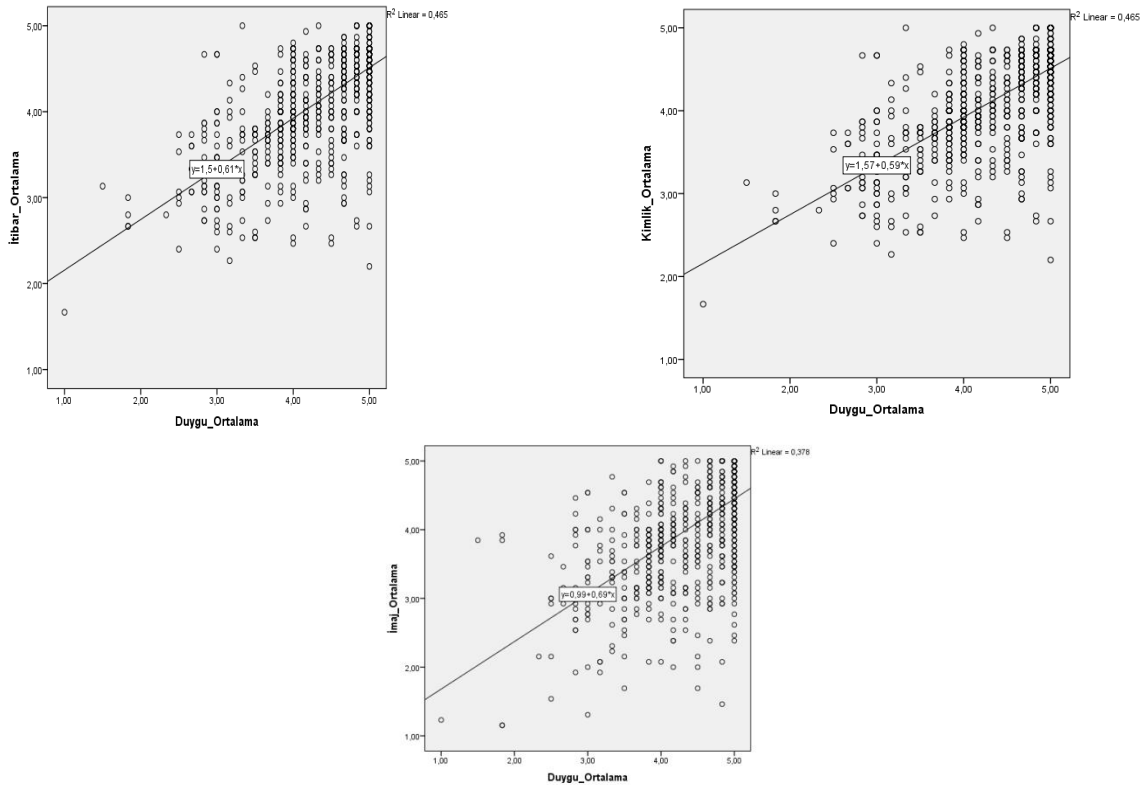
Scales	Skewness	Kurtosis
Corporate Reputation Building Scale	- 1.107	.882
Corporate Identity Building Scale	-.921	.291
Corporate Image Building Scale	-.724	.233
Emotional Commitment Scale	-1.234	1.259

In the examination of the univariate normality assumption for the data, it was concluded that the data showed a normal distribution because the skewness and kurtosis values were between +1.5 and -1.5 (Tabachnick & Fidell, 2013). Therefore, only parametric tests were used in the study.

2. Linearity: Second assumption; the relationship between the dependent variable and the independent variables should be linear (Tabachnick & Fidell, 2013). When the scatterplot is examined, it is seen that there is a linear relationship between the variables of corporate reputation, corporate image, corporate identity and emotional commitment.

Figure 1

Scatterplots



3. Sample Size: Sample size is important in structural equation modeling. While the fit values are affected in large sample groups; Accurate findings cannot be reached in small sample groups. Although there are researchers who state that the minimum sample size should be 150 in structural equation models (Bentler, 1990); There are also researchers who state that the sample size should be at least 10 times the number of parameters to be estimated in the model (Jayaram et al., 2004). In the research, 860 samples were used to ensure the generalizability of both the structural equation model and the relational analysis.

4. Multiple Measurement: In structural equation models, three or more observable variables should be used for each latent variable scale. All of the scales in the study are one-dimensional and each latent variable is measured with at least 6 observable variables.

