

From Prestige to Identification: The Mediating Role of Social Role Identity and Organizational Spirituality*

RESEARCH ARTICLE

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Abstract

This study delves into the relationship between social role identity and organizational spirituality. Additionally, it aims to comprehend the impact of this connection, as educators perceive it, on the association between institutional prestige and identification. 526 educators working in Izmir-Türkiye’s public and private secondary schools were selected using a stratified sample. Information on organizational prestige, institutional identification, social role identity, and organizational spirituality was collected. Structural equation modeling was used to assess the mediating influence of organizational spirituality and social role identity on the relationship between institutional prestige and identification. The findings indicate that institutional prestige affects institutional identification directly and indirectly. The combination of social role identity and organizational spirituality has been proven to be an effective method for enhancing teachers’ identification levels. Teachers’ evaluations confirmed a mediating relationship between social role identity and organizational spirituality in the relationship between institutional prestige and identification. Educators generally saw the mediating effects of social role identity and organizational spirituality as potent tools for fostering their identification with their institutions. This underscores the significance of acknowledging the interplay between social roles and spirituality in promoting a sense of belonging within educational organizations.

Keywords: organizational prestige, social role identity, organizational identification, organizational spirituality, structural equation modeling

*This study is derived from a doctoral dissertation titled “The Mediating Role of Social Role Identity and Organizational Spirituality in the Relationship Between Organizational Prestige and Organizational Identification.”

Saygınlıktan Özdeşleşmeye: Sosyal Rol Kimliği ve Örgütsel Tinselliğin Aracılık Rolü

ARAŞTIRMA MAKALESİ

Öz

Bu çalışma, sosyal rol kimliği ile örgütsel tinsellik arasındaki ilişkiyi incelemektedir. Ayrıca bu bağlantının, eğitimcilerin algıladığı şekliyle, örgütsel saygınlık ve özdeşleşme arasındaki ilişki üzerindeki etkisini anlamayı amaçlamaktadır. İzmir-Türkiye'deki kamu ve özel ortaöğretim okullarında çalışan 526 eğitimci, tabakalı örnekleme yöntemi ile seçilmiştir. Örgütsel saygınlık, örgütsel özdeşleşme, sosyal rol kimliği ve örgütsel tinsellik ile ilgili bilgiler toplanmıştır. Örgütsel saygınlık ve özdeşleşme arasındaki ilişkide örgütsel tinsellik ve sosyal rol kimliğinin aracılık etkisini değerlendirmek için yapısal eşitlik modellemesi kullanılmıştır. Bulgular; örgütsel saygınlığın, örgütsel özdeşleşmeyi doğrudan ve dolaylı olarak etkilediğini göstermektedir. Sosyal rol kimliği ve örgütsel tinselliğin birleşimi, öğretmenlerin özdeşleşme düzeylerini artırmada etkili bir yöntem olarak kanıtlanmıştır. Öğretmenlerin değerlendirmeleri, örgütsel saygınlık ile özdeşleşme arasındaki ilişkide sosyal rol kimliği ve örgütsel tinselliğin arasında aracılık ilişkisini doğrulamıştır. Eğitimciler, genel olarak, sosyal rol kimliği ve örgütsel tinselliğin aracılık etkilerini, örgütleri ile özdeşleşmelerini geliştiren güçlü araçlar olarak görmüşlerdir. Bu durum, eğitim kurumlarında aidiyet duygusunu teşvik etmede sosyal roller ile tinsellik arasındaki etkileşimin önemini vurgulamaktadır.

Anahtar Kelimeler: örgütsel saygınlık, sosyal rol kimliği, örgütsel özdeşleşme, örgütsel tinsellik, yapısal eşitlik modellemesi

Introduction

Globalization and competition have also impacted the government sector, creating a desire to project a positive image to external audiences. Organizational prestige, which refers to the return of an organization's reputation as perceived by external stakeholders, institutions, or the environment, is relevant for school teachers. Teachers who view their school as prestigious and fulfill their duties in a respected institution may be more motivated to devote themselves to the school and achieve success. This hypothesis is supported by studies on social role identity and organizational spirituality as mediators in the relationship between organizational prestige and identification (Carmeli, 2005; Carmeli et al., 2006; Dutton & Dukerich, 1991; Dutton, et al., 1994; Mael & Ashforth, 1992; Smidts, et al., 2001). The prestige of an organization is also considered an essential tool for inspiring employees (Mael & Ashforth, 1992). It is desirable to determine the effect of organizational prestige on employee identification, spiritual status, and social role identity, as it is considered a valuable resource. However, only some studies have examined these relationships.

By examining organizational prestige, identification, spirituality, and social role identity, it is evident that more attention needs to be paid to applying these concepts to educational institutions. Although researchers have highlighted the significance of these concepts in organizational settings, their application in educational organizations could have been more extensive. The current literature needs to include studies investigating the factors of organizational prestige, organizational identification, social role identity, and organizational spirituality in educational institutions. The theoretical insufficiency of assessing these topics among secondary education instructors calls for further research. The relationship between organizational identity and teachers' views of organizational prestige in educational institutions is presumed to be influenced by social role identity and organizational spirituality. The role of these two mediating variables in impacting organizational identification is yet to be determined. The primary purpose of this study is to investigate the direct and indirect effects of organizational prestige on teachers' organizational identification. Specifically, it aims to determine how social role identity and organizational spirituality mediate this relationship. By addressing these mediating factors, the study seeks to contribute to understanding organizational commitment and motivation among teachers, offering insights for improving educational institutions' prestige management strategies. This study is significant as it addresses a gap in the literature by examining the role of social role identity and organizational spirituality in the relationship between organizational prestige and identification in educational institutions. While previous research has explored these concepts in corporate settings, their application to the educational sector, particularly among teachers, remains underdeveloped. The findings provide valuable insights for policymakers and school administrators, emphasizing the importance of fostering organizational prestige to enhance teachers' commitment and professional identity.

Conceptual Framework

In the context of research on the re-conceptualization of organizational identification, the concept of "organizational prestige" was introduced (Ashforth & Mael, 1989) as a crucial precursor to organizational identity (Ashforth & Mael, 1989; Dutton et al., 1994; Mael & Ashforth, 1992). According to studies based on social identity theory, when employees perceive their employers as having a high reputation, they are more likely to identify with and demonstrate loyalty to the company (Carmeli et al., 2006; Mael & Ashforth, 1995; Smidts et al., 2001).

