

THE RELATIONSHIP BETWEEN ORGANIZATIONAL RESPECTABILITY AND ORGANIZATIONAL IDENTIFICATION IN PHYSICAL EDUCATION AND SPORTS TEACHERS

BEDEN EĞİTİMİ VE SPOR ÖĞRETMENLERİNDE ÖRGÜTSEL SAYGINLIK İLE ÖRGÜTSEL ÖZDEŞLEŞME ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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ÖZ: Bu çalışmanın amacı beden eğitimi ve spor öğretmenlerinde örgütsel saygınlık ile örgütsel özdeşleşme arasındaki ilişkiyi incelemektir. Araştırma, ilişkisel tarama modelinde desenlenmiştir. Araştırmanın örneklemini basit tesadüfi örnekleme yöntemi ile belirlenen 220 beden eğitimi ve spor öğretmeni oluşturmuştur. Verilerin analizinde, değişkenlere ait ortalama ve standart sapma gibi betimleyici istatistiklerden yararlanılmıştır. İlk olarak örgütsel saygınlık ölçeği ve örgütsel özdeşleşme ölçeğinin normal dağılım hipotezine uyup uymadığı çarpıklık ve basıklık katsayılarına bakılmak suretiyle tespit edilmiş ve parametrik test yöntemleri tercih edilmiştir. Çalışmanın değişkenleri olan örgütsel saygınlık ve örgütsel özdeşleşme arasındaki ilişki Pearson Momentler Çarpım Korelasyon Katsayısı ile incelenmiştir. Sonuç olarak beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık düzeyleri ile örgütsel özdeşleşme seviyeleri arasında anlamlı, orta düzeyde pozitif bir ilişki olduğu belirlenmiştir. Diğer bir ifade ile beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık seviyeleri arttıkça örgütsel özdeşleşme seviyelerinin de arttığı söylenebilir.

Anahtar kelimeler: Beden eğitimi, örgütsel saygınlık, örgütsel özdeşleşme

ABSTRACT: The aim of this study is to examine the relationship between organizational prestige and organizational identification in physical education and sport teachers. The research was designed in relational survey model. The sample of the study consisted of 220 physical education and sports teachers determined by simple random sampling method. In the analysis of the data, descriptive statistics such as mean and standard deviation of the variables were used. Firstly, it was determined whether the organizational prestige scale and organizational identification scale complied with the normal distribution hypothesis by looking at the skewness and kurtosis coefficients and parametric test methods were preferred. The relationship between organizational dignity and organizational identification, which are the variables of the study, was examined with Pearson Product Moment Correlation Coefficient. As a result, it was determined that there was a significant, moderate, positive relationship between organizational prestige levels and organizational identification levels of physical education and sports teachers. In other words, it can be said that as the organizational prestige levels of physical education and sports teachers increase, their organizational identification levels also increase.

Keywords: Physical education, organizational reputation, organization identification

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GENİŞLETİLMİŞ ÖZET

Giriş

Beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık ile örgütsel özdeşleşme arasındaki ilişki, günümüz iş dünyasında ve eğitim sektöründe giderek artan bir araştırma alanını oluşturmaktadır. Bu bağlamda, öğretmenlerin kurumlarına yönelik algıları ile bu algıların bireylerin örgütsel bağlılık düzeyleri

