

Investigation of The Perceptions of The Academicians in The Faculties of Sport Sciences on The Internationalization Policies of The University They Work in and Their Organizational Identification

Spor Bilimleri Fakültelerindeki Akademisyenlerin Çalıştıkları Üniversitenin Uluslararasılaşma Politikalarına İlişkin Görüşleri İle Örgütsel Özdeşleşmelerinin İncelenmesi

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Abstract: This study was carried out to determine the views of the academic staff working in the faculties of sports sciences on the internationalization policies of the university they work and the levels of organizational identification and to examine the relationship between them. Relational screening model was used in the research. While the population of the research consists of academic staff in sports sciences faculties, the sample group consists of a total of 363 academic staff, 263 men and 100 women. In the study, "Personal Information Form" created by the researcher to determine the demographic variables of the participants; "Academicians' Views of Universities on Internationalization Scale", developed by Taşçı (2018) to determine the views of academicians on the internationalization policies of the universities they work for; In order to examine the organizational identification of the participants, the "Instructor Organizational Identification Scale", developed by Eker (2015) was used. Frequency analysis, descriptive test, t-test for independent variables, one-way anova test, tukey test to determine from which groups the difference originates, and simple regression test to examine the effect of participants' perceptions of the internationalization of their universities on organizational identification were used in the study. As a result of the comparison of the participants' perceptions of the internationalization of universities and their organizational identification, according to the status of the university they work at is a research university, it was determined that there were significant differences between the groups. When the effect of the participants' perceptions of the internationalization of the universities they work for on their organizational identification was examined, it was determined that there was a moderate positive relationship. According to the results of the research, it has been determined that the participants whose university is a research university have higher perceptions of the internationalization of the university they work and their organizational identification than those who do not have a research university. It has been determined that as the level of perception of the academic staff in the faculties of sports sciences regarding the internationalization policies of the university they work in increases, their organizational identification also increases.

Keywords: Internationalization, organizational identification, faculties of sport sciences, academician.

Özet: Bu çalışma, spor bilimleri fakültelerinde çalışan akademik personelin üniversitelerinin uluslararasılaşma politikalarına yönelik görüşlerini ve örgütsel kimlik düzeylerini belirlemek, aralarındaki ilişkiyi incelemek amacıyla gerçekleştirilmiştir. Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini spor bilimleri fakültelerindeki akademik personel oluştururken, örneklem grubu toplamda 363 akademik personel, 263 erkek ve 100 kadından oluşmaktadır. Çalışmada, katılımcıların demografik değişkenlerini belirlemek amacıyla araştırmacı tarafından oluşturulan "Kişisel Bilgi Formu"; akademisyenlerin çalıştıkları üniversitelerin uluslararasılaşma politikalarına yönelik görüşlerini belirlemek amacıyla Taşçı (2018) tarafından geliştirilen "Akademisyenlerin Üniversitelere İlişkin Görüşleri Uluslararasılaşma Ölçeği"; katılımcıların örgütsel kimliklerini incelemek için Eker (2015) tarafından geliştirilen "Öğretim Elemanlarının Örgütsel Kimlik Ölçeği" kullanılmıştır. Çalışmada, frekans analizi, tanımlayıcı test, bağımsız değişkenler için t-testi, farkın hangi gruplardan kaynaklandığını belirlemek için tek yönlü anova testi, ve katılımcıların üniversitelerinin uluslararasılaşma algılarının örgütsel kimlikleri üzerindeki etkisini incelemek için basit regresyon testi kullanılmıştır. Katılımcıların üniversitelerin uluslararasılaşma algıları ve örgütsel kimlikleri arasındaki karşılaştırma sonucunda, çalıştıkları üniversitenin araştırma üniversitesi statüsüne sahip olup olmadığına göre gruplar arasında önemli farklar olduğu belirlenmiştir. Katılımcıların çalıştıkları üniversitelerin uluslararasılaşma algılarının örgütsel kimlikleri üzerindeki etkisini incelediğimizde, orta düzeyde pozitif bir ilişki olduğu belirlenmiştir. Araştırmanın sonuçlarına göre, üniversiteleri araştırma üniversitesi statüsüne sahip olan katılımcıların, çalıştıkları üniversitenin uluslararasılaşma algıları ve örgütsel kimlikleri, araştırma üniversitesi olmayanlardan daha yüksek olduğu belirlenmiştir. Spor bilimleri fakültelerindeki akademik personelin üniversitelerinin uluslararasılaşma politikalarına yönelik algı düzeyleri arttıkça, örgütsel kimliklerinin de arttığı belirlenmiştir.

Anahtar Kelimeler: Uluslararasılaşma, örgütsel özdeşleşme, spor bilimleri fakülteleri, akademisyen.

Received: 03.04.2023 / Accepted: 12.06.2023 / Published: 30.07.2023

<https://doi.org/10.22282/tojras.1276433>

Citation: Mavibaş, M. (2023). Investigation of the perceptions of the academicians in the faculties of sport sciences on the internationalization policies of the university they work in and their organizational identification, *The Online Journal of Recreation and Sports (TOJRAS)*, 12(3), 258-269.

INTRODUCTION

Higher education has now passed from an elite quality to a mass one and is directed to different layers of society. This required redefining both its philosophy and content as well as its functions. In addition, the economic competition in the global context has made it necessary for countries to train their qualified manpower with equipment suitable for the requirements of the age, and higher education systems have needed new approaches and structuring in this direction. In response to these changes, higher education reforms are discussed and new policies are created in many countries (Taşçı-Kaya, 2014).