This fosters a sense of individual-organizational identification (Mael & Ashforth, 1992), which is widely recognized as influencing an individual's commitment to their organization (Bamber & Iyer, 2002; Dutton & Dukerich, 1991; Dutton et al., 1994; Gautam et al., 2004; Herrbach, 2006; Mael & Ashforth, 1992; Mignonac et al., 2006; Van Dick & Wagner, 2002; Van Knippenberg & Sleebos, 2006; Van Knippenberg & Van Schie, 2000; Riketta, 2005). Employee identification can drive engagement, performance, and commitment to corporate objectives and values as it signifies an individual's orientation toward the organization. Enhancing an organization's status or reputation can increase employee motivation and identification, creating heightened prestige. People are generally motivated to maintain and improve their self-esteem (Shamir, 1991). Members of organizations that view their organizations as reputable have more potential for organizational identification (Bhattacharya et al., 1995; Fisher & Wakefield, 1998). Moreover, organizational prestige and the organizational identification process have improved (Ashforth & Mael, 1989). Previous research suggests that the beneficial perception of prestige influences a positive attitude toward an organization with identification (Bhattacharya et al., 1995; Carmeli et al., 2006; Dukerich et al., 2002; Mael & Ashforth, 1995; Smidts et al., 2001). This study examines the relationship between teachers' perceived organizational prestige and their organizational identification, focusing on the mediating roles of social role identity and organizational spirituality. In this context, the main research question is: "How do teachers' levels of organizational identification shape their perceptions of organizational prestige, mediated by social role identity and organizational spirituality?" Consequently, the following hypothesis was formulated:

Hypothesis 1: Organizational prestige positively and significantly affects teachers' organizational identification levels.

The findings of this study indicate that social role identity affects the relationship between organizational identification and prestige. Individuals play various roles within a social group that influence their behavioral patterns (Stryker & Burke, 2000). People with diverse social roles within organizations can achieve their goals differently (Zebrowitz, 2006). To gain value from their diversity, organizations need to better understand their distinct identity orientations and related sources of self-worth (Brewer & Gardner, 1996). Social roles are classified into cosmopolitan and local sub-identities. Individuals with

a cosmopolitan identity have a low level of attachment to the organization and engage in common behaviors (Dukerich et al., 2002; Gouldner, 1957). Strong local identities make individuals feel deeply connected to the organization, identify strongly with its goals and values, and are committed to advancing their careers (Fuller et al., 2009). According to these standards, community members have a strong sense of identity and connection with the organization. Locals with an intrinsic orientation are predicted to have a high level of organizational identification, and prestige is beneficial for connecting these individuals to the organization (Fuller et al., 2009). Individuals with a local identity view the need for internal respect as a status evaluation tool; the more positive this evaluation, the more successful the organizational identification will be (Tyler & Blader, 2003). Different types of individuals, such as dedicated elders, genuine bureaucrats, and locals, serve the group's need for loyalty, while cosmopolitans fulfill the group's need for expertise. Role identities are characterized by action; their validation occurs through fulfilling these expectations. Social roles involve a set of expectations connected to a person's social identity, such as belonging to a specific group or adopting a collective viewpoint (Gouldner, 1957; Stets & Burke, 2000). Individuals with local identities view the requirement for internal respect as a status evaluation tool (Tyler & Blader, 2003). Specific categories of individuals, such as committed elders, actual bureaucrats, and locals, fulfill the group's demand for loyalty, whereas cosmopolitans satisfy the group's need for competence. Role identities are realized and validated through action, and individuals in the same role are expected to comply with group standards and share the group's behavior and values. The behavioral variance associated with role identity is expected to reflect variations in role identity salience. It was hypothesized that prestige would positively impact teachers' social role identities and drive their behavior accordingly.

Hypothesis 2: Social role identity has a positive and significant effect on organizational prestige and organizational identification.

According to previous research, organizational spirituality significantly and positively impacts organizational prestige and identification. When teachers perceive their educational institutions as respectable, their spiritual values are expected to be reinforced. Joshi and Jain (2016) noted that instructors who find meaning and purpose in their profession are more likely to be satisfied with their employment and committed to their organizations. Social and psychological

processes that motivate teachers to remain in their educational institutions and attend work include feeling part of something larger than themselves (Paloutzian et al., 2015). When individuals participate in a community that aligns with their values, they identify with the community and integrate their goals with community goals (Gangadharan, 2014). It is widely accepted that the mood of employees is a critical factor in ensuring their organizational identification (İşcan, 2016). Kinjerski and Skrypnek (2006) argued that inspiring leadership, a solid organizational structure, a positive organizational culture, allowing employees to realize themselves, continuous learning, development, and caring for and appreciating employees' contributions contribute to spirituality in the workplace. Krishnakumar and Neck (2002) posited that spirituality is one of the most important aspects of personality. Thus, an organization's spiritual support fundamentally entails encouraging individuals to be mentally and physically productive. When an individual's occupation and personal life are in sync, they are typically highly driven (Duchon & Plowman, 2005). In this manner, organizational spirituality enables people to connect with society and explore their inner selves through work (Bekiş, 2013). Employees must have meaningful work to attain their highest professional level. Research by Kumar and Kumar (2015) indicates that organizations that embrace organizational spirituality experience greater productivity, lower employee turnover, and a competitive edge over their peers. Considering the belief that organizational prestige is a motivating factor in this context, the third hypothesis of the study was formulated as follows:

Hypothesis 3: Organizational spirituality positively and significantly affects organizational prestige and identification.

Individuals' identities are shaped by their surroundings. The tasks and obligations associated with an individual's identity and society are expected to fulfill these responsibilities (Gouldner, 1957). Through social classification, the social environment is cognitively divided, which allows a person to systematically gather themselves and others together, enabling them to locate or identify themselves within the social environment (Ashforth & Mael, 1989). Educators seeking to find their identity within a social environment can align with the educational institution and provide authenticity if they discover what they desire. Teachers who incorporate their membership in academic institutions into their sense of self can establish a cognitive connection (Dutton et al., 1994). Teachers with a well-defined social role identity and cognitive membership in

educational institutions can identify with the institution based on their behavior (Ellemers et al., 1999). People play various roles in society and possess multiple identities. Teachers also play essential roles and obligations within educational institutions. These responsibilities may contribute to teachers' identification with their institutions. Hence, the fourth hypothesis is as follows.

Hypothesis 4: Teachers' levels of organizational identification have a positive and significant effect on their social role identity levels as a mediating variable.

Studies have found positive associations between organizational spirituality, employee engagement (Danish et al., 2014), organizational commitment, individual productivity, and in-role performance (Jaichitra & Srinivasan, 2017). Furthermore, some studies have demonstrated that companies with higher levels of corporate spirituality generally experience higher employee performance and productivity (Chakraborty et al., 2004, Garcia-Zamor, 2003). Similarly, several studies on the impact and role of spirituality in organizational performance and efficiency (Duchon & Plowman, 2005; Klenke, 2005) have indicated a connection. According to Fry and Slocum (2020), a lack of organizational spirituality can impede employees' identification with their work organization. Therefore, organizational spirituality may influence teachers' organizational identity perspectives as a moderating factor, as follows:

Hypothesis 5: Teachers' organizational spirituality levels have a positive and significant effect as a mediating variable on teachers' organizational identification levels.