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üzerindeki etkisi, iş yaşamının karmaşıklığını anlamak açısından hayati bir konudur. Örgütsel saygınlık, bir kuruluşun dış dünyadaki itibarını ifade ederken, örgütsel özdeşleşme bireylerin örgütleriyle kimliklerini özdeşleştirmesini yansıtmaktadır. Bu bağlantı, öğretmenlerin mesleki kimliklerini, motivasyonlarını ve iş tatmin düzeylerini etkileyerek, eğitim sektöründeki örgüt dinamiklerine daha kapsamlı bir bakış sunmaktadır. Örgütsel saygınlık, liderlik, etkili iletişim, adalet, kariyer gelişimi, ödüllendirme, tanıma ve kuruluş kültürü gibi faktörlere dayanarak gelişir. Bu faktörler, çalışanların ve öğrencilerin kuruluşlarına duydukları saygıyı ve değerlendirmeyi etkiler. Örgütsel saygınlık, motivasyonu artırır, bağlılığı güçlendirir, iş birliğini teşvik eder ve iletişimi geliştirir. Bu da kurumun başarısına katkıda bulunur ve sağlıklı bir çalışma veya öğrenme ortamı oluşturur. Günümüz iş örgütleri, değişen iş ortamında rekabet avantajı elde etmeye ve sürdürmeye yönelik çeşitli değişimlere adapte olmak zorundadır. Bu değişimler, çalışanların önemli bir etken olduğunu vurgulayarak örgütlerin başarılı olabilmesi için gerekli olan uyum yeteneğini ortaya koymaktadır. Eğitimin kalitesi, öğretmenin alan bilgisi yanında ruh sağlığı ve etkin kişiliği ile de yakından ilişkilidir. Bu kapsamda çalışmanın amacı, beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık düzeyleri ile örgütsel özdeşleşme arasındaki ilişkiyi incelemektir. Araştırmanın hipotezleri H1: beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık düzeyleri ile örgütsel özdeşleşme arasında anlamlı bir ilişki vardır. H0: beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık düzeyleri ile örgütsel özdeşleşme arasında anlamlı bir ilişki yoktur.

Yöntem

Bu araştırma ilişkisel tarama modelinde desenlenmiştir. Araştırmanın örneklemini, basit tesadüfi örnekleme yöntemiyle seçilen 220 beden eğitimi ve spor öğretmeni oluşturmuştur. Veri toplama aracı olarak Hatipoğlu (2022) tarafından geliştirilen Örgütsel Saygınlık Ölçeği ile Mael ve Ashforth (1992) tarafından geliştirilen Tak ve Aydemir (2004) tarafından Türkçe'ye uyarlaması yapılan Örgütsel Özdeşleşme Ölçeği kullanılmıştır. Verilerin analizinde IBM SPSS 25.0 istatistik programı kullanılmıştır. Analiz sürecinde ilk olarak Örgütsel Saygınlık Ölçeği ve Örgütsel Özdeşleşme Ölçeğinin normal dağılım hipotezine uyup uymadığı çarpıklık ve basıklık katsayılarına bakılarak belirlenmiş ve parametrik test yöntemleri tercih edilmiştir. Daha sonra betimsel istatistikler (ortalama ve standart sapma) uygulanmıştır. Analizlerde bağımsız örneklem için t-testi, tek yönlü varyans analizi (ANOVA) ve Pearson Momentler Çarpımı Korelasyon analizi teknikleri kullanılmıştır. Parametrik testlerin kullanılmasının ardından gruplar arasında anlamlı farklılıkların olduğu boyutlarda, bu farklılığın hangi grup ya da gruplardan kaynaklandığını belirlemek için Post Hoc testlerinden Tukey HSD testi uygulanmış ve anlamlılık düzeyi .05 olarak belirlenmiştir.

Bulgular

Bu araştırmadan elde edilen bulgulara göre beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık ölçeği ortalama puanları cinsiyete göre anlamlı bir farklılık göstermemektedir. Buna karşın örgütsel özdeşleşme puan ortalamalarının cinsiyete göre farklılaştığı, kadınların örgütsel özdeşleşme ölçeği puan ortalamalarının erkek katılımcılara göre daha yüksek olduğu bulunmuştur. Mesleki kıdem açısından beden eğitimi ve spor öğretmenlerinin örgütsel özdeşleşme ortalama puanları arasındaki fark anlamlıdır. Ayrıca beden eğitimi ve spor öğretmenlerinin örgütsel saygınlık düzeyleri ile örgütsel özdeşleşme seviyeleri arasında pozitif yönlü ve orta düzeyde bir ilişki olduğu belirlenmiştir. Öğretmenlerin örgütsel saygınlıkları arttıkça örgütsel özdeşleşmeleri de artmaktadır.