Hans de Wit (2011), on the other hand, wants the definition of internationalization in higher education to be redefined, especially by underlining the misunderstanding between globalization and internationalization (de Wit, 2011; Brandenburg and de Wit, 2011). In other words,

internationalization is misunderstood. Hans de Wit (2012) underlined in his study "Internationalisation of Higher Education: Nine Misconceptions" that internationalization is the process of introducing the intercultural, international and global dimensions of higher education; while doing this, he emphasizes that it serves higher education by improving its aims and function, thus increasing the quality in education and research: Internationalization is an education given in the English language; Internationalization is working (in the sense of education) or being abroad; Internationalization is equivalent to an international issue; Internationalization means having many international students; Having a few international students in the classroom makes internationalization successful; There is no need to specifically test intercultural and international competences; The more partnerships, the more internationality; Higher education is international in nature; Internationalization is a goal in itself.

Today, the speed of dissemination of information makes the international vision and tools of academicians, which are one of the cornerstones of internationalization in higher education, even more important. Therefore, internationalization is inextricably linked with a successful research career. For most academic researchers, participation in international events is not an option, but an opportunity provided by the university. However, building a successful academic career requires collaborating with respected international researchers, publishing articles in internationally recognized scientific journals, and attending important international conferences in this field. Therefore, based on the role of academicians or researchers in the production and dissemination of knowledge on internationalization, it can be said that academicians or researchers play an important role in international mobility (Taşçı and Kenan, 2021).

Today, the importance of the concept of organizational identification is increasing. It has become an undeniable reality that policies should be implemented in order to affect the identification of employees (Fettahloğlu and Koca, 2015). Organizational identification is defined as the perception of an individual's unity with a particular organization. When an employee identifies with an organization, not only his personal identity but also his organizational identity is shaped in this direction. In other words, in this process, the employee has the perception that organizational characteristics are a part of their individual characteristics and that their organizational identity is a part of their individual identity (Li, Fan and Zhao, 2015). Organizational identification occurs when the employee feels that he/she belongs to the organization (He and Brown, 2013). With organizational identification, employees attribute the success and failure of the organization to themselves with the sense of belonging or unity with the organization they work for, and they see themselves as the representatives of the organization in their interactions with those outside the organization (Turunç, 2011).

The phenomenon of organizational identification can actually be characterized as one of the most important processes that connect employees to organizations (Cavazotte, Araujo and Abreu, 2017). Therefore, organizational identification represents a psychological bond between the individual and the employer organization. This bond, on the other hand, reduces the possibility of the employee leaving the organization and also encourages teamwork and organizational citizenship behavior within the organization. Because employees are proud of belonging to the organization they identify with (Mozes, Josman and Yaniv, 2011; Turan and Mızrak, 2019).

Ashforth et al. (2008) the phenomenon of identification in individuals; They emphasized its role in meeting various needs such as safety, interpersonal communication and being a member of a group at the same time, and mentioned its importance in eliminating uncertainties that may occur in the individual. The individual who is identified can first go to a healthy definition for himself, gain an active position, increase his self-esteem (Cüce, Güney and Tayfur, 2013) and develop a sense of belonging to his institution (Tüzün and Çağlar, 2008). Identification level; motivation, job satisfaction, on the other hand, are directly proportional to

access to physical and emotional well-being (Van Dick, 2004).

In order for sports scientists who make direct and indirect contributions to sports to carry out their scientific studies better, to make better lectures, to improve themselves, the university they work for operates at an international level and develops and implements the necessary strategy/policy in this direction, develops an international university environment and has a positive attitude towards the institution they work for. Belonging and psychological bond are among the important factors. In addition, the high level of organizational identification of individuals working in sports organizations is important for employee and organizational efficiency. Motivation-enhancing factors such as employees working in a fair environment, receiving material and moral support from their institutions, being rewarded, etc. will increase the performance of employees. In such a case, employees will be more organized in sports organizations and more productive in sports projects. For this reason, a study was carried out to investigate the effect of the perceptions of the academic staff in the faculties of sports sciences regarding the internationalization policies of the university they work on, on their organizational identification.

METHODS

Research Model: In this study, which was carried out to determine the views of the academic staff working in the faculties of sports sciences on the internationalization policies of the university they work and the levels of organizational identification and to examine the relationship between them, the relational screening method was applied. Relational screening model is a screening approach that aims to determine the existence of co-variance between two or more variables. In the relational screening model, whether the variables change together; If there is a change, it is tried to determine how it happened (Karasar, 2011).

Aim of the Research: This study was carried out in order to determine the views of the academic staff working in the faculties of sports sciences on the internationalization policies of the university they work and the levels of organizational identification and to examine the relationship between them.

Population and Sample of the Research: While the population of the research is the academic staff in the faculties of sports sciences, the sample group consists of a total of 363 academic staff, 263 men and 100 women.

Data Collection Tools: In the study, "Personal Information Form" created by the researcher to determine the demographic variables of the participants; motivation / support (1-14) ($\alpha=,954$), policy / strategy (15-23) ($\alpha=,924$), justification (24-28) ($\alpha=,856$) and participation/ implementation (29-33) ($\alpha=,933$), developed by Taşçı (2018) to determine the views of academicians on the internationalization policies of the university they work at. "Academicians' Views of Universities on Internationalization Scale" ($\alpha=,975$), which is a 5-point likert-type scale consisting of 4 sub-dimensions, 33 items; the cognitive-behavioral emotional organizational identification factor (1-2-4-5-6-7-8-9-12-13) ($\alpha=,913$) and the perceived external prestige factor of the organization (3-10-11)

($\alpha=,901$) developed by Eker (2015) to examine the organizational identification of the participants. The "Instructor Organizational Identification Scale" ($\alpha=,911$), which is a 5-point likert-type scale consisting of 13 items and 2 sub-dimensions, was used.