The hypotheses are investigated, scrutinized, and deliberated in subsequent sections, considering the findings above.

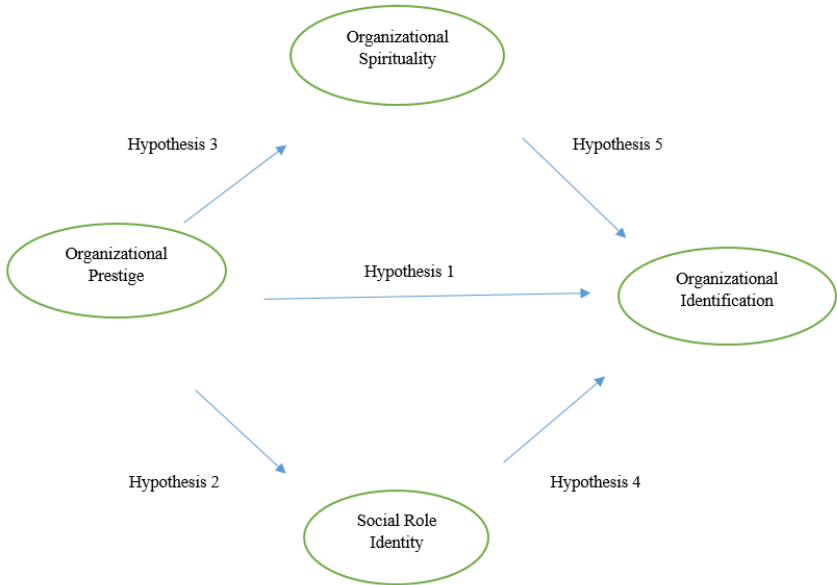
Methodology

Model of the Research

A relational survey model was used to evaluate the mediating role of organizational spirituality and social role identity in the relationship between organizational identification and prestige. The model assesses the degree of correlation between several variables. It searches for variations between situations rather than relying on measurements that satisfy specified criteria (Karasar, 2012). Organizational prestige is the independent variable, organizational identification is the dependent variable, and social role identity and organizational spirituality are mediators. The research model is illustrated in Figure 1.

Figure 1

Model of the Research



According to the study model shown in Figure 1, there is a direct link between organizational prestige and identification. An indirect association between social role identity and organizational spirituality is also expected. The independent variable in the study was organizational prestige, the dependent variable was organizational identification, and the mediating factors were social role identity and organizational spirituality.

Sample

The study population comprises teachers employed in private and public secondary schools affiliated with the Ministry of National Education in the central province of Izmir during the fall semester of the 2020–2021 academic year. This group was chosen because teachers’ perceptions of their schools’ prestige significantly influence their professional identity, motivation, and organizational commitment. Given the competitive and reputation-driven nature of the education sector, understanding these dynamics among teachers provides crucial insights into institutional management and employee retention strategies. Additionally, stratified sampling was used to ensure a balanced representation

of different school types, enhancing the study's generalizability. Sampling is necessary because reaching the entire population is difficult. Stratified sampling is preferable for sample selection. The stratified sampling method was chosen to ensure a balanced representation of teachers from different institutional structures (public and private schools). The key reasons for this selection are representation of institutional differences, generalizability, and control of variation. Representation of Institutional Differences allows for an even distribution of participants from both public and private schools. Generalizability ensures more reliable and accurate results that reflect the broader population. As control of variation, maintaining equal representation across subgroups improves the accuracy of analyzing variable relationships. Each secondary school teacher was assigned to a subpopulation to determine the sample size, and a sample was taken from each subpopulation. The population determined the proportion of all teachers in the central districts of Izmir, ensuring similar representation in the sample. This study separated the Izmir province into two subpopulations: public and private secondary school institutions. To establish the sample size in stratified sampling, the .05 tolerance level confidence table value was determined as 1.96 using Cochran's (1962) formula (Balci, 2011). Table 1 lists the number of instructors who participated in the study.

Table 1

The Number of Teachers Employed in Izmir; Their Distribution by School Type, and the Number of Teachers Selected for Sampling

Institution	Teachers	Teachers to be Sampled	Teachers Sampled
Public	8.556	315	359
Private	3.618	135	167
TOTAL	12.174	450	526

Table 1 reveals that from 2020 to 2021, within the central districts of Izmir province, state-run secondary educational institutions employed 315 instructors, 135 teachers from selected private schools, and a total of 450 educators. However, the overall count included 526 teachers, with 359 in the public sector and 167 in the private sector, because the scales cannot be canceled or evaluated. After removing extreme values, 460 data points were retained for the analysis. The teachers' characteristics are listed in Table 2.

Table 2

Profile of Teachers

	Profile	N	%
Gender	Female	292	63,5
	Male	168	36,5
	Total	460	100
Marital Status	Married	355	77,2
	Single	105	22,8
	Total	460	100
Age	23-33	93	20,2
	34-44	181	39,3
	45-55	148	32,2
	56-65	38	8,3
	Total	460	100
Education Status	Undergraduate	348	75,6
	Graduate	101	23,2
	PhD	6	1,2
	Total	460	100
Seniority	0-5	204	44,3
	6-10	82	17,8
	11-15	57	12,4
	16-20	69	15
	21 and above	48	10,4
	Total	460	100
School Type	Public	307	66,7
	Private	153	33,3
	Total	460	100
Number of Students	0-500	229	49,8
	501-1000	131	28,5
	1001-1500	71	15,4
	1501 and above	29	6,3
	Total	460	100

	Profile	N	%
Type of High School	Anatolian	233	50,7
	Vocational	132	28,7
	Imam-Hatip	38	8,3
	Science	29	6,3
	Multi-Program Anatolian	16	3,5
	Social Sciences	7	1,6
	Athletic	3	0,7
	Fine Arts	2	0,4
	Total	460	100
Subject	Verbal	154	33,5
	Numerical	139	30,2
	Foreign Language	65	14,1
	Profession	63	13,7
	Art	18	3,9
	Sport	15	3,4
	Missing	6	1,3
	Total	460	100
Foundation Year	1919 and before	19	4,1
	1920-1939	16	3,5
	1940-1959	23	5
	1960-1979	63	13,7
	1980-1999	91	19,8
	2000-2018	247	53,8
	Missing	1	0,2
	Total	459	100
District	Konak	97	21,1
	Bornova	71	15,4
	Karabağlar	66	14,3
	Gaziemir	65	14,1
	Buca	59	12,8
	Çiğli	39	8,5
	Güzelbahçe	26	5,7
	Narlidere	11	2,4
	Bayraklı	10	2,2
	Karşıyaka	9	2
	Bağcıova	7	1,5
	Total	460	100

As indicated in Table 2, a substantial portion of the study's teaching staff, 77%, is married, and a considerable proportion, 63%, is female. Furthermore, the data revealed that 39% of the participants were instructors aged between 34 and 44. Moreover, the findings showed that a substantial proportion (75%) of the participants had undergraduate degrees, while 44% had just started their careers or had only a few years of experience. Additionally, the study revealed that Anatolian High Schools employed 49% of the teachers in the research, and 66% worked for public institutions. Notably, 49% of the teachers who worked in schools with class sizes ranging from zero to 500 participated in the study. Intriguingly, instructors in the verbal field comprised 33% of the study participants. The data also revealed that a significant majority (21%) of the research participants worked in the Konak district. Finally, the study indicates that 53% of the schools were founded between 2000 and 2018.