Tartışma ve Sonuç

Beden eğitimi ve spor öğretmenleri üzerine yapılan bu çalışmanın sonucunda, öğretmenlerin örgütsel saygınlık düzeyleri ile örgütsel özdeşleşme seviyeleri arasında anlamlı, pozitif yönlü bir ilişki olduğu diğer bir ifadeyle öğretmenlerin örgütsel saygınlıkları arttıkça örgütsel özdeşleşmelerinin de arttığı bulunmuştur. Ayrıca araştırma sonuçlarına göre, öğretmenlerin örgütsel saygınlık algılarının genel olarak yüksek düzeyde olduğu belirlenmiştir. Öğretmenlerin örgütsel özdeşleşme ölçeği'ne katılım düzeyleri incelendiğinde, çalıştıkları okullarla yüksek düzeyde özdeşleştikleri görülmektedir. Öğretmenlerin çalıştıkları ortaöğretim kurumlarının çevresel itibarının yüksek olması, saygın bir kurumda çalıştıkları algısını desteklemekte ve bu saygınlık duygusu diğer kurumsal tutum ve davranışlar üzerinde olumlu bir etki yaratmaktadır.

Bu çalışmanın sonucunda beden eğitimi ve spor öğretmenlerinin örgütsel özdeşleşme ve örgütsel saygınlık düzeylerinin artması için ilk olarak çalıştıkları kurumlarda yöneticileri tarafından takdir edilmeleri ve ödüllendirilmeleri sağlanmalıdır. Ayrıca beden eğitimi ve spor öğretmenlerinin fikir ve düşünceleri alınmalıdır. Okul yöneticilerinin örgütsel saygınlık ve örgütsel özdeşleşme konularında eğitimlere katılmaları önerilmektedir. Böylece eğitim kurumlarında görev yapan beden eğitimi ve spor öğretmenlerinin hem bağlılıkları hem de motivasyonları artacaktır.

INTRODUCTION

The relationship between organisational prestige and organisational identification of physical education and sport teachers constitutes an increasing area of research in today's business world and education sector. In this context, teachers' perceptions of their organisations and the effect of these perceptions on the organisational commitment levels of individuals is a vital issue in terms of understanding the complexity of business life. While organisational prestige refers to the reputation of an organisation in the outside world, organisational identification reflects the identification of individuals with their organisations.

The concept of organizational prestige entails various definitions in the literature. As described by Gioia and Thomas (1996), it is characterized as a perception originating from external components, taking into account whether the perceived thoughts are normative or manipulative. Meanwhile, Smidts, Pruyn, and Riel (2001) delve into the thoughts of organizational members regarding how outsiders perceive the organization. Çiftçioğlu and Tak (2009) elucidate the ideas formed in the minds of both organizational members and external stakeholders regarding how organizations are perceived in the external world. Sharma (2019) summarizes employees' subjective thoughts and beliefs concerning how organizations are perceived by outsiders. The concept of organizational identification holds significant importance in terms of employee satisfaction and organizational productivity, rooted in social identity theory (March and Simon, 1958; Kelman, 1958). A chronological examination of the relevant literature reveals a plethora of definitions for this concept. Lasswell (1935) delineates identification as a process guided by emotional bonds established with others, where the perception of similarity plays a crucial role. Buchanan (1974) describes it as the alignment of individuals with the organization or their cognitive harmony with the organization's values and goals. Tajfel (1985) explicates identification by evaluating how an organization defines itself and shapes individuals' perception of the world. Reade (2001) characterizes it as the psychological bond reflecting the alignment of individual and organizational characteristics, leading to mutual recognition. Ashforth, Harrison, and Corley (2008) propose the acceptance of a set of shared goals, beliefs, values, behaviors, knowledge, and skills as part of one's own identity. Evans and Davis (2014) define it as the process whereby the organization becomes integrated into an individual's identity within the relevant literature.

This linkage provides a more comprehensive view of organisational dynamics in the education sector by influencing teachers' professional identities, motivation and job satisfaction levels. This study will examine this important relationship between organisational prestige and organisational identification in detail in order to understand the organisational commitment of physical education and sport teachers. Organisations need to interact with their external environment to ensure their sustainability. In this process, concepts such as organisational prestige, organisational image, organisational identity and organisational reputation play an important role, as these elements help an organisation to gain a prestigious position in the eyes of society and increase the likelihood of being preferred by shaping its perception in the outside world (Hatipoğlu & Nayır, 2021).