Analysis of Data: In the study, frequency analysis to determine the demographic variables of the participants, descriptive test to determine the mean scores of the scales and the sub-dimensions of the scales; t-test for independent variables in comparison of participants' mean levels of scales according to gender, administrative position and research

university status; one-way anova test in comparison of title, professional service time and institutional service time variables; and tukey test to determine from which groups the differences originate; Simple regression tests were applied to examine the effect of the participants' perceptions of the internationalization of the universities they work for on organizational identification, and multiple linear regression tests were used to examine the effect of the perception sub-dimensions of the internationalization of universities on organizational identification.

RESULTS

Table 1: Demographic variables.

		<i>f</i>	%
Gender	Male	263	72.5
	Woman	100	27.5
Age	30 Age and Under	40	11.0
	31-35 Ages	55	15.2
	36-40 Ages	56	15.4
	41-45 Ages	88	24.2
	Ages 46-50	49	13.5
	51 Age and Over	75	20.7
Administrative Duty	Yes	120	33.1
	No	243	66.9
Research University	Yes	98	27.0
	No	265	73.0
Title	Lecturer	46	12.7
	Research Assistant	31	8.5
	Asst. Prof.	118	32.5
	Assoc. Dr.	106	29.2
	Prof. Dr.	62	17.1
Professional Service Period	Less than 1 Year	32	8.8
	1-5 Years	45	12.4
	6-10 Years	87	24.0
	11-15 Years	56	15.4
	16 Years and Above	143	39.4
Corporate Service Period	Less than 1 Year	36	9.9
	1-5 Years	90	24.8
	6-10 Years	66	18.2
	11-15 Years	59	16.3
	16 Years and Above	112	30.9
TOTAL		363	100

When the demographic characteristics of the participants were examined, 72.5% (263 people) were male and 27.5% (100 people) were female; 11.0% (40 people) were under 30 years of age, 15.2% (55 people) were 31-35 years old, 15.4% (56 people) were 36-40 years old, 24.2% (88 people) were 41-45 years old, 13.5% (49 people) were 46-50 years old, and 20.7% (75 people) were over 51 years of age; 33.1% (120 people) had an administrative position and 66.9% (243 people) did not; 27.0% (78 people) worked at a research university and 73.0% (265 people) did not; 12.7% (46 people) were lecturer, 8.5% (31 people) were research staff, 32.5% (118 people) were Assistant Professors, 29.2% (106 people) were Professors, and 17.1% (62 people) were Professors; 8.8% (32 people) had less than 1 year of professional service, 12.4% (45 people) had 1-5 years, 24.0% (87 people) had 6-10 years, 15.4% (56

people) had 11-15 years, and 39.4% (143 people) had 16 years or more; 9.9% (36 people) had less than 1 year of institutional service, 24.8% (90 people) had 1-5 years, 18.2% (66 people) had 6-10 years, 16.3% (59 people) had 11-15 years, and 30.9% (112 people) had 16 years or more.

Table 2: General averages of academicians' perceptions regarding the internationalization of universities and organizational identification levels.

Scales	Sub-Dimensions	N	Min.	Max .	X	Sd
Academician's Views of Universities on Internationalization Scale	Motivation/Support Sub-Dimension	363	1	5	3.01	1.20
	Policy/Strategy Sub-Dimension	363	1	5	2.72	1.13
	Rationale Sub-Dimension	363	1	5	3.17	1.16
	Participation/Application Sub-Dimension	363	1	5	3.06	1.15
	Overall Average	363	1	5	2.89	1.14
Instructor Organizational Identification Scale	Cognitive - Behavioral - Emotional Organizational Identification Sub-Dimension	363	1	5	3.34	1.14
	The Perceived External Prestige Sub-Dimension of the Organization	363	1	5	3.66	1.00
	Overall Average	363	1	5	3.49	1.14

When the general averages of the internationalization scale of the university they work at were examined, it was determined that the highest average in the sub-dimensions was the motivation/support sub-dimension ($X=3.01\pm 1.20$) and the lowest average was the policy/strategy sub-dimension ($X=2.72\pm 1.13$). The general mean was found to be "moderate" ($X=2.89\pm 1.14$).

When the participants' organizational identification levels were examined; cognitive-behavioral-emotional organizational identification dimension ($X=3.34\pm 1.14$) with an average of "Medium Level", the perceived external prestige of the organization dimension ($X=3.66\pm 1.00$) with an average of "High Level" and the total of the general organizational identification levels ($X=3.49\pm 1.14$) with an average of "High Level" were determined.

Table 3: Examination of participants' perceptions of the internationalization of universities and organizational identification levels by gender.

Scales	Gender	N	X	Sd	t	p
Academician's Views of Universities on Internationalization Scale	Male	263	2.80	1.09	-2.460	.014*
	Woman	100	3.13	1.23		
Instructor Organizational Identification Scale	Male	263	3.51	1.11	.525	.469
	Woman	100	3.42	1.20		

*: $p<0.05$

When the perceptions of the participants regarding the internationalization of the universities they work for were analyzed according to their gender, significant differences were found between the groups ($p=.014$) ($p<0.05$). According to the results obtained, it was determined that female participants ($X=3.13\pm 1.23$) had higher perceptions of the internationalization of their university than male participants ($X=2.80\pm 1.09$).