5. Multiple Linear Connection: Another assumption of structural equation modeling is that there should be no multiple correlation problem (Tabachnick & Fidell, 2013). According to Kline (2016); the cases where the partial correlation coefficient between the variables is over .90 point to the multicollinearity problem and describe strong relationships. Multiple Regression Analysis was performed to test the partial correlations between variables.

Table 3

Multiple Regression Analysis Results

Variables	A	B	C	D
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A. Emotional Commitment	1			
B. Corporate Reputation Building	,685*	1		
C. Corporate Identity Building	,682*	,891*	1	
D. Corporate Image Building	,615*	,793*	,834*	1

* p<0,05

When Table 3 is examined, it is seen that partial correlation values do not exceed .90. VIF and tolerance values were also examined in order to test whether there is a multicollinearity problem. VIF values greater than 10 and tolerance values less than .10 indicate a multicollinearity problem (Hair et al., 2014). The VIF and tolerance values obtained in the study are given in Table 4.

Table 4

VIF and Tolerance Values

Değişkenler	Tolerance Value	VIF
Corporate Reputation	.198*	5,056*
Corporate Identity	.162*	6,162*
Corporate Image	.293*	3,418*

*p<0,05

As seen in Table 4, the VIF and tolerance values of the independent variables in the study indicate that there is no multicollinearity problem.

It has been concluded that the above-mentioned 5 assumptions can be benefited from the structural equation model in the research, since all of the above-mentioned assumptions are met.

In the SEM process, 5 steps are followed: model description, definition, calculation, model fit testing, and re-description (Bollen, 1989; cited in Çokluk et al., 2012).

1. Model Description: The most important point in the model description process is to explain the relationship structure between observable variables and latent variables (Gürkan, 2018) and to describe the model on a theoretical basis (Sümer, 2000). In the research, a model was established that examines the direct and indirect effects of corporate identity, corporate image and corporate reputation on emotional commitment.

2. Definition: In the model definition phase, the predictive powers of each variable considered within the scope of the model created within the scope of the research are determined and the model is evaluated. In the research, corporate identity, corporate image and corporate reputation are exogenous; affective commitment was defined as an endogenous variable.

3. Calculation: Collecting research data by determining the sampling method; This is the stage of placing latent and observable variables into the model.

4. Testing Model Fit: χ^2/sd (Chi-square/degrees of freedom), GFI (Goodness Fit Index), AGFI (Adjusted Goodness Fit Index), NFI (Normed Fit Index), NNFI to test model fit in SEM (Non-Normed Fit Index), IFI (Incremental Fit Index), CFI (Comparative Fit Index), RMSEA (Root Mean Square Error of Approximation), RMR (Root Mean Square Residual), SRMR (Standardized Root Mean Square Residual), PNFI (Parsimony Normed Fit Index), PGFI (Parsimony Goodness of Fit Index) values of goodness of fit are used (Brown, 2015). Structural equation model fit indices are as shown in Table 5.

Table 5
Structural Equation Model Fit Indices

Fit Indices	Perfect Fit	Acceptable Fit
¹ χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 5$
² AGFI	$.90 \leq AGFI \leq 1.00$	$.85 \leq AGFI \leq .90$
³ GFI	$.95 \leq GFI \leq 1.00$	$.90 \leq GFI \leq .95$
³ CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$
³ NFI	$.95 \leq NFI \leq 1.00$	$.90 \leq NFI \leq .95$
³ NNFI	$.95 \leq NNFI \leq 1.00$	$.90 \leq NNFI \leq .95$
⁴ IFI	$.95 \leq IFI \leq 1.00$	$.90 \leq IFI \leq .95$
⁴ RMSEA	$.00 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$
⁴ SRMR	$.00 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .10$
⁵ PNFI	$.95 \leq PNFI \leq 1.00$	$.70 \leq PNFI \leq .95$
⁵ PGFI	$.95 \leq PGFI \leq 1.00$	$.70 \leq PGFI \leq .95$

1(Kline, 2016), 2(Schermelleh-Engel, et all, 2003), 3(Baumgartner & Homburg, 1996; Bentler, 1980; Bentler & Bonett, 1980; Marsh, et. all., 2006), 4(Brown & Cudeck, 1993), 5 (Jöreskog, Sorbom, 1984)