This study will examine this important relationship between organisational prestige and organisational identification in detail in order to understand the organisational commitment of physical education and sport teachers. Organisations need to interact with their external environment to ensure their sustainability. In this process, concepts such as organisational prestige, organisational image, organisational identity and organisational reputation play an important role, as these elements help an organisation to gain a prestigious position in the eyes of society and increase the likelihood of being preferred by shaping its perception in the outside world (Hatipoğlu & Nayır, 2021). In general terms, the external appearance of organisations plays a decisive role in terms of preference and sustainability through factors such as organisational prestige, image, identity and reputation. Therefore, organisations should adopt the goal of creating a positive external image by focusing on these elements (Hatipoğlu & Nayır, 2021). Job motivation is a vital factor to increase employees' commitment to the organisation and is directly related to job satisfaction levels. In addition, status differences in the work environment can also affect organisational

commitment. In this framework, creating a working environment that supports employees' individual goals and providing training opportunities can increase work motivation and reinforce employees' commitment to the organisation.

Employees with high levels of job satisfaction feel more loyalty to their organisations and perform at a higher level (Karahan, 2008). Organisational prestige develops with the combination of factors such as leadership practices, effective communication strategies, fair management practices, career opportunities, reward systems and corporate culture. These factors affect employees' and students' appreciation and respect for their organisations.

Organisational prestige increases employees' motivation, strengthens their commitment, encourages cooperation and improves communication. This contributes to the success of the organisation and ensures the formation of a healthy working or learning environment. Today's business world has to adapt to various changes in order to gain and maintain competitive advantage by adapting to changing conditions (Karabey & İşcan, 2007). These changes reveal that employees are an important factor by emphasising the adaptability necessary for organisations to be successful. The quality of education is in a close relationship with teachers' mental health and effective personality as well as their field knowledge. The attitude of the teacher can directly affect the classroom atmosphere, education and training. Therefore, in the teaching profession, individuals are expected to have a positive attitude towards their profession, students and the institution they work for, in addition to their formal education (Üzüm, Yalçın, Biçer, Yüktaşır, & Yıldırım, 2015). In this context, the study aims to examine the relationship between organizational prestige and organizational identification in physical education and sports teachers. Studies on this subject are limited in the literature and it is aimed to contribute to the literature.

METHOD

In this section, the research model, the research population and sample, the data collection tools used in the research, the application of these tools and the statistical methods and techniques used in analysing the data obtained are explained in detail. This research was designed within the framework of relational survey model. Relational model is defined as a model in which the relationship between one or more variables is determined (Fraenkel & Wallen, 2006). Within the scope of this study, the relationship between organisational prestige levels of Physical Education and Sports Teachers and organisational identification was examined. This study was conducted to determine the significant relationship between organisational prestige levels of physical education and sport teachers and organisational identification.

Universe and Sample

The sample of this study consisted of 220 physical education and sport teachers selected by simple random sampling method. The personal information of these 220 physical education and sport teachers who participated in the study is presented below. The answers, frequency and percentage information about the gender distribution of the participants are given in Table 1.

Table 1.

Distribution of physical education and sports teachers by gender n=220

	Personal Characteristics	F	%
Gender	W	72	32,7
	M	148	67,3

As seen in Table 1, 148 (67.3%) of the physical education and sports teachers were male and 72 (32.7%) were female.

Table 2.

Distribution of physical education and sports teachers according to their marital status n=220.

	Personal Characteristics	F	%
Marital Status	Single	72	32,7
	Married	148	67,3

As seen in Table 2, 148 (67.3%) of the physical education and sport teachers were married and 72 (32.7%) were single.

Table 3.

Distribution of physical education and sports teachers according to their age n=220

	Personal Characteristics	F	%
Age Status	22-27	28	12,7
	28-35	92	41,8
	36-41	62	28,2
	42-47	18	8,2
	48+	20	9,1

As seen in Table 3, when the age status of physical education and sport teachers was analysed; 28 (12,7%) were between 22-27 years old, 92 (41,8%) were between 28-35 years old, 62 (28,2%) were between 36-41 years old, 18 (8,2%) were between 42-47 years old, 20 (9,1%) were 48 years old and above.

Table 4.

Distribution of physical education and sports teachers according to educational background n=220

	Personal Characteristics	F	%
Education Status	Licence	178	80,9
	High Licence	42	19,1

As seen in Table 4, 178 (80.9%) of the physical education and sport teachers were undergraduate graduates and 42 (19.1%) were postgraduate graduates.

Table 5.