When the organizational identification levels of the participants were examined according to their genders ($p=.469$), no significant differences were found between the groups ($p>0.05$).

Table 4: Examination of Participants' Perceptions of the Internationalization of Universities and Organizational Identification Levels According to their Administrative Positions

Scales	Administrative Duty	N	X	Sd	t	p
Academician's Views of Universities on Internationalization Scale	Yes	120	3.20	0.97	3.918	.000*
	No	243	2.74	1.18		
Instructor Organizational Identification Scale	Yes	120	3.70	1.14	2.479	.014*
	No	243	3.38	1.12		

*: $p<0.05$

When comparing the perceptions of the participants regarding the internationalization of universities according to their administrative duties ($p=.000$), significant differences were found between the groups ($p<0.05$). According to the results obtained, it has been determined that those who have administrative duties ($X=3.20\pm 0.97$) have higher perceptions of the internationalization of their university than those who do not ($X=2.74\pm 1.18$).

When the organizational identification levels of the participants were examined according to their administrative status ($p=.014$), no significant differences were found between the groups ($p<0.05$). According to the results obtained, it was determined that the organizational identification of those who have administrative duties ($X=3.70\pm 1.14$) is higher than those who do not ($X=3.38\pm 1.12$).

Table 5: Examination of participants' perceptions of the internationalization of universities and organizational identification levels according to the research university status of the university they worked at.

Scales	Research University	N	X	Sd	t	p
Academician's Views of Universities on Internationalization Scale	Yes	98	3.29	1.13	4.186	.000*
	No	265	2.74	1.11		
Instructor Organizational Identification Scale	Yes	98	3.82	0.81	4.146	.001*
	No	265	3.36	1.21		

*: $p<0.05$

There were significant differences between the groups ($p<0.05$) when the participants' perceptions of the internationalization of universities were compared ($p=.000$) according to whether the university they work at is a research university. According to the results obtained, it has been determined that the participants whose university is a research university ($X=3.20\pm 0.97$) have a higher perception of the internationalization of the university they work at than those who do not have a research university ($X=2.74\pm 1.18$).

When the organizational identification levels of the participants were analyzed ($p=.001$) according to their status as a research university, there were significant differences between the groups ($p<0.05$). According to the results obtained, it has been determined that the participants whose university is a research university ($X=3.82\pm 0.81$) have higher organizational identification than those who do not have a research university ($X=3.36\pm 1.21$).

Table 6: Examination of participants' perceptions of the internationalization of universities and organizational identification levels by titles.

Scales	Title	N	X	Sd	F	p	Difference
Academician's Views of Universities on Internationalization Scale	A) Lecturer	46	2.97	1.31	1.607	.172	-
	B) Research Assistant	31	2.54	0.88			
	C) Asst. Prof.	118	2.85	1.08			
	D) Assoc. Dr.	106	2.85	1.28			
	E) Prof. Dr.	62	3.14	0.90			
Instructor Organizational Identification Scale	A) Lecturer	46	3.58	1.00	3.506	.008*	E>B
	B) Research Assistant	31	2.93	0.96			
	C) Asst. Prof.	118	3.53	1.21			
	D) Assoc. Dr.	106	3.37	1.23			
	E) Prof. Dr.	62	3.80	0.90			

*: $p<0.05$

When comparing the perceptions of the participants regarding the internationalization of universities according to their titles ($p=.172$), no significant differences were found between the groups ($p>0.05$).

When comparing the organizational identification levels of the participants according to their titles ($p=.008$), significant differences were found between the groups ($p<0.05$). When the results obtained are examined, Prof. Dr. ' It was determined that the organizational identification of the students ($X=3.80\pm 0.90$) was higher than the Research Assistants ($X=2.93\pm 0.96$).

Table 7: Examination of participants' perceptions of the internationalization of universities and organizational identification levels according to their professional service period.

Scales	Professional Service Period	N	X	Sd	F	p	Difference
Academician's Views of Universities on Internationalization Scale	A) Less than 1 Year	32	3.28	1.06	3.213	.013*	A,D>B,C
	B) 1-5 Years	45	2.57	0.75			
	C) 6-10 Years	87	2.69	1.29			
	D) 11-15 Years	56	3.14	1.21			
	E) 16 Years and Above	143	2.92	1.09			
Instructor Organizational Identification Scale	A) Less than 1 Year	32	4.00	0.76	6.762	.000*	A>B, C D,E>B
	B) 1-5 Years	45	2.91	1.16			
	C) 6-10 Years	87	3.25	1.19			
	D) 11-15 Years	56	3.60	1.02			
	E) 16 Years and Above	143	3.65	1.12			

*: p<0.05

The comparison of the participants' perceptions regarding the internationalization of their universities according to their professional service periods ($p=.013$) revealed significant differences between the groups ($p<0.05$). According to the results obtained, those with a professional service period of less than 1 year ($X=3.28\pm 1.06$) and 11-15 years ($X=3.14\pm 1.21$) had higher perceptions regarding the internationalization of their universities compared to those with 1-5 years ($X=2.57\pm 0.75$) and 6-10 years ($X=2.69\pm 1.29$).

The comparison of the participants' organizational identification levels according to their professional service periods ($p=0.000$) revealed significant differences between the groups ($p<0.05$). According to the results obtained, those with a professional service period of less than 1 year ($X=4.00\pm 0.76$) had higher organizational identifications compared to those with 1-5 years ($X=2.91\pm 1.16$), 6-10 years ($X=3.25\pm 1.19$), 11-15 years ($X=3.60\pm 1.02$) and 16 years and above ($X=3.65\pm 1.12$).