In the interpretation of goodness of fit values in the literature; “ χ^2/sd ” ratio being in the range of 2-5, GFI, NFI, NNFI, IFI and CFI values being in the range of .90-.95, AGFI value being in the range of .85-.95, RMSEA being in the range of .05-.08, The PNFI and PGFI values

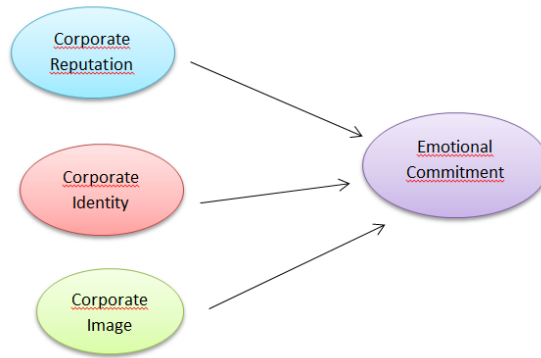
between .70 and .95 indicate that the model is in the acceptable range (Brown, 2015; Tabachnick & Fidell, 2013; Jöreskog & Sorbom, 1984).

5. Redescription: After the defined model is analyzed, the situations that need improvement are discussed, the path coefficients are calculated, the correlation coefficients between the variables are determined, and if necessary, the model is modified (Atik, 2016). Path analysis was used as a calculation method in the model created in order to determine the causality between the variables in the study. Path analysis is an analysis technique performed to reveal the effects of exogenous variables on endogenous variables and to explain the structure (Raykov & Marcoulides, 2012; Yılmaz & Çelik, 2016). Within the scope of path analysis, paths related to the model were determined, path coefficients were calculated, and standardized values were analyzed. The model was redefined by examining the path coefficients and standardized regression coefficients. In the redefined model, the mediation relationship was investigated and the significance of the mediation relationship was tested with the Bootstrap (resampling) test. In the bootstrapping method, new observation sets are created by randomly repeating the observations in the data set, and the significance of the direct and indirect effects in the established model is tested (Kline, 2016). The number of repetitive samples determined for bootstrapping was determined as 1000 (DiCiccio & Efron, 1996).

3. Findings

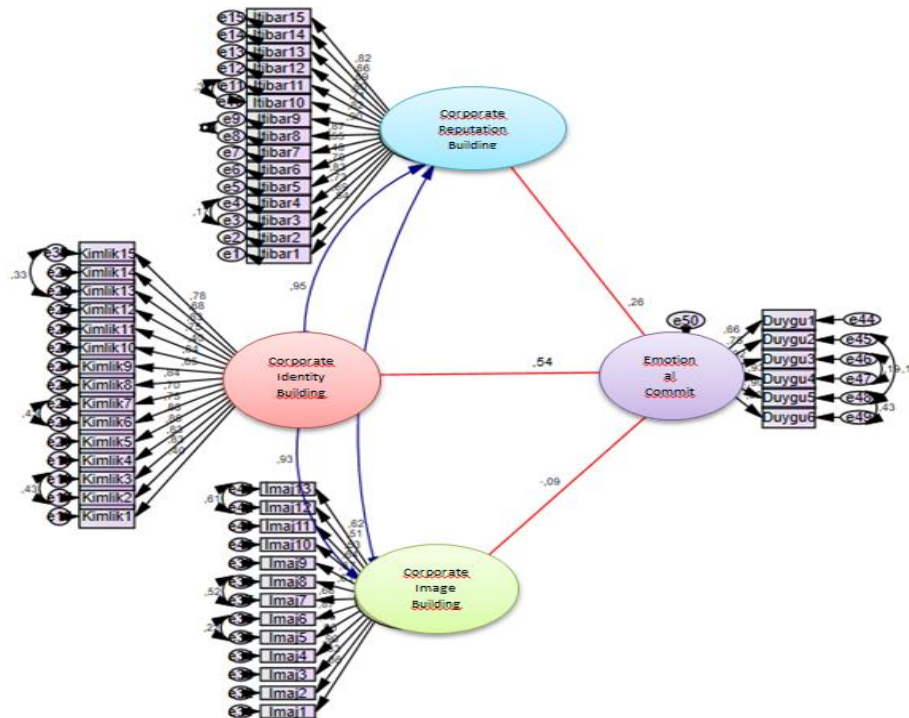
Within the scope of the research, the Structural Equation Model (SEM) was used to examine the direct and indirect relationships between the corporate identity, reputation and image variables and the affective commitment variable, and the Maximum Likelihood method was used as the calculation method. In order to ensure the generalizability of the results, the Bootstrap method was used and the determined repetitive sampling number was determined as 5000. The model structure prepared for the research is given in Figure 2.