Data Collection Tools

The Organizational Prestige Scale, developed by Hatipoğlu (2022); the Organizational Identification Scale, developed by Mael and Ashforth (1992) and translated into Turkish by Tak and Aydemir (2004); the Social Role Identity constructed by Çınar (2018); and the Workplace Spirituality Scale developed by Kinjerski and Skrypnek (2006) and translated into Turkish by Ünal and Turgut (2015) were all used to gather data for the study. Google Forms was utilized to collect the data. The questionnaires were filled out willingly.

The study utilized validated scales from the literature to ensure reliability and accuracy in measuring key variables. The Organizational Identification Scale (Mael & Ashforth, 1992) is widely used to assess employees' levels of identification with their institutions, making it particularly applicable in educational settings. The Social Role Identity Scale (Çınar, 2018) examines how employees construct their organizational identity through social roles. The Workplace Spirituality Scale (Kinjerski & Skrypnek, 2006) evaluates employees' spiritual experiences and connections to their workplace. Lastly, the Organizational Prestige Scale was developed to measure employees' perceptions of how their institution is viewed by external stakeholders, providing insights into the institution's perceived reputation and status.

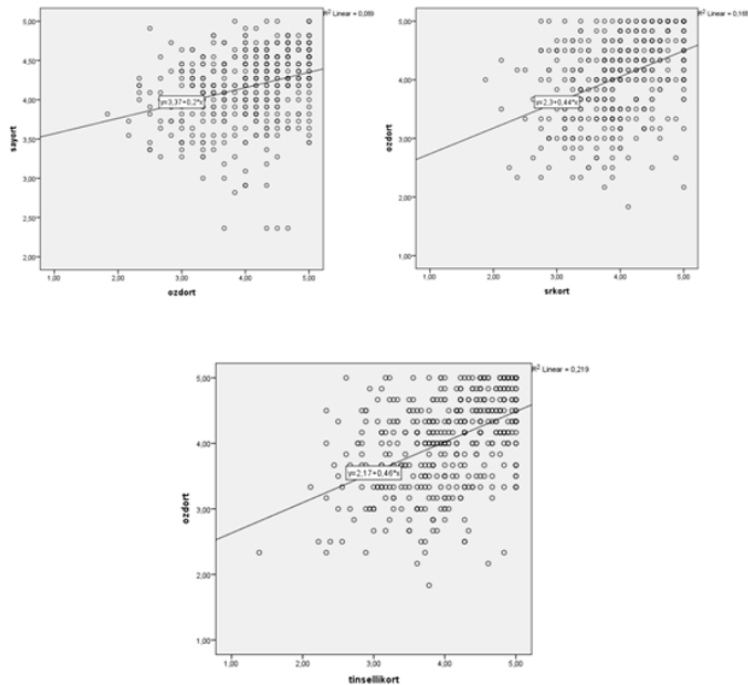
Data Analysis

The analysis of relationships among the Personal Information Form, Organizational Prestige, Organizational Identification, Workplace Spirituality, and Social Role Identity Scales in teachers working in private and public secondary schools in Izmir was conducted using AMOS, a software program for structural equation modeling (SEM).

SEM comprises three primary stages: the formulation of theoretical concepts, the construction of the model, and the testing of the model (Byrne, 2010). To create problem statements, a comprehensive literature review was undertaken, data were collected and analyzed using pre-established relationships, and a model was formulated for testing by the researcher. A model was developed for empirical testing by thoroughly examining existing literature. Subsequently, the data obtained from the sample group were subjected to confirmatory factor analysis (CFA) for each variable, and the reliability and validity of the measurement tools were confirmed. Finally, the proposed model was assessed for fit using actual data obtained through SEM. Before conducting SEM and evaluating the scale structures using CFA, it was essential to ensure that the sample size and normality assumptions were met. The Mahalanobis distance was calculated to confirm that the data obtained from the sample group met the multivariate normality assumptions required for SEM. Mahalanobis distance is a measure of dispersion that considers the covariance or correlation coefficient between two variables when calculating the distance between two-unit values or points (Kline, 2005). In this study, organizational prestige, spirituality, and social role identity are the predictor variables that influence organizational identification, and a cutoff point of 16.27 was established for these variables based on their critical values. Any data points with Mahalanobis distance values greater than 16.27 were considered outliers and removed from the analysis. A scatter plot was used to verify the linearity assumption, a prerequisite for SEM as a multivariate analysis, and to examine the relationships between the research variables. The scatter plots of the study variables are shown in Figure 2.

Figure 2

Scatterplots for Research Variables



The scatterplots in Figure 2 exhibit an elliptical shape, suggesting that the linearity assumption is satisfied (Kabacoff, 2011). The proper direction of the distributions for organizational prestige-organizational identification, organizational identification-social role identity, and organizational identification-organizational spirituality indicates a positive relationship among these concepts. A visual inspection of the scatterplots shows that the variables meet the linearity assumption.

Another essential assumption of SEM analysis is the absence of multicollinearity. Variance Inflation Factors (VIF) and tolerance values were employed to assess this assumption. To avoid multicollinearity, the tolerance value must be greater than zero and the VIF value less than 10 (Kline, 2005). Table 3 presents the results for multicollinearity assumption 3.

Table 3*Tolerance and VIF Values of the Independent Variables*

Independent Variables	Dimensions	Tolerance	VIF
Organizational Prestige	-	,929	1,076
Organizational Spirituality	Passion for Work	,289	3,465
	Mysterious Experience	,347	2,879
	Spiritual Bond	,614	1,628
	Community Feeling	,368	2,720
Social Role Identity	Cosmopolitan	,696	1,436
	Local	,521	1,918

As shown in Table 3, the tolerance values of the research variables moved away from zero, and the VIF values were less than 10. In this case, there is no multicollinearity problem between the research variables.