Table 8: Analysis of participants' perceptions of university internationalization and organizational identification levels according to institutional service durations.

Scales	Corporate Service Period	N	X	Sd	F	p	Difference
Academician's Views of Universities on Internationalization Scale	A) Less than 1 Year	36	3.11	1.08	.605	.659	-
	B) 1-5 Years	90	2.88	1.17			
	C) 6-10 Years	66	2.75	1.33			
	D) 11-15 Years	59	2.87	1.14			
	E) 16 Years and Above	112	2.91	1.01			
Instructor Organizational Identification Scale	A) Less than 1 Year	36	3,58	1.20	2.532	.040*	D>C
	B) 1-5 Years	90	3.47	1.32			
	C) 6-10 Years	66	3.12	1.14			
	D) 11-15 Years	59	3.71	0.78			
	E) 16 Years and Above	112	3,57	1.07			

*: p<0.05

In comparing the perceptions of participants regarding the internationalization of universities according to their institutional service periods ($p=.659$), no significant differences were found between the groups ($p>0.05$).

In comparing the organizational identification levels of participants according to their institutional service periods ($p=.040$), a significant difference was found between the groups ($p<0.05$). According to the results obtained, it was determined that the

organizational identification of those who had 11-15 years of institutional service ($X=3.71\pm 0.78$) was higher than those who had 6-10 years of institutional service ($X=3.12\pm 1.14$).

Table 9: Simple regression results on the effect of participants' perceptions of the internationalization of universities they work in on their organizational identifications.

<i>Predictive Variable</i>	<i>B</i>	<i>ShB</i>	β	<i>t</i>	<i>p</i>	<i>r</i>
Constant	1.975	.139		14.193	.000	
Perception of University Internationalization	.524	.045	.524	11.701	.000	.524

$R=.524$; $R^2=.275$; $F=136.913$; Durbin-Watson=1.933; *: $p < 0.05$

When the correlation coefficient between the dependent variable, organizational identification, and the predictor variable, perceptions of university internationalization, was examined, it was found that there was a moderate positive relationship ($r=.524$) between perceptions of university internationalization and organizational identification. As shown in Table 9, perceptions of university internationalization is an important predictor of organizational identification ($R=.524$; $R^2=.275$; $p < .05$). Perceptions of university internationalization explains 27.5% of organizational identification. The results of the multiple linear regression analysis on the sub-dimensions of the university internationalization academicians' views scale as predictors of organizational identification are presented in Table 10.

Table 10: Multiple linear regression results regarding the impact of participants' perceptions on organizational identification with sub-dimensions of the scale of academicians' views on internationalization of universities.

<i>Predictive Variable</i>	<i>B</i>	<i>ShB</i>	β	<i>t</i>	<i>p</i>	<i>Binary r</i>	<i>Partial r</i>
Constant	1.582	.150		10.529	.000		
Motivation/Support	.199	.071	.211	2.814	.005	.498	.147
Policy/Strategy	-.159	.084	-.158	-1.890	.060	.457	-.099
Reason	.092	.063	.095	1.454	.147	.469	.077
Participation/Application	.473	.075	.481	6.319	.000	.577	.317

$R=.595$; $R^2=.355$; $F=49.161$; Durbin-Watson=1.955; $p=.000$

Table 10 shows that all subscales of the Universities Internationalization Attitudes Scale of the Academicians are predictors of organizational identification ($R=.595$; $R^2=.355$; $p < .05$). The subscale of universities internationalization attitudes scale of the academicians, which includes motivation/support, policy/strategy, rationale, and university participation/application, explains approximately 35.5% of organizational identification. The importance of subscales of universities' internationalization attitudes of academicians in explaining organizational identification is in order of participation/application ($\beta=.481$), motivation/support ($\beta=.211$), rationale ($\beta=.095$), and policy/strategy ($\beta=-.158$). When the significance of regression coefficients is examined, it is seen that motivation/support and participation/application ($p < .05$) explain organizational identification significantly, while policy/strategy and reason ($p > .05$) are not effective in explaining academic motivation. When the relationship between the predictor variables and organizational identification is examined, it is observed that there is a correlation at the level of motivation/support ($r=.498$) [when the effect of other predictor variables is controlled ($r=.147$)], and participation/application ($r=.577$) [when the effect of other predictor variables is controlled ($r=.317$)].

DISCUSSION

This research was conducted to examine the perceptions and organizational identifications of academicians in sport science faculties regarding the university's international university status acquisition policies. When the participants' opinions on the internationalization policies of the university they work for were examined, it was determined that they have a medium level perception. When the organizational identification levels were examined, it was determined that they had a high level perception. Recently, many universities have developed various strategies to prioritize internationalization. However, the importance of academicians' internationalization perceptions and organizational identification levels should not be overlooked. Many studies have shown that the organizational

identification level of university staff is an important indicator for internationalization success (Bütikofer et al., 2017). In another study, it has been emphasized that academicians should provide the motivation and support necessary for internationalization success (Kamal, 2014). These studies support the conclusion that, as shown in Table 2, the organizational identification levels and internationalization perceptions of academicians are important for the internationalization success of universities. When the literature is examined, there are studies with similar results in terms of the organizational identification levels of the employees (Asan, Çingöz and Paktaş, 2021; Campbell and Im 2015; De Roeck and Delobbe, 2012; Envergil, 2018; Hameed et al., 2013; Karabulut, 2019; Öktem et al., 2016; Polat, 2009; Turunç and Çelik, 2010;) as well as studies with different results (Biçkes and Yılmaz, 2017; Chen et al., 2015).