Figure 2



As seen in Figure 2, corporate identity, reputation and image are exogenous (independent) variables in the structural model of the research; affective commitment is included as an endogenous (dependent) variable. In line with the research questions, a model was created that examines the direct relationship between all exogenous variables and endogenous variables. The path diagram and standardized values for the measurement model are as seen in Figure 3.

Figure 3
Measurement Pattern Path Diagram



As seen in Figure 3, there are 4 latent variables (Corporate Reputation Building, Corporate Identity Building, Institutional Image Building, Emotional Commitment) and 49 observed variables in the structural equation model discussed in the research. The measurement results of the model are given in Table 6.

Table 6

Structural Equation Model Fit Indices (N=860)

Fit Indices	Perfect Fit Indices	Acceptable Fit Indices	Measurement	Result
χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 5$	3,725	Good fit
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$	.921	Good fit
NFI	$.95 \leq NFI \leq 1.00$	$.90 \leq NFI \leq .95$	.900	Good fit
NNFI	$.95 \leq NNFI \leq 1.00$	$.90 \leq NNFI \leq .95$	.916	Good fit
IFI	$.95 \leq IFI \leq 1.00$	$.90 \leq IFI \leq .95$	.921	Good fit
RMSEA	$.00 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	.056	Good fit
SRMR	$.00 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .10$	.043	Perfect fit
PNFI	$.95 \leq PNFI \leq 1.00$	$.05 \leq PNFI \leq .95$	.844	Good fit
PGFI	$.95 \leq PGFI \leq 1.00$	$.05 \leq PGFI \leq .95$	.735	Good fit

As can be seen in Table 6, the majority of the SEM results generated were calculated with good fit values. The Chi-Square/sd value (4131.426/1109) in the created model was calculated as 3.725, showing a good fit (Kline, 2011). In an acceptable model, the upper limit of the RMSEA value was determined as .08 (Steiger, 1990), and this value was calculated as .056 in the research model. A SRMR value less than .05 is among the criteria of perfect fit (Byrne, 1998), and the SRMR value was calculated as .043 in the research model, and it entered the range of perfect fit. Perfect fit criteria for NFI and NNFI values are in the range of .95 to 1. In the model, the NFI value was calculated as .900 and the NNFI value as .916. Good fit indicator of the CFI value is between .95 and 1 (Hu & Bentler, 1999), and the CFI in the model was calculated as .921. PGFI and PNFI values range from .05 to .95, and values above .70 indicate good fit (Jöreskog & Sorbom, 1989). In the model, the PGFI value was calculated as .735 and the PNFI value as .844. IFI value in the range of .90-.95 indicates good fit and IFI value was calculated as .921 in the research model.

It is not a definite issue which fit indices will be used in the reporting of the structural equation model. For this reason, chi-square/sd, CFI, NFI, NNFI, IFI, RMSEA, SRMR, PNFI and PGFI values were included in the study. As a result of the SEM created within the scope of the research, the AGFI was calculated as .792 and the GFI as .812, and these values are not

among the good fit values; however, AGFI and GFI are not recommended for use in structural equation models because they are affected by the sample size and tend to be low in large sample groups (Bollen, 1989; Sharma et al., 2005; Miles & Shevlin 1998). Especially in recent years, GFI and AGFI values are not included in the structural equation models created with the AMOS program (Sharma et al., 2005). The GFI (and hence the AGFI) has an assumption based on the ratio of sample size to degrees of freedom (Steiger, 1989). If the degrees of freedom are low according to the sample size, the deviation will be positive and the calculated values will be in the good fit range. If the degree of freedom is high compared to the sample size, the deviation will be negative and the calculated value is not among the goodness of fit. There is no justification for including such an assumption in the conformity assessment; It is quite wrong to make a decision by examining the GFI and AGFI values in model fit (Steiger, 1989; Bentler, 1990; Hu & Bentler, 1995). Karl Gustav Jöreskog, one of the architects of the LISREL program, while determining the structural equation model fit, the main determinant is the chi-square/sd value; stated that since this value generally tends to be high, the GFI criterion was created and the GFI value was considered as an alternative only for chi-square/sd, which was calculated with a high value (Cudec et al., 2001). Based on all these views, AGFI and GFI values were not included in the study, and other fit criteria were used and all values were among acceptable fit criteria.