Findings

Initially, the relationship between social role identity and organizational spirituality and the impact of organizational prestige on organizational identification was assessed. The comprehensive model is shown in Figure 3, and the path coefficients for the significance of the model's connections are presented in Table 4.

Figure 3

The Model of Organizational Prestige on Organizational Identification, Mediator Role of Social Role Identity and Organizational Spirituality

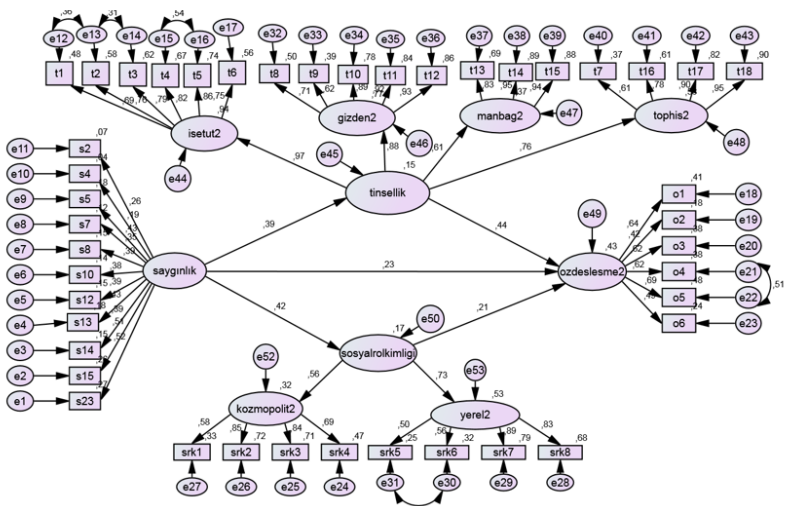


Table 4

Findings from the Model of Organizational Prestige on Organizational Identification, Mediator Role of Social Role Identity, and Organizational Spirituality

Relationships Between Variables	B	β	S.E.	C.R. (t)	p
Organizational Spirituality ← Organizational Prestige	,325	,385	,064	5,099	***
Social Role Identity ← Organizational Prestige	,326	,418	,087	3,760	***
Organizational Identification ← Organizational Prestige	,287	,231	,092	3,111	,002
Organizational Identification ← Social Role Identity	,333	,209	,147	2,263	,024
Organizational Identification ← Organizational Spirituality	,642	,435	,121	5,003	***

(*** $p < 0,01$)

When examining the path coefficients' significance using data from Table 4, Tabachnick and Fidell (2007) found that a t-value above 1.96 is significant at the 0.05 level, and a value exceeding 2.56 is significant at the 0.01 level. The relationships between the research variables were meaningful, as shown in Table 4, and the results of the path analysis were assessed. As shown in Table 5, the model's standardized effects were evaluated.

Table 5

Standardized Effects of the Model

Relationships Between Variables	Direct Impact	Indirect Impact	Total Impact
Organizational Spirituality ← Organizational Prestige	,385	---	,385
Social Role Identity ← Organizational Prestige	,418	---	,418
Organizational Identification ← Organizational Prestige	,231	,255	,486
Organizational Identification ← Organizational Spirituality	,435	---	,435
Organizational Identification ← Social Role Identity	,209	---	,209

The model results shown in Figure 3 and Table 5 indicate that organizational prestige affects organizational identification directly and indirectly. A unit increase in organizational prestige leads to a 0.231 increase in organizational identification when only direct effects are considered. The influence of prestige on identification was assessed concerning social role identity and organizational spirituality, revealing an indirect impact on the identification of 0.255, resulting in a total estimated effect of 0.486. Teachers' perceptions of organizational spirituality and social role identity partially mediated the relationship between prestige and identification. Teachers' levels of organizational identification with their schools are positively influenced by their assessments of the organizational prestige of those schools. A one-unit increase in organizational prestige results in a 0.418 increase in teachers' assessments of social role identification and a 0.385 increase in their perceptions of organizational spirituality. There is a strong association between teachers' views on organizational identification, social role identity, and organizational spirituality, and their opinions on organizational prestige concerning their work institutions. SEM analysis was used to evaluate the model's acceptability by assessing the significance of the path coefficients,

while the fit index values were examined to ensure proper model fit. The fit index values of the models were also investigated; results indicate that $\chi^2/df = 2.8$, RMSEA = 0.06, GFI = 0.80, CFI = 0.86, and NNFI-TLI = 0.85. The model fit was deemed satisfactory based on these fit index values.

Discussions

The study's results suggest that "Hypothesis 1: Organizational prestige affects teachers' organizational identification levels positively and significantly." The statistics support this. This research reveals that organizational prestige positively impacts organizational identification at both direct and indirect levels, as well as teachers' perceptions of the organizational prestige of the educational institutions for which they work and their levels of organizational identification with their organization. This finding aligns with previous research on the relationship between organizational identification and prestige (Carmeli et al., 2006; Dukerich et al., 2002; Karabey & İşcan, 2007; Smidts et al., 2001). Organ and Ryan (1995) also found that employees working in highly prestigious organizations have high levels of organizational identification. Furthermore, Bartels, et al. (2007) found a positive correlation between organizational prestige and employee identification. The results of this study indicate that individual perceptions of organizational prestige influence employees' identification with the organization, including teachers' views on organizational prestige, which directly affects their connection to the educational institutions where they work. Positive organizational prestige enhances identification, boosting employees' self-confidence and belief that outsiders hold their organizations in high regard (Bhattacharya et al., 1995; Fisher & Wakefield, 1998).

According to the study's criteria, it was hypothesized that "Hypothesis 2: There is a positive and significant effect of social role identity on the relationship between organizational prestige and organizational identification." The data analysis revealed that social role identity moderated the relationship between organizational prestige and identification. Specifically, organizational prestige supports identifying social roles, and social role identity indirectly mediates organizational identification. Therefore, this assumption was valid. The connection between organizational prestige and identity and the link between these two variables was identified as a conditional interaction by Fuller et al. (2009). In other words, it refers to how a person's local or global social role identity affects the extent to which their position and prestige contribute to their

identification with their organization. This finding aligns with the results of the present study, which demonstrated that organizational identification and prestige are mediated by social role identity. Individuals who identify with one of the social roles similarly connect with their organizations.

Additionally, individuals in the same position within the organization must conform to group norms and demonstrate behaviors similar to those of the group; therefore, group members expect individuals to exhibit behaviors associated with that role (Gouldner, 1957). It can be inferred that the perceptions of people outside the organization regarding its prestige affect employees, as these expectations depend entirely on conduct within the organization. Employees focus solely on their assigned duties, correlating outsiders' views and opinions about the organization with their roles. From another perspective, one could argue that teachers' professional obligations take precedence over the external image of the educational institution. The roles occupied by teachers relate to their perceptions of organizational prestige. Educators accept and embrace their teaching responsibilities because academic institutions are well-regarded. They pursue careers as instructors while also considering the prestige of educational institutions. Teachers prioritize their profession and job responsibilities alongside the institutions they work for. Individuals with strong professional dedication but low organizational commitment are described as having cosmopolitan identities, as Iverson et al. (2004) noted. Consequently, teachers who are the subjects of this study are primarily cosmopolitan.