Employees who fully embrace the shared beliefs, attitudes, values and objectives of the organization they work for, that is, those with high organizational identification, are accepted to voluntarily support the organization in all forms, and to make every effort to achieve its objectives in various platforms. All these behaviors, in turn, will create an environment that will increase productivity and efficiency, reduce costs, enable high coordination and collaboration, and facilitate the organization's adaptation to environmental changes, that is, improve the performance of the organization in almost every area (Ertürk 2003).

From the comparison of the participants' views on the internationalization of their university according to their gender, significant differences were found between the groups. It was found that female participants had a higher level. According to the result obtained, it can be said that gender has an effect on the dimension of internationalization. When organizational identification was compared according to gender, no significant differences were found between the groups. It can be said that male and female academicians have a similar level of organizational identification. There are studies that observe that gender is also an element that affects organizational identification. This difference is related to the individual's perception of himself as a "male-female" identity rather than the biological difference. Unfortunately, the reality that "generally women are at a disadvantage in terms of the positions they hold in the organization compared to men" affects the perceptions of women (Britt, 2006). Johnson's (2006) research on veterinarians showed that men's levels of organizational identification were higher than those of women. In the Turkish text, İşcan (2006) observed that organizational identification levels increased with the seniority of the employees and that women's perception of organizational identification was lower than that of male employees. Turunç's (2010) study also supports the finding that men's identification levels are higher than women's. In addition to studies that report a relationship between demographic variables and identification, there are also studies that report the opposite in the text (O'Neill, 2007; Van Dick, 2008).

When the participants' perceptions of the internationalization policies of the university they work for were examined according to their administrative duties, significant differences were found between the groups. According to the results obtained, it was determined that the perceptions of the academicians who have administrative duties about the international policies of the university they work for were higher than those who do not have administrative duties. When organizational identification was compared according to administrative duties, significant differences were found between the groups. Accordingly, it was determined that the participants with administrative duties had higher levels of organizational identification than those without. It is thought that this may be due to the fact that those with administrative duties think that the policies and strategies followed are correct due to their presence in the decision-making mechanism. This, in turn, leads to higher levels of organizational identification (Turan vd., 2021).

The research has found that there are significant differences in academicians' perceptions of their universities' internationalization and organizational identification

according to university status as research university. It was found that the perception levels and organizational identification of those with research university status were higher. It can be considered as a factor that research universities have more opportunities and create the right strategies and take steps in the direction of international status.

From the comparison made according to the titles of the participants, it was found that there were no significant differences in their perceptions regarding the internationalization of the university, but there were significant differences in organizational identification. It was found that professors have higher mean values than research assistants in terms of organizational identification. It is thought that this is due to their having been academic for many years and having been working in the same university for many years, which positively affects both their professional identification and institutional identification. As a result of the analysis, it was observed that as individuals' perceptions of hierarchical tendencies in the organization increased, their loyalty to the organization and their level of identification with the organization also increased. At the same time, it is seen that individuals who identify with the organization have higher levels of attachment to the organization. These findings are in line with the findings of previous studies (Bedeian, 2007; Cicero and Pierro, 2007; Loi et al., 2004; Tyler and Blader, 2001).

When comparing the perceptions of the participants regarding the internationalization policies of the university they work for according to their professional service duration, significant differences were observed among the groups. Based on the results obtained, it has been determined that the perceptions of those with a professional service duration of 11-15 years and less than 1 year are at a higher level compared to those with a duration of 1-5 years and 6-10 years. When comparing the organizational identifications according to the professional service duration of the participants, it was determined that the organizational identifications of those with a professional service duration of less than 1 year, 11-15 years and 16 years and above are at a higher level. It is thought that this may be due to the fact that those who are new to the profession have a positive attitude and behavior towards the institution due to their recent arrival, and those with a long professional service duration may be in more administrative positions and therefore will have a positive attitude and behavior towards the institution.

It has been found that there are no significant differences between the groups in the comparison of academic opinions on the internationalization of universities according to the corporate service duration of the participants. It was determined that those with different corporate service periods had similar perceptions on the internationalization of universities. In this direction, it can be said that the corporate service duration has no effect on the perception of university international policies. In the comparison of the organizational identifications according to the corporate service duration of the participants, it was determined that there are significant differences between the groups. It was determined that the organizational identifications of those with a corporate service duration of 11-15 years were at a higher level compared to those with 6-10 years. In this direction, it can be

said that as the working period in the institution increases, the organizational identification also increases.

In a research conducted by Bartel (2001), it was found that organizational seniority had a positive effect on organizational identification. In a study conducted by Demirel et al. (2001), it was also observed that seniority increases organizational identification. İscan (2006) observed that as the seniority of employees increased, their levels of organizational identification also increased.

The comparison conducted to examine the effect of participants' perception levels on the university's internationalization on their organizational identification revealed a "Moderate" level of positive and meaningful relationship between the perception of the university's internationalization and organizational identification. It was found that as the academic staff of sport science faculties' perceptions of their universities' internationalization policies increased, their organizational identifications also increased. Based on the results of multiple linear regression conducted to measure the effect of the participants' views on the university's internationalization policies on their organizational identification, it was found that the motivation/support, policy/strategy, rationale and university participation/implementation sub-dimensions had a moderate positive effect on organizational identification.