Distribution of Physical Education and Sports Teachers according to their seniority N=220

	Personal Characteristics	F	%
Professional Seniority	1-5	64	29,1
	6-11	96	43,6
	12-17	36	16,4
	18-23	12	5,5
	24+	12	5,5

As can be seen in Table 5, when the professional seniority of physical education and sport teachers is analysed; 64 (29,1%) of them have 1-5 years, 96 (43,6%) of them have 6-11 years, 36 (16,4%) of them have 12-17 years, 12 (5,5%) of them have 18-23 years, 12 (5,5%) of them have 24 years and above.

Data Collection Tools

Information about the scales used in the data collection process of this research and the reliability values of the instruments used for this study are detailed below. The Organisational Respectability Scale was developed by Hatipoğlu in 2022 and designed to assess organisational respectability. The scale has a 12-item structure and a 5-point Likert-type scale was used for the participants to express their opinions. The evaluation scale is coded as "Strongly Disagree" for a score of "1" and "Strongly Agree" for a score of "5". There is no reverse scored question in the scale and the lowest score is 1 and the highest score is 5. The Cronbach's alpha coefficient of the Organisational Respectability Scale was found to be .86. In the analyses conducted within the scope of this study, the Cronbach's alpha internal consistency reliability coefficient of the scale was found to be .82.

Organisational Identification Scale is a one-dimensional scale consisting of six statements developed by Mael and Ashforth (1992) and later adapted into Turkish by Tak and Aydemir (2004). The original version of the scale is in 5-point Likert type as "Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree" and the "Undecided" option was changed to "Moderately Agree" in this study. The reliability coefficient of the scale adapted into Turkish by Tak and Aydemir (2004) was found to be .87. The Cronbach's alpha coefficient of the Organisational Identification Scale was found to be .76. In the analyses conducted within the scope of this study, the Cronbach's alpha internal consistency reliability coefficient of the scale was found to be .79.

Analysing The Data

In this study, which was conducted using IBM SPSS 25.0 programme, descriptive statistics such as mean and standard deviation were used. Firstly, whether the Organisational Respectability Scale and Organisational Identification Scale fit the normal distribution hypothesis was determined by looking at the skewness and kurtosis coefficients and parametric test methods were preferred (Table 6).

Table 6.
Skewness and kurtosis values of the scales

Scale	N	Skewness	Kurtosis
Organisational Respectability Scale	220	-,210	-,343
Organisational Identification	220	,185	-,098

As stated by Seçer (845, p. 28), it has been suggested that it is a more accurate approach to look at skewness and kurtosis values in evaluating the assumption of normal distribution. Tabachnick and Fidell (843), on the other hand, accept that normal distribution is provided when skewness and kurtosis values are between +1.5 and -1.5. As a result of the analyses performed, it was concluded that the variables exhibited a normal distribution.

As can be seen in Table 6, the skewness and kurtosis coefficients of the Organisational Reputation and Organisational Identification Scales are between the desired values. Therefore, independent samples t-test, one-way analysis of variance (ANOVA) and Pearson Product Moment Correlation analysis techniques were used in the analyses. Following the use of parametric tests, Post Hoc test was performed to examine the differences between the groups. In the dimensions where there were significant differences between the groups, Tukey HSD test was applied to determine which group or groups these differences originated from and the significance level was set as .05. Tukey HSD test is a statistical tool used to determine whether the relationship between two data sets is statistically significant. Since the variances were equal, Tukey HSD test was preferred to determine the origin of the differences between the groups. In addition, "Pearson Correlation" analysis was used to determine whether there is a significant relationship between Organisational Respect and Organisational Identification. All the results obtained were evaluated within the framework of the criteria where statistical significance is evaluated at $p < 0.05$ level.

Adherence to Ethical Standards

The research protocol received official approval from the Nişantaşı University Scientific Research and Ethics Committee, substantiated by decision number 2022/07, dated February 2, 2022. This endorsement underscores the study's commitment to upholding ethical standards throughout its conduct.

FINDINGS

In this section, the results of the analyses conducted within the framework of the research questions are presented and the findings are interpreted.

Results of Descriptive Analyses for Variables

The variables of the study consist of Organisational Respectability Scale and Organisational Identification Scale. Descriptive statistics related to the variables are presented in Table 7.