In order to determine the relationship between the exogenous variables and the endogenous variable in the study, standardized regression values (β) were examined and the results are as in Table 7.

Table 7

Standardized Regression Values

Exogenous Variables	Endogenous Variable	Standardized Effect (β)	p
Kurumsal Kimlik →		.542	0.00*
Kurumsal İtibar →	Duygusal	.257	0.03*
Kurumsal İmaj →	Bağlılık	-.092	0.35

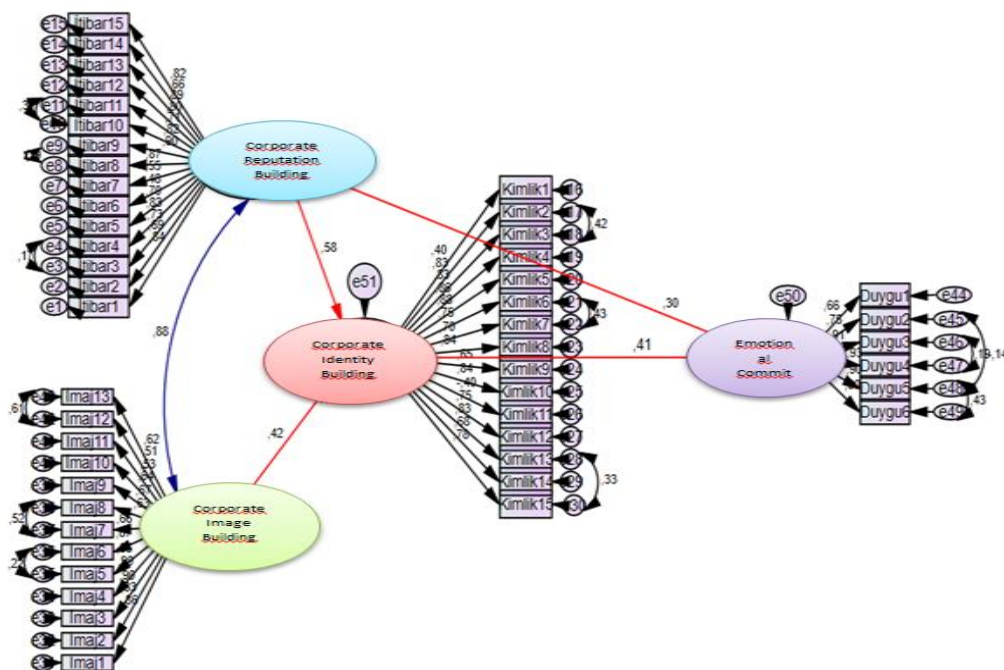
p<0,05

As seen in Table 7, the effect of corporate identity on emotional commitment in the model created within the scope of the research was found to be significant at the 5% significance level, $p < 0.05$, and the standardized effect level was calculated as .542. The standardized effect level of the corporate reputation variable on emotional commitment was calculated as .257

($p < 0.05$). The direct effect of corporate image on emotional commitment was not significant ($p > 0.05$). In line with the findings, it was concluded that corporate identity and corporate reputation, which are components of corporate perception management, are effective on emotional commitment, and corporate identity has a higher effect on emotional commitment than corporate reputation. However, it has been concluded that the corporate image, which is related to the physical and technological infrastructures, communication channels, hygienic conditions of the institution and which is generally thought to be effective on external stakeholders, does not have a direct effect on the emotional commitment of the employees of the institution. Based on this result, the mediating effects of exogenous variables discussed in the study were investigated and the path determining the direct effect of corporate image on affective commitment was deleted. In line with the theoretical infrastructure, a new model was created to test the mediation effect of the corporate identity variable. The road diagram examining the mediation effect of corporate identity is given in Figure 4.

Figure 4

Path Diagram Examining the Mediation Effect of Corporate Identity



In the model that includes the mediation effect of corporate identity, the Chi-Square/sd value (4132,297/1110) is 3.723, RMSEA .056, SRMR .043 NFI .900, NNFI .916 , CFI .921,

PGFI .735, PNFI .895, IFI value It was calculated as .921. The values showing the direct and indirect effects of the variables are given in Table 8.