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- Research generally shows that universities can encourage international mobility among students, create adequate technological resources for international research, encourage academicians to participate in international conferences, etc., have library resources with international diversity, have enough specialist personnel to carry out international transactions, etc. by developing and implementing such international policies and strategies. This perception and attitude that is generated in the employees can positively affect their performance, loyalty to the organization and motivation, thus increasing their productivity. Thus, it can lead to the academicians in the faculties of sports sciences working more efficiently and contributing significantly to sports sciences through their scientific studies at an international level.

Ethics Text

In this article, journal writing rules, publication principles, research and publication ethics rules, and journal ethics rules have been complied with during the research process. The responsibility for any potential violations related to the article lies with the author. Atatürk University, Faculty of Sports Sciences Ethics Decision Number 20.02.2023 – E-2300062070, 2023/2

Conflict of Interest: There is no personal or financial conflict of interest among the authors in this study.

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GENİŞLETİLMİŞ ÖZET

Kuramsal Çerçeve

Yükseköğrenim artık elit bir nitelikten kitlesel bir niteliğe geçmiş ve toplumun farklı katmanlarına yönelmiştir. Bu hem felsefesini ve içeriğini hem de işlevlerini yeniden tanımlamayı gerektirmiştir. Bununla birlikte küresel bağlamdaki ekonomik rekabet ülkelerin yetişmiş insan

gücünü çağın gereklerine uygun donanımlarla yetiştirmelerini zorunlu kılmış, yükseköğretim sistemleri de bu doğrultuda yeni yaklaşımlar ve bu çerçevede yapılanmalara gitme ihtiyacı duymuşlardır. Bu değişimlere yanıt olarak da birçok ülkede yükseköğrenim reformları tartışılmakta, yeni politikalar oluşturulmaktadır (Taşçı-Kaya, 2014).

Örgütsel özdeşleşme olgusu, aslında işgörenleri örgütlere bağlayan en önemli süreçlerden biri olarak nitelenebilmektedir (Cavazotte, Araujo & Abreu, 2017). Bu nedenle, örgütsel özdeşleşme, birey ile işveren örgüt

arasındaki psikolojik bir bağı temsil etmektedir. Bu bağ ise, işgörenin örgütten ayrılma olasılığını azaltmakta ve ayrıca örgüt içi takım çalışması ve örgütsel vatandaşlık davranışını teşvik etmektedir. Çünkü işgörenler, özdeşleştikleri örgüte ait olmaktan gurur duymaktadırlar (Mozes, Josman & Yaniv, 2011).

Çalışmanın Amacı

Spora doğrudan ve dolaylı katkılarda bulunan spor bilim insanlarının bilimsel çalışmalarını daha iyi yürütebilmeleri,

ARAŞTIRMANIN YÖNTEMİ

Araştırmanın Evreni ve Örnekleme

Araştırmanın evrenini spor bilimleri fakültelerindeki akademik personel oluştururken, örneklem grubunu 263'ü erkek 100'ü kadın olmak üzere toplam 363 akademik personel oluşturmaktadır.

Araştırmanın Modeli

Spor bilimleri fakültelerinde görev yapan akademik personelin çalıştıkları üniversitenin uluslararasılaşma politikalarına ilişkin görüşleri ile örgütsel özdeşleşme düzeylerinin belirlenmesi ve aralarındaki ilişkinin incelenmesi amacıyla yapılan bu çalışmada, ilişkisel tarama yöntemi uygulanmıştır. İlişkisel tarama modeli, iki ve daha çok sayıdaki değişken arasında birlikte değişimin varlığını belirlemeyi amaçlayan tarama yaklaşımına denir. İlişkisel tarama modelinde, değişkenlerin birlikte değişip değişmediği; değişme varsa bunun nasıl olduğu saptanmaya çalışılır (Karasar, 2011).

Veri Toplama Araçları

Araştırmada, katılımcıların demografik değişkenlerini belirlemek için araştırmacı tarafından oluşturulan "Kişisel Bilgi Formu"; akademisyenlerin çalıştıkları üniversitenin uluslararasılaşma politikalarına ilişkin görüşlerini belirlemek için Taşçı (2018) tarafından geliştirilen 4 alt boyut, 33 maddeden oluşan ve 5'li Likert tipi ölçek olan "Üniversitelerin Uluslararasılaşmaya İlişkin Akademisyen Görüşleri Ölçeği"; katılımcıların örgütsel özdeşleşmelerini incelemek için Eker (2015) tarafından geliştirilen 2 alt boyut, 13 maddeden oluşan ve 5'li Likert tipi ölçek olan "Öğretim Elemanı Örgütsel Özdeşleşme Ölçeği" kullanılmıştır. Elde edilen verilerin analizi istatistik programında (SPSS 25) yapılmıştır.

Verilerin Analizi

Araştırmada, katılımcıların demografik değişkenlerini tespit etmek için frekans analizi, ölçekler ve ölçeklerin alt boyutlarından aldıkları puan ortalamalarını tespit etmek için tanımlayıcı test; katılımcıların ölçeklere ilişkin ortalama düzeylerinin cinsiyet, idari görev durumu ve araştırma üniversitesi statüsüne göre karşılaştırılmasında Bağımsız Değişkenlerde T-Testi; unvan, mesleki hizmet süresi ile kurumsal hizmet süresi değişkenlerine göre

ders anlatımlarını daha iyi yapmaları, kendilerini geliştirebilmeleri için çalıştıkları üniversitenin uluslararası düzeyde faaliyet göstermesi ve bu doğrultuda gerekli strateji/politika geliştirerek uygulaması, uluslararası düzeyde bir üniversite ortamının geliştirilmesi ve çalıştıkları kuruma olan aidiyet ve psikolojik bağ önemli etkenler arasındadır. Bu gerekçe ile spor bilimleri fakültelerindeki akademik personelin çalıştıkları üniversitenin uluslararasılaşma politikalarına ilişkin algılarının örgütsel özdeşleşmeleri üzerindeki etkisini araştırmak için çalışma gerçekleştirilmiştir.