Table 7.
Descriptive analysis results for variables

Scale	N	Min	Maks	Mean	SD
Organisational Respectability Scale	220	1,00	4,67	3,07	,80
Organisational Identification	220	1,00	4,67	2,57	,80

The total mean of the Organisational Respectability Scale responses of the physical education and sport teachers included in the study was determined as ($\bar{X}=3,07$). The total mean of the Organisational Identification responses of the physical education and sports teachers was determined as ($\bar{X}=2,57$).

Table 8.

Descriptive analysis results for organisational respectability scale

Scale	Mean	SD
1. My school is recognised as one of the best schools in this area.	2,65	1,34
2. Students graduating from this school have an outside privilege	3,07	1,33
3. People feel sorry for me when I say that I work in this school.	4,23	1,21
4. The management style of our school gives a positive image to the environment.	2,42	1,18
5. The facilities of my school are appreciated by the people in the neighbourhood.	2,76	1,33
6. The school where I work is ahead of other schools in many aspects.	2,97	1,42
7. Students graduating from my school are respected outside.	3,04	1,35
8. I feel that I belong to the school where I work.	2,04	1,11
9. I hesitate to tell the school where I work.	4,53	1,04
10. I do not recommend other teachers to work in this school.	4,16	1,16
11. There is a strong bond between our school and teachers.	2,45	1,21
12. People in the neighbourhood think that the school where I work is a good school.	2,52	1,28

It was determined that physical education and sport teachers responded to the question "I hesitate to tell the school where I work" with the highest mean ($\bar{X}=4,53$).

Descriptive Analysis of Organisational Identification Scale

Table 9.

Descriptive analysis results for organisational identification scale

Scale	Mean	SD
1. When someone else criticises the school where I work, I perceive it as a negative criticism and insult against me.	2.99	1.32
2. I care too much about what other people think about the school where I work.	3.14	1.26
3. When talking about the school where I work, I use the expression "we" instead of "they".	1.96	1.05
4. I accept the achievements of the school where I work as my personal achievements.	2.54	1.18
5. When someone else speaks highly of the school where I work, I accept it as a praise and compliment directed towards me.	2.48	1.20
6. If there is a negative and critical news about the school where I work in the media, I feel uncomfortable and embarrassed.	2.31	1.08

It was determined that physical education and sports teachers responded to the question "I care a lot about what other people think about the school where I work" with the highest mean ($\bar{X}=3,14$).

Findings Related to Organisational Respectability and Organisational Identification Scales

In this part of the study, the differences between the mean scores obtained from the Organisational Respectability Scale and the Organisational Identification Scale according to the socio-demographic distribution of the physical education and sports teachers constituting the research group will be discussed.

Table 10.

T-Test results regarding the examination of organisational respectability and organisational identification according to gender status

Variables	Gender	N	\bar{X}	Ss	t	p
Organisational Reputation	Woman	72	3,11	,79	,477	,634
	Male	148	3,05	,80		
Organisational Identification Variables	Woman	72	2,86	,68	3,811	,000
	Male	148	2,43	,82		

According to the findings obtained from Table 10, the differentiation of physical education and sport teachers' mean scores of Organisational Respectability depending on gender categorical variable is not statistically significant ($p > .05$). However, according to the same table, the difference in the mean scores of Organisational Identification of physical education and sport teachers depending on gender categorical variable is statistically significant ($t=3,811$, $p < .05$). According to this finding, the mean organisational identification scores of female physical education and sport teachers ($\bar{X}=2,86$) were statistically higher than the mean organisational identification scores of male physical education and sport teachers ($\bar{X}=2,43$).

Table 11.

T-test results related to the examination of organisational respect and organisational identification according to marital status

Variables	Marital Status	N	\bar{X}	Ss	T	p
Organisational Reputation	Single	72	3,04	,82	-,394	,694
	Married	148	3,08	,78		
Organisational Identification	Single	72	2,61	,80	,533	,594
	Married	148	2,55	,81		

According to Table 11 above, the difference in the mean scores of Organisational Respectability of physical education and sports teachers in terms of marital status categorical variable ($p > .05$) is not significant.

Table 12.