Table 8

Analysis Results Examining the Mediation Effect of Corporate Identity

Independent Variables	Mediator Variable	Dependent Variable	Standardized Direct Effect (β)	Standardized Indirect Effect (β)	Standardized Total Effect	p
Corporate Identity →	-		.412	-	.412	0.00*
Corporate Reputation →	Corporate Identity →	Emotional Commitment	.301	.240	.540	0.03*
Corporate Image →	Corporate Identity →		-	.174	.174	0.00*

p<0,05

As seen in Table 8, it was determined that the corporate identity variable had a positive and significant effect on affective commitment ($\beta = .412$, $p < 0.05$). Corporate reputation has a positive and significant direct effect on affective commitment ($\beta = .301$). The standardized total effect of the corporate reputation variable calculated by the mediation effect of corporate identity is $\beta = .540$. Based on this finding, it can be said that corporate identity has a partial mediating role in the effect of corporate reputation variable on affective commitment. The indirect effect of corporate image on affective commitment is positive and calculated as $\beta =$

.174. The corporate identity variable plays a full mediating role in the effect of corporate image on affective commitment.

As a result, partial intermediation in the corporate identity and corporate reputation dimension in the model created; In the corporate image dimension, it has a full mediation effect. The direct effect of corporate identity on affective commitment ($\beta = .412$) is higher than the direct effect of corporate reputation on affective commitment ($\beta = .301$). When the standardized total values are examined, the biggest effect on emotional commitment belongs to the corporate reputation variable ($\beta = .540$); It has been determined that corporate identity has an effect of $\beta = .412$. The effect of corporate image on affective commitment was found to be the most valuable among the components of perception management ($\beta = .174$).

5. Discussion, Conclusion and Suggestions

In line with the SEM created in the research, it was concluded that the corporate identity creation practices implemented by the administrators were the variable with the highest direct effect on the emotional commitment of teachers. This finding is very similar to the result of the research conducted by Dağdemir (2008). Dağdemir (2008) concluded that corporate identity has a direct effect on emotional commitment. In an experimental study conducted by Elsbach and Kramer (1996), teachers who realized that their institutional identities were damaged decreased in their emotional attachment to the school and they developed some defense strategies such as reflecting and ignoring in order to correct this situation. Humphreys and Brown (2002) examined the relationship between corporate identity formation studies carried out by managers and employee identification, which is one of the indicators of emotional commitment. According to the results obtained, there is a positive relationship between corporate identity studies and identification; However, the corporate identities that were tried to be imposed by the managers caused some employees to resist. For this reason, it was stated that the corporate identity creation studies should be planned very carefully and carefully. Tüzün (2006) found that there is no relationship between corporate identity and identification.

In the study, it was concluded that the corporate reputation building practices implemented by the administrators had a moderate direct effect on the emotional commitment of the teachers. This result obtained, Kiyat et al. (2018) are similar to the results of the study. Kiyat et al. (2018) examined the relationship between corporate reputation and emotional

commitment and revealed that managerial behaviors towards corporate reputation have a 21.5% effect on the emotional commitment of organizational employees. In the structural equation model created by Çiftçiöğlü (2010), it was determined that corporate reputation has a full mediating role on emotional commitment. Similar results were obtained in the study conducted by Oktuğ (2013), and it was determined that perceived corporate reputation increased the emotional commitment levels of employees. Carmeli et al. (2006); Mishra et al. (2012); Farooq et al. (2017) and Podnar (2011), it has been proven that corporate reputation studies applied by managers have a significant effect on the emotional commitment and identification levels of organizational members.

The findings obtained in the study show that corporate image formation studies have a very low effect on teachers' emotional commitment. The findings are quite similar to those of the research conducted by Erkmén and Çerik (2007). Similarly, in the research conducted within the scope of higher education institutions, it was found that corporate image does not have a direct effect on emotional commitment; It has been found that it has an indirect effect through corporate identity. In the study conducted by Derin and Demirel (2011) it was revealed that corporate identity has an explanatory effect of 71.2% on corporate image. In the research carried out by Lievens, Hoye and Anseel (2007), it was found that corporate identity and image are effective on commitment; It has been found that this effect is realized through corporate identity studies. Fisher and Grady (1998), on the other hand, stated that corporate image is an important factor for teachers; stated that a strong corporate image will increase teachers' commitment and motivation levels. In the study conducted by Dukerich, Golden, Shortell (2002) it was concluded that corporate image has a significant effect on the emotional commitment of organizational members. Mael and Ashforth (1992) also found that the emotional commitment levels of organizational members are closely related to corporate image studies. Dutton and Dukerich (1991) stated that the efforts to create the corporate image can be realized with the strong assimilation of the corporate identity. Similarly, Gioia and Thomas (1996) stated that corporate identity should be taken into account in the image development and improvement studies in educational organizations. Corporate image studies, which are based on the consideration of corporate identity, indirectly increase the emotional commitment of educators.