karşılaştırılmasında Tek Yönlü ANOVA Testi ve farklılıkların hangi gruplardan kaynaklandığını belirlemek için TUKEY testi; katılımcıların çalıştıkları üniversitelerin uluslararasılaşmasına ilişkin algılarının örgütsel özdeşleşmeye olan etkisini incelemek için basit regresyon, üniversitelerin uluslararasılaşmasına ilişkin algı alt boyutlarının örgütsel özdeşleşme üzerindeki etkisinin incelemek için ise Çoklu Doğrusal Regresyon testleri uygulanmıştır.

TARTIŞMA VE SONUÇ

Spor bilimleri fakültelerindeki akademisyenlerin, çalıştıkları kurumun uluslararası üniversite statü elde etme politikalarına ilişkin algıları ve örgütsel özdeşleşmelerini incelemek amacıyla bu araştırma gerçekleştirilmiştir. Katılımcıların çalıştıkları üniversitenin uluslararasılaşma politikalarına ilişkin görüşleri incelendiğinde orta düzeyde bir algılarının olduğu tespit edilmiştir. Örgütsel özdeşleşme düzeyleri incelendiğinde ise yüksek düzeyde bir algıya sahip oldukları tespit edilmiştir. Son zamanlarda birçok üniversite uluslararasılaşmaya öncelik vermek için çeşitli stratejiler geliştirmektedir. Ancak akademisyenlerin uluslararasılaşma algılarının ve örgütsel özdeşleşme düzeylerinin önemi de göz ardı edilmemelidir. Birçok çalışma, üniversite çalışanlarının örgütsel özdeşleşme düzeyinin uluslararasılaşma başarısı için ne kadar önemli olduğunu önemli bir gösterge olarak göstermiştir. Örneğin İsviçre'de yapılan bir çalışmada örgütsel özdeşleşme düzeyinin uluslararasılaşma faaliyetlerine katılımı artırmaya yardımcı olduğu gösterilmiştir (Bütikofer vd., 2017). Başka bir çalışmada ise akademisyenlerin uluslararasılaşmanın başarısı için gerekli olan motivasyon ve desteği sağlamalarının önemli olduğu vurgulanmıştır (Kamal, 2014). Bu çalışmalar, Tablo 2'deki verilerin, özellikle akademisyenlerin örgütsel özdeşleşme düzeyleri ve uluslararasılaşma algılarının üniversitelerin uluslararasılaşma başarısı için önemli olduğu sonucunu desteklemektedir.

Araştırmada, araştırma üniversitesi statüsüne göre yapılan karşılaştırmada akademisyenlerin üniversitelerin uluslararasılaşmalarına ilişkin algıları ile örgütsel özdeşleşmelerinde anlamlı farklılıkların olduğu tespit edilmiştir. Araştırma üniversitesi statüsünde olanların algı düzeyleri ile örgütsel özdeşleşmelerinin daha yüksek düzeyde olduğu tespit edilmiştir. Araştırma üniversitelerinin imkanlarının daha fazla olması ve uluslararası statü doğrultusunda doğru stratejiler oluşturmaları ve bu doğrultuda adımlar atmaları bu duruma etken olarak düşünülebilir.

Katılımcıların üniversitenin uluslararasılaşması algı düzeylerinin örgütsel özdeşleşmeleri üzerindeki etkisini incelemek amacıyla yapılan karşılaştırma, üniversitenin uluslararasılaşması algısı ile örgütsel özdeşleşme arasında "Orta" düzeyde pozitif ve anlamlı bir ilişki olduğunu ortaya koymuştur. Spor bilimleri fakültesi öğretim elemanlarının üniversitelerinin uluslararasılaşma politikalarına ilişkin algıları arttıkça örgütsel özdeşleşmelerinin de arttığı tespit edilmiştir. Katılımcıların üniversitenin uluslararasılaşma politikalarına ilişkin görüşlerinin örgütsel özdeşleşmelerine etkisini ölçmek amacıyla yapılan çoklu doğrusal regresyon sonuçlarına göre motivasyon/destek, politika/strateji, gerekçe ve üniversiteye katılım/uygulama alt boyutlarının örgütsel özdeşleşme üzerinde orta düzeyde pozitif bir etkiye sahiptir.

Araştırmada genel olarak üniversitelerin uluslararasılaşma stratejisi olarak, öğrenciler arasında uluslararası hareketliliği teşvik etmesi, uluslararası araştırmalar için yeterli teknolojik aynaklar oluşturması, akademisyenleri uluslararası konferanslara katılmaya teşvik etmesi, uluslararası çeşitliliğe sahip kütüphane kaynaklarına sahip olması, uluslararası işlemleri yürütmek için yeterli uzman personele sahip olması gerekmektedir. Bu tür uluslararası politikalar ve stratejiler geliştirerek ve uygulayarak çalışanlarda oluşan bu algı ve tutum, performanslarını, örgüte bağlılıklarını ve motivasyonlarını olumlu yönde etkileyerek verimliliklerini artırabilmektedir. Böylece spor bilimleri fakültelerindeki akademisyenlerin daha verimli çalışmasına ve uluslararası düzeyde bilimsel çalışmalarını ile spor bilimlerine önemli katkılar sağlanmasına yol açabilecektir.