The study indicates that organizational spirituality positively influences the connection between organizational prestige and identification, supporting the notion that "Hypothesis 3: Organizational spirituality has a positive and significant impact on the relationship between organizational prestige and organizational identification." This hypothesis was confirmed. In other words, organizational prestige strengthens organizational spirituality. From educators' perspectives, it positively mediates the relationship between organizational prestige and identification. It is the belief that integrating one's deepest beliefs and values into work while aligning actions and decisions with these beliefs enhances job satisfaction and adds more meaning to the work (Alford & Naughton, 2001; Conger, 1994). Consequently, educators form an emotional bond with the teaching profession by assessing the organization's standing and demonstrating a commitment to their work. The pursuit of meaning, in-depth self-knowledge,

and progress is expressed as a set of values recognized in labor relations and organizations. Organizational spirituality encompasses an individual's efforts to identify their life's ultimate purpose, develop close relationships with coworkers and other work-related individuals outside the organization, and align their own beliefs with the fundamental values and beliefs of the organization (Mitroff & Denton, 1999; Petchsawang & Duchon, 2009). It pertains to an individual's quest to discern their life's ultimate purpose and forge close relationships with colleagues and those outside the company who are connected to their work, aligning their personal beliefs with the organization's fundamental principles and ideals. Comprehending the purpose of their job within the educational institution and achieving harmony between the organization and its ideals are crucial for teachers. According to Elkins et al. (1988), teachers place significant importance on the meaning and purpose of teaching life.

In "Hypothesis 4: The social role identity levels of teachers exert a positive and significant effect as a mediating variable on their organizational identification levels." Studies have demonstrated that social role identity significantly impacts the relationship between organizational prestige and identification. Specifically, the social role identities of teachers in educational institutions mediate the influence of organizational prestige on organizational identification. Consequently, this hypothesis is validated. As Stets and Burke (2000) noted, being part of a particular group entails adopting the same perspective as other group members, which is encapsulated in social role identity. This notion involves conforming to and acting as members of an organization. Research has revealed that the social role identity of secondary school teachers positively influences organizational identification. Engaging in behaviors that align with the organization's standards of social role identity and striving towards similar goals are expected to be parallel behaviors (Stets & Burke 2014).

The results of this study provide evidence for "Hypothesis 5: Teachers' organizational spirituality levels have a positive and significant effect as a mediating variable on teachers' organizational identification levels." The data shows that organizational spirituality levels mediate the relationship between teachers' organizational identification levels. This finding is consistent with prior research in the field. Teachers who are emotionally committed to their institutions do not see their work merely as a job but as an opportunity to impact students and make a positive difference in their lives. They view their work as

a means of finding meaning and improving themselves. Therefore, identifying with their organizations is paramount for secondary education teachers. Given secondary education institutions' unique conditions and circumstances, teachers must educate students and care for their emotional well-being (Forsythe, 2016). Furthermore, organizational spirituality contributes to effective learning and teacher leadership (Boone et al., 2010). Effective teachers are passionate about student development and can reflect on their enthusiasm and vision (Forsythe, 2016). The desire for meaning and purpose in teaching is particularly significant for secondary education teachers participating in this study sample.

Regarding research findings, organizational prestige is recognized as an antecedent of organizational identification, as relevant literature indicates. These studies reveal empirical investigations that yield conclusions consistent with the results of this study. Employees' perceptions of how the outside world views the organization influence its prestige. According to Smidts et al. (2001) and Fuller et al. (2006), respect for an organization's standing indicates how others perceive it and is related to employee organizational identification (Bartels et al., 2007). Employees may identify with and bond with the organization because they believe others view it favorably. O'Reilly et al. (1991) found that newcomers with value profiles matching the organization tend to be more committed and satisfied with their work. People use their relationships with the organization to shape their self-concepts (Ashforth & Mael, 1989). As the organization's prestige increases, so does employees' ability to boost their self-confidence through identification and loyalty (Mael & Ashforth, 1995). Therefore, issues related to the organization and its status are significant and reflected in its prestige. Employee pride in a respected company makes organizational prestige one of the most essential characteristics positively affecting organizational identity (Dutton et al., 1994). The importance of organizational prestige hinges on perceptions of the organization. Effective management of this concept is crucial for a good reputation. Without it, the entire organizational structure risks collapse. If external stakeholders and employees perceive the organization as dishonest, insecure, and irresponsible, they will likely sever all ties with it (Dinçel, 2012).

Studies on organizational identification have focused on the social construction of expectations within specific social identity categories in organizations (Whetten & Mackey, 2002). To enhance self-esteem, individuals often network with others or groups (Abrams & Hogg, 1988; Mael & Ashforth,

1992). The more prestigious an organization is, the more likely its employees will identify with it (Smidts et al., 2001). Thus, organizations must foster a sense of belonging and identity among employees to facilitate optimal operations (Cheney, 1983; Pratt, 1998). Consequently, identification requires some detachment from individualism and selfishness. Individuals see themselves as part of a shared social group rather than as distinct, as their social identity becomes clearer (Mael & Ashforth, 1992). Members of reputable work teams develop a sense of identity and collaborate to achieve common goals and objectives.

Conclusions

A structural equation model was developed to investigate the relationships between organizational spirituality, social role identity, and organizational identification. This study provides evidence for the hypothesis that these variables are interrelated. The analysis indicated that organizational spirituality, social role identity, and organizational identification directly and indirectly influence one another. In educational settings, teachers' perceptions of organizational spirituality and social role identity partially mediate the relationship between organizational identification and prestige. Teachers' affiliation with the organizations where they work is positively impacted by their assessment of the organizational prestige of those institutions, which affects their perceptions of social role identity and organizational spirituality. As teachers' perceptions of organizational prestige towards the institutions they work for increase, their perceptions of social role identity and organizational spirituality also improve, leading to a positive correlation. Ultimately, teachers' affiliation with educational institutions benefits from their social role identity and organizational spirituality.

This study has several limitations. It focuses exclusively on secondary school teachers in Izmir, which restricts the generalizability of the findings to other educational contexts and geographical regions. Additionally, as the research employs a cross-sectional design, it captures teachers' perceptions at a single point, preventing the establishment of causal relationships between variables. The reliance on self-reported data may introduce subjective biases, potentially affecting the accuracy of the findings. Furthermore, the influence of organizational spirituality and social role identity may vary depending on institutional and cultural contexts, limiting the applicability of the results to different settings. To overcome these limitations, future research could adopt a longitudinal approach to track changes over time, expand the sample to include diverse educational

levels and regions, and incorporate qualitative methods to gain deeper insights into teachers' experiences and perceptions.