Regarding the examination of organisational respect and organisational identification according to age status (ANOVA- TUKEY HSD)

Variables	Age	N	\bar{X}	Ss	F	P	Group Difference
Organisational Reputation	22-27(1)	28	2,62	,58	3,989	,004	2à1,3 3>1
	28-35(2)	92	3,23	,89			
	36-41(3)	62	3,14	,76			
	42-47(4)	18	2,93	,53			
	48-53(5)	20	2,87	,66			
Organisational Identification	22-27	28	2,13	,57	5,361	,000	2>1
	28-35	92	2,80	,74			
	36-41	62	2,56	,82			
	42-47	18	2,24	,79			
	48-53	20	2,43	,98			

* Group Difference

According to the findings obtained from Table 12, the difference in the mean scores of physical education and sport teachers' Organisational Respectability depending on the age categorical variable is statistically significant ($F=3,989$, $p < .05$). Similarly, according to the same table, the difference in the mean scores of Organisational Identification of physical education and sport teachers depending on the age categorical variable is statistically significant ($F=5,361$, $p < .05$). These findings show that age is an effective variable on the organisational behaviours of physical education and sports teachers.

Table 13.

T-test results regarding the examination of organisational prestige and organisational identification according to educational background

Variables	Gender	N	\bar{X}	Sd	T	p
Organisational Reputation	Licence	178	3,09	,77	,954	,341
	Postgraduate	42	2,96	,89		
Organisational Identification	Licence	178	2,58	,74	,483	,630
	Postgraduate	42	2,52	1,04		

According to the findings in Table 13, the difference in the mean scores of physical education and sport teachers' Organisational Respectability according to the categorical variable of education level is not statistically significant ($p > .05$). According to the same table, the difference in the mean scores of Organisational Identification of physical education and sport teachers according to the categorical variable of education level is not statistically significant ($p > .05$). These results show that the level of education does not have a significant effect on the organisational behaviours of physical education and sport teachers.

Table 14.

Regarding the examination of organisational respect and organisational identification according to professional seniority (anova- tukey hsd)

Variables	Professional Seniority	N	\bar{X}	Ss	F	p	Group Difference
Organisational Reputation	1-5	64	3,02	,83	1,891	,113	
	6-11	96	3,21	,77			
	12-17	36	2,98	,72			
	18-23	12	2,74	1,13			
	24+	12	2,79	,39			
Organisational Idetification	1-5	64	2,52	,71	4,377	,002	1>4
	6-11	96	2,72	,82			2à4
	12-17	36	2,50	,75			3>4
	18-23	12	1,75	,61			
	24+	12	2,69	1,04			5>4

* Group Difference

According to the findings in Table 14, the difference in the mean scores of organisational prestige of physical education and sport teachers depending on the categorical variable of professional seniority is not statistically significant ($p > .05$).

However, according to the same table, the difference in the mean scores of Organisational Identification of physical education and sport teachers depending on the categorical variable of professional seniority is statistically significant ($F=4.377$, $p < .05$).

In the related part of this study, the relationship between the levels of Organisational Respectability and Organisational Identification of physical education and sports teachers was examined using "Pearson Correlation Analysis", one of the parametric test methods. In all analyses, statistical significance was evaluated at $p < 0.05$ level.

Table 15.

The relationship between organisational respectability and organisational identification levels of physical education and sports teachers (Pearson Product Moment Correlation Analysis)

Variables	1.	2.
1.Organisational Respectability Scale	r_p	1
	P	,410
2.Organisational Identification	r_p	1
	P	,000

According to the Pearson Correlation test results in Table 15, it was determined that there was a significant, positive and moderate relationship between the organisational prestige levels of physical education and sport teachers and their organisational identification levels ($r=0,410$, $p < .001$). These findings show that physical education and sport teachers' perceptions of organisational prestige are related to their organisational identification levels. Therefore, the hypothesis "H1: There is a significant relationship between organisational prestige levels of physical education and sport teachers and organisational identification" is accepted.

DISCUSSION AND CONCLUSION

This study aimed to examine the views of physical education and sport teachers working in educational institutions associated with the Organisational Respectability Scale. In this direction, the relationship between Organisational Respect and Organisational Identification of physical education and sport teachers was investigated and the following results were obtained:

When Organisational Respectability and Organisational Identification were examined in terms of age variable, it was determined that the mean scores of Organisational Respectability of physical education and sport teachers differed ($F=3,989$, $p<.05$).