The results of the research are as follows:

1. As a result of the structural equation model created in the research, it has been determined that the institutional identity creation practices carried out by school administrators

within the scope of perception management have a highly standardized direct effect on teachers' emotional commitment. In addition, it has been determined that the corporate identity variable plays a mediating role in the model.

2. In the study, it was concluded that the corporate reputation building practices implemented by the administrators had a moderate direct effect on the emotional commitment of the teachers. Through the institutional identity variable, it has been determined that the corporate reputation dimension has the highest standardized total effect on teachers' affective commitment.

3. In the study, it was found that the institutional image creation practices applied by the administrators did not have a direct effect on the emotional commitment of the teachers; It has been found that it has a low level of indirect effect through corporate identity.

In line with the findings obtained as a result of the research, some suggestions for practitioners and researchers were developed and expressed under separate headings.

Suggestions for Practitioners:

1. Perception management is a form of management that is frequently used in many fields such as politics, public relations and international relations in today's societies. It has been proven by many researchers that when perception management is applied professionally and within the framework of organizational purposes in educational institutions, positive results occur. As a result of the research, it was found that perception management practices consisting of corporate identity, corporate reputation and corporate image positively affect teachers' emotional commitment. For this reason, perception management practices should be given more space in educational institutions. Considering the internal and external stakeholders of educational organizations, they appeal to a very wide target audience. With the effective use of perception management practices by school administrators, the emotional bonds of internal stakeholders towards the organization will increase and external stakeholder satisfaction will be ensured. In order for school administrators to use perception management practices in a functional way, necessary policies should be established in central and provincial organizations, strategic targets should be determined, in-service courses and seminars should be organized under the name of "Perception Management" for administrators.

2. In order for teachers to gain a corporate identity, positive communication methods should be used by school administrators, internal behavioral rules should be determined, and a supportive and collaborative working environment should be created. Collective events, social

and cultural activities for teachers are also among the elements that will increase the sense of corporate identity.

3. In order to ensure institutional reputation, school administrators should prioritize justice, use public resources in line with the principle of accountability, and share the expenditures made on the school transparently with teachers.

4. Building corporate reputation by school administrators is a long-term process that requires intense and stable work. Since it is thought that it will be very difficult to create a perception of corporate reputation in schools where managers change frequently, rotation among managers should be carried out in a planned and systematic way.

5. The majority of external stakeholders, especially parents, shape their perceptions of the reputation of educational institutions with school names. Recently, it has been observed that school names have been constantly changing. This situation can damage the reputation perception of schools. For this reason, it is of great importance for the continuity of corporate reputation that the names of schools that have an old historical background are not changed.

6. If the institutional image creation is not carried out professionally, it can cause negative perceptions among teachers. While creating a corporate image, school administrators should avoid highlighting only certain teachers and should carry out holistic activities that will include all teachers.

7. In social media posts made within the scope of corporate image creation activities, it should be taken into account that visual media related to teachers and students are not shared without permission and that classroom privacy is protected, taking into account the Law on Protection of Personal Data. Sharing on corporate social media accounts of schools should be carried out in a way that does not prevent the achievement of educational goals and objectives.

Suggestions for Researchers:

1. In our country, there are very few studies on the use of perception management practices in educational institutions. In this study, the effects of perception management practices only on affective commitment were investigated. It is recommended to investigate the effects of perception management practices on dependent variables such as organizational citizenship, organizational trust, and job satisfaction.

2. Experimental designs can be designed for the use of perception management in educational institutions. In this way, the effects of perception management practices on teachers will be revealed more clearly and concretely.

3. In the study, only the sample of Elazığ province was used. The relationship between perception management practices and teachers' emotional commitment levels can be examined on larger sample groups.