Suggestions

Organizational status needs a thorough examination in the literature using consistent variables. Quantitative studies that rely solely on numerical data fail to provide a nuanced understanding of the subject. Researchers can gain deeper insights into these issues by qualitatively exploring the factors identified in this study. Although it is impossible to generalize quantitative research results, new findings applicable to organizational settings can be uncovered. Further research should be conducted to expand these findings to other levels, locations, and groups of teachers. These consistent factors could be modified to fit different contexts, and instructors' perspectives could be assessed by geographic region and educational level. Additional investigations are required to confirm these findings and observations.

The research findings indicate that social role identity and organizational spirituality influence the connection between organizational identification and prestige. Additional moderators of organizational prestige and identification were also tested. It is important to note that the mediating effect was enhanced when social role identity and organizational spirituality were combined with other factors. Future studies should explore these relationships using a broader range of topics. Furthermore, respect should be considered in studies of educational institutions. Previous studies on organizational prestige have employed various concepts. Since this study utilized a cross-sectional design, no definitive information on causality could be provided. Future studies should conduct longitudinal analyses to better understand the causal direction. However, it is suggested that they adopt multi-source approaches when possible.

These findings indicate that the position of an educational institution is a crucial element. However, a better understanding of the determinants that impact school esteem is necessary. Further research is required to explore how school esteem develops and what elements it is grounded in. Examining the notion of organizational prestige within educational establishments can yield a more comprehensive body of knowledge.

Although the theoretical foundations of organizational prestige and perceived external prestige are established, further discussion and research are

necessary before quantifying them. Employers often use the Mael and Ashforth (1992) scale to measure organizational prestige, as indicated by studies conducted by Bergami and Bagozzi (2000) and Smidts et al. (2001). The Organizational Prestige Scale, developed as a measurement tool, can offer additional evidence for its validity and reliability. This could lead to improved and expanded measurement parameters.

Although numerous studies have been conducted to assess the organizational prestige structure, developing appropriate metrics to gather individual perceptions of collective external prestige is crucial. Measuring the organization's standards for respect and understanding the components of its prestige is critical for gaining acceptance. Instead of relying on general declarations of prestige, it is essential to investigate the specific characteristics of an organization's prestige. In this regard, specific and visible signs should be sought to illustrate what the organization values and what is appreciated.

Future research should expand the scope of this study by replicating it in different educational settings, such as universities, primary schools, and vocational education institutions, to assess the generalizability of the findings. Since this study is cross-sectional, employing longitudinal research methods would be beneficial in establishing causal relationships between organizational prestige, spirituality, and role identity. Additionally, exploring other potential mediating or moderating variables, such as leadership styles, workplace culture, or emotional intelligence, could provide a more comprehensive understanding of organizational identification. Combining qualitative and quantitative methods, a mixed-methods approach would offer more profound insights into teachers' perceptions and experiences regarding organizational identification and spirituality. Furthermore, schools and educational institutions should implement strategies to strengthen organizational identification by fostering a strong sense of belonging, recognizing teachers' contributions, and creating a positive workplace culture. To enhance the measurement of organizational prestige, further research should focus on refining and validating tools that accurately capture internal and external perceptions of institutional reputation. Lastly, conducting cross-cultural comparisons to investigate the influence of organizational prestige, role identity, and spirituality on educators in different cultural contexts would contribute to a broader understanding of these concepts within global education systems.

Genişletilmiş Özet

Giriş

Bu çalışma, öğretmenlerin örgütsel saygınlık algıları ile örgütsel özdeşleşme düzeyleri arasındaki ilişkide sosyal rol kimliği ve örgütsel tinselliğin aracı rollerini incelemektedir. Örgütsel saygınlık, bir kurumun dış paydaşlar tarafından nasıl algılandığını ifade eder ve bu algı, çalışanların kuruma olan bağlılıklarını, motivasyonlarını ve performanslarını etkileyebilir. Araştırma, öğretmenlerin algıladığı örgütsel saygınlık ile özdeşleşme arasındaki ilişkiyi güçlendiren mekanizmaları ele alarak bu kavramların eğitim kurumlarındaki uygulamalarına ışık tutmayı amaçlamaktadır. Bu bağlamda, çalışmada aşağıdaki hipotezler geliştirilmiştir:

Hipotez 1: Örgütsel saygınlık, öğretmenlerin örgütsel özdeşleşme düzeylerini pozitif ve anlamlı bir şekilde etkiler.

Hipotez 2: Sosyal rol kimliği, örgütsel saygınlık ile örgütsel özdeşleşme arasındaki ilişkide pozitif ve anlamlı bir arabulucu rol oynar.

Hipotez 3: Örgütsel tinsellik, örgütsel saygınlık ile örgütsel özdeşleşme arasındaki ilişkide pozitif ve anlamlı bir arabulucu rol oynar.

Hipotez 4: Sosyal rol kimliği, öğretmenlerin örgütsel özdeşleşme düzeylerini pozitif ve anlamlı bir şekilde etkiler.

Hipotez 5: Örgütsel tinsellik, öğretmenlerin örgütsel özdeşleşme düzeylerini pozitif ve anlamlı bir şekilde etkiler.

Literatürde örgütsel saygınlık, örgütsel tinsellik ve sosyal rol kimliği kavramları sıkça incelenmiştir. Ancak, bu kavramların eğitim kurumlarına ve özellikle öğretmenlerin bağlılıklarına etkisini ele alan araştırmalar sınırlıdır. Bu çalışma, bu alandaki önemli bir boşluğu doldurmayı hedeflemektedir.

Yöntem

Araştırma, İzmir'deki devlet ve özel ortaöğretim okullarında görev yapan 526 öğretmeni kapsamaktadır. Örneklem, tabakalı örnekleme yöntemi ile belirlenmiştir. Araştırmada kullanılan ölçekler arasında Mael ve Ashforth (1992) tarafından geliştirilen ve Türkçeye uyarlanan Örgütsel “Özdeşleşme

Ölçeği”, Çınar (2018) tarafından geliştirilen “Sosyal Rol Kimliği Ölçeği” ve Kinjerski ile Skrypnik (2006) tarafından geliştirilen “İş Yeri Maneviyatı Ölçeği” bulunmaktadır. Veriler, Google Forms üzerinden gönüllülük esasına dayalı olarak toplanmıştır.