Likewise, it was determined that the mean scores of organisational identification of physical education and sport teachers differed depending on the age categorical variable ($F=5,361$, $p<.05$). On the other hand, when Organisational Respectability and Organisational Identification were examined in terms of education variable, it was found that the mean scores of Organisational Respectability of physical education and sports teachers did not show a significant relationship ($p>.05$). When examined in terms of professional seniority variable, it was determined that the mean scores ($p>.05$) of organisational esteem of physical education and sport teachers did not differ. However, it was determined that the mean scores of Organisational Identification of physical education and sport teachers ($F=4.377$, $p<.05$) differed in terms of the same variable. This situation shows that professional seniority creates a significant difference in Organisational Identification levels. In the analyses made between the levels of Organisational Respectability and Organisational Identification ($r=0.410$, $p<.001$), it was seen that there was a significant and positive relationship. In other words, it was determined that as the organisational esteem levels of physical education and sport teachers increased, their organisational identification levels also increased.

Conclusions, It shows that the hypothesis "H1: There is a significant relationship between organisational prestige levels of physical education and sport teachers and organisational identification" is accepted. According to the results of the study, teachers' perceptions of organisational prestige were generally determined at a high level. This situation shows that teachers working in secondary education institutions think that their schools are appreciated by the society around them and that this situation creates an effect that increases their self-confidence. According to a perspective put forward by Dutton et al. (1994), being a member of an organisation that is valued by the society can contribute to individuals' pride and increase their self-esteem. In addition, it is seen that teachers think that the secondary education organisations they work for have a good reputation in their environment. According to the social identity theory, individuals are divided into social categories according to their preferences and values, and these categories affect individuals' choice of the organisation they will work for. In Abrams and Hogg's (1988) study, it is emphasised that as a result of personal comparisons, individuals tend to be part of an organisation according to the social category they find most appropriate for themselves.

The high environmental reputation of the secondary education institutions where teachers work supports the perception of teachers that they work in a reputable institution and this sense of respectability has a positive effect on other organisational attitudes and behaviours. (Herrbach & Mignonac, 2006) emphasised that the effective use of external communication increases the ability of organisations to receive feedback from their environment.

Considering that educational institutions are open systems, external communication plays an important role in the development of organisational reputation (Smidts et al., 2001). Employees can obtain information about the state of their organisation through various sources such as feedback from the environment, interpersonal communication with outsiders and internal communication processes of the organisation (Dutton & Dukerich, 1991). Moreover, when the relationships of organisations with their stakeholders are considered, it is understood that an organisation has more than one image and each stakeholder group evaluates the organisation from a different perspective (Freeman, 1984). The concept of organisational reputation has been defined as a form of organisational image and it has been stated that it includes the opinions of organisational members about their organisations (Dutton et al., 1994). In this context, it was stated that the reputation perception of teachers working in secondary education institutions supports the view that their organisations are reputable.

The examination of teachers' level of participation in the Organisational Identification Scale shows that teachers have a high level of identification with the schools where they work. This situation indicates that teachers see themselves as a part of the school where they work and with this identification process, individuals' social identities become compatible with the group prototype. (Hogg, 2014). Social identity theory considers identification processes as a basic precondition of group behaviours and conceptualises organisational identification as the perception of unity (Ashforth & Mael, 1989). It has been stated that the level of identification with the organisation increases with the internalisation of organisational norms and

values (Van Knippenberg & Van Schie, 2000; Reynolds et al., 2010). In this context, it is concluded that organisational identification means that individuals personalise themselves with their organisations and start to see themselves as a part of the organisation.

As a result of this study, the suggestion is that physical education and sports teachers should be appreciated and rewarded by the managers of the institutions they work in, so that they can increase their levels of organizational identification and organizational respect, and their levels of organizational identification and organizational respect can be increased by taking the ideas and thoughts of physical education teachers. In this context, it is important to create environments in educational institutions to increase the levels of organizational identification and organizational respect. In this context, it is recommended that the levels of organizational identification and organizational respect be increased in physical education and sports teachers and that school administrations participate in training on these issues. As a result of these suggestions, the commitment and motivation of physical education and sports teachers working in educational institutions will increase and their motivation will reach a higher level. As a result of these suggestions, teachers' job performance will increase, the quality of the education they provide will reach a higher level, and their levels of organizational identification and organizational respect will increase.

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