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Annexes

Annex 1: Corporate Reputation Building Scale

MADDELER	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Okul yönetimine karşı güvenim tamdır.					
2. Okul yönetimi kararlarında tutarlılık sergiler					
3. Okulum toplum tarafından takdir edilen hizmetleri gerçekleştirir.					
4. Okul yönetimi etik ilkeler doğrultusunda hizmet sunar.					
5. Okulumda kamu kaynakları verimli bir şekilde kullanılır.					
6. Okulumda çalışanlar örgüt amaçlarına yönelik hizmet sunmaya teşvik edilir.					
7. Okul yönetimi liderlik yeterliklerine sahip değildir.					
8. Okulumda çalışan haklarına saygılı davranılmaktadır.					
9. Okul yönetimi öğretmenler için örnek bir model teşkil etmektedir.					
10. Okul yönetimi toplumsal sorunlara karşı duyarlıdır.					
11. Okulumda sosyal sorumluluk çalışmaları (yardım, farkındalık) gerçekleştirir.					
12. Okulumdaki çalışma ortamı öğretmenlerin ihtiyaçlarına uygun olarak tasarlanır.					
13. Okulumda duygusal açıdan (güven, motivasyon, insan ilişkileri vb.) pozitif bir atmosfer oluşturulur.					
14. Okulumda sonuç odaklı bir çalışma ortamı bulunmaktadır.					
15. Okulumda öğretmenlerin başarıları okul yöneticileri tarafından takdir edilir.					

Annex 2: Corporate Identity Building Scale

MADDELER	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Okul yönetimi kurumsal işlerde aksilik yaşarsa huzursuzluk hissederim.					
2. Okulumun misyonu net bir şekilde ifade edilmiştir.					
3. Okulumun temel değerleri açık bir şekilde ifade edilmiştir					
4. Okulumda tüm öğretmenlerin ortak amaçlar doğrultusunda hizmet sunması sağlanmaktadır.					
5. Okul yönetiminde sürekli gelişim felsefesine önem verilmektedir.					
6. İç paydaşlar(öğretmen, öğrenci) arasında sağlıklı iletişim kurulmuştur.					
7. Dış paydaşlar (veli, STK'lar vb.) arasında sağlıklı iletişim kurulmuştur.					
8. Okulumda şeffaf bir iletişim ortamı oluşturulmuştur.					
9. Okul yönetimi öğretmenlerin haberleşmelerini sağlayacak iletişim kanalları oluşturur.					
10. Okul yönetimi öğretmenleri önemseydiğini hissettiren iletileri paylaşır.					
11. Okul yönetimi öğretmenler arasında sosyal ilişkilerin kurulmasına yardımcı olmaz .					
12. Okulumda öğretmenlere yönelik motivasyon artırıcı etkinlikler düzenlenir.					
13. Okulumda çalışanlara yönelik davranışlarda nazik olmaya özen gösterilir.					
14. Okulumun kendine özgü davranış kuralları vardır.					
15. Okulumda sergilenen davranışlar toplumsal değerlerle uyumludur.					

Annex 3: Corporate Image Building Scale

MADDELER	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Okulumda yenilikçi çalışmalar gerçekleştirilmektedir.					
2. Okulumda dış paydaşların (veliler, diğer kurumlar) okulumda verilen hizmetten memnun olmalarını sağlamaktadır.					
3. Okulumda öğretmenlerin mesleki yeterlik düzeylerini artırmalarına yardımcı olunmaktadır.					
4. Okul yönetimi sürekli olarak kendini geliştirilmektedir.					
5. Okulumda öğretmenler mesleki gelişime yönelik eğitim programlarına katılmaları için teşvik edilmektedir.					
6. Okulumda kişisel gelişimi sağlamaya yönelik çalışmalar gerçekleştirilmektedir.					
7. Okulumda sanatsal faaliyetler (resim sergisi, el becerileri, müzik, tiyatro, vb) gerçekleştirilmektedir.					
8. Okulumda sosyal ve kültürel faaliyetler (önemli günleri anma, kitap okuma, fuar, gezi, vb) gerçekleştirilmektedir.					
9. Okulumda öğretmenlerin mesleki gelişimlerine yönelik programlar (seminer, konferans) düzenlenmektedir.					
10. Okul binamızda motivasyon artırmaya yönelik görsel öğelerin bulunması sağlanmaktadır.					
11. Okulumun resmi internet sitesi güncel tutulmaktadır.					
12. Basın organlarında okulumuz tanıtılmaktadır.					
13. Okulumda kazanılan başarıların geniş kitleler tarafından bilinmesi sağlanmaktadır.					