Değişkenler arasındaki ilişkiler ve arabuluculuk etkilerini değerlendirmek için "Yapısal eşitlik modellemesi" (YEM) kullanılmıştır. Örgütsel saygınlık bağımsız değişken, örgütsel özdeşleşme bağımlı değişken olarak ele alınmıştır. Sosyal rol kimliği ve örgütsel tinsellik ise aracı değişkenler olarak değerlendirilmiştir. Model uyumu, doğrulayıcı faktör analizi ve çok değişkenli normallik testleri ile doğrulanmıştır.

Bulgular

Araştırmanın sonuçları, öğretmenlerin algıladığı örgütsel saygınlık ile örgütsel özdeşleşme arasındaki doğrudan ve dolaylı etkileri ortaya koymuştur. Elde edilen bulgular, araştırmada öne sürülen tüm hipotezlerin desteklendiğini göstermektedir. Öncelikle örgütsel saygınlık ile örgütsel özdeşleşme arasında pozitif ve anlamlı bir ilişki tespit edilmiştir. Analizler, örgütsel saygınlık algısının öğretmenlerin örgütsel özdeşleşme düzeylerini doğrudan artırdığını ortaya koymuştur. Ayrıca sosyal rol kimliği ve örgütsel tinsellik, örgütsel saygınlık ile örgütsel özdeşleşme arasındaki ilişkide aracı değişkenler olarak anlamlı bir rol oynamıştır. Sosyal rol kimliği, örgütsel saygınlık ile örgütsel özdeşleşme arasındaki bağlantıyı güçlendiren önemli bir değişken olarak tespit edilmiştir. Sosyal rol kimliği düzeyi yüksek olan öğretmenlerin, örgütsel özdeşleşme düzeylerinin de daha yüksek olduğu görülmüştür. Özellikle “yerel kimlik” ile özdeşleşme arasında anlamlı bir ilişki belirlenmiştir. Bunun yanı sıra örgütsel tinsellik, öğretmenlerin örgütsel özdeşleşme düzeylerini artıran bir diğer önemli faktör olarak öne çıkmıştır. Örgütsel tinselliğin, öğretmenlerin örgütsel saygınlık algısı ile özdeşleşme düzeyleri arasındaki ilişkiye kısmen aracılık ettiği bulunmuştur. Öğretmenlerin algıladığı örgütsel tinsellik düzeyi arttıkça örgütsel özdeşleşme düzeylerinin de yükseldiği tespit edilmiştir. Araştırmanın yapısal eşitlik modeli analizine göre örgütsel saygınlığın örgütsel özdeşleşmeye toplam etkisi anlamlı bulunmuş, bu etki hem doğrudan hem de sosyal rol kimliği ve örgütsel tinsellik aracılığıyla dolaylı olarak hesaplanmıştır. Modelde yer alan tüm yollar istatistiksel olarak anlamlıdır ve modelin uyum indeksleri ($X^2/sd = 2,8$; RMSEA = 0,06; GFI = 0,80; CFI = 0,86) modelin genel geçerliliğini desteklemektedir.

Tartışma, Sonuç ve Öneriler

Araştırmanın bulguları, öğretmenlerin algıladığı örgütsel saygınlığın örgütsel özdeşleşme üzerinde hem doğrudan hem de sosyal rol kimliği ve örgütsel tinsellik aracılığıyla dolaylı etkiler yarattığını ortaya koymaktadır. Öğretmenlerin, çalıştıkları kurumun dış paydaşlar tarafından saygın olarak algılanmasını kurumsal bağlılıklarının artmasında önemli bir unsur olarak gördükleri anlaşılmaktadır. Sosyal rol kimliği ve örgütsel tinsellik, örgütsel bağlamda öğretmenlerin özdeşleşme süreçlerini destekleyen etkili mekanizmalar olarak öne çıkmıştır. Bu bulgular, eğitim kurumlarında aidiyet ve motivasyonun artırılması için bu unsurların önemini vurgulamaktadır.

Araştırmada sosyal rol kimliğinin, bireylerin örgüt içindeki rollerini algılama biçimlerinin özdeşleşme üzerinde nasıl etkili olduğunu gösterdiği tespit edilmiştir. Özellikle “yerel kimlik” odaklı öğretmenlerin, örgütlerine daha güçlü bağlandıkları belirlenmiştir. Örgütsel tinsellik ise, bireylerin işlerini anlamlı bulmalarına olanak tanıyan ve manevi değerlerle uyumlu bir çalışma ortamı sunmanın örgütsel bağlılığı artırabileceğini ortaya koymuştur. Bu sonuçlar, öğretmenlerin işlerine anlam yükleyebilmelerinin ve kurum değerleriyle uyum sağlayabilmelerinin özdeşleşme süreçlerini güçlendirdiğini göstermektedir.

Bu çalışma, örgütsel saygınlık, sosyal rol kimliği ve örgütsel tinsellik gibi kavramların öğretmenlerin örgütsel bağlılıklarını artırmada nasıl etkili olabileceğini anlamada önemli bir katkı sağlamaktadır. Özellikle örgütsel saygınlık algısının, öğretmenlerin kuruma olan aidiyet ve özdeşleşme duygusunu artırdığı, dolayısıyla bu kavramların eğitim kurumları bağlamında daha fazla ele alınması gerektiği sonucuna varılmıştır. Araştırma bulguları, eğitim kurumlarının dış çevreye olumlu bir imaj yansıtmasının, öğretmenlerin özdeşleşme süreçlerini destekleyerek kurumsal başarıyı artırabileceğini göstermektedir.

Bu bağlamda, eğitim kurumlarının uygulamalarını geliştirmek için şu önerilerde bulunulabilir: Eğitim kurumları, dış paydaşlar nezdinde saygınlıklarını artırmak amacıyla etkili iletişim ve marka yönetimi stratejileri geliştirmelidir. Ayrıca öğretmenlerin sosyal rol kimliklerini güçlendiren örgütsel yapıların oluşturulması ve manevi değerlerle uyumlu bir çalışma ortamı yaratılması önerilmektedir. Bu süreçler, öğretmenlerin kurumsal bağlılıklarını artırarak hem bireysel hem de kurumsal düzeyde daha yüksek performans sağlayabilir. Gelecekteki araştırmalarda bu kavramların farklı eğitim seviyelerinde ve

bölgelerdeki öğretmenler üzerindeki etkileri incelenebilir ve uzunlamasına çalışmalar ile neden-sonuç ilişkileri daha derinlemesine ele alınabilir.

Son olarak örgütsel saygınlığın ölçülmesi ve yönetilmesi konusunda daha kapsamlı ölçeklerin geliştirilmesi hem akademik literatüre hem de uygulamaya değerli katkılar sağlayabilir. Bu tür çalışmalar, eğitim kurumlarının itibarı ve bu itibarın kurumsal başarı üzerindeki etkileri hakkında daha fazla bilgi sunabilir.

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