

Building a Sound Foundation: Validity and Reliability Studies of Organizational Prestige Scale*

Sağlam Bir Temel Oluşturmak: Örgütsel Saygınlık Ölçeğinin Geçerlik ve Güvenirlilik Çalışması

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Abstract

This study develops and psychometrically validates a teacher-focused Organizational Prestige Scale. An initial 23-item pool, generated through literature synthesis and expert review, was administered to two independent samples of teachers, with 366 participants informing exploratory factor analysis and 199 participants informing confirmatory factor analysis. Sampling adequacy was excellent, with $KMO=.952$ and a significant Bartlett test. Although three components displayed eigenvalues greater than one, scree and parallel analyses supported a unidimensional structure. Iterative purification yielded an eleven-item form explaining 63.77% of the variance. Corrected item-total correlations ranged from .55 to .87, and factor loadings from .65 to .87, evidencing substantial internal homogeneity. The confirmatory model showed an acceptable to excellent fit: $\chi^2/df=2.35$, $RMSEA=.08$, $GFI=.91$, $AGFI=.87$, $CFI=.96$, $NFI=.96$, $NNFI=.97$, $IFI=.98$, $RMR=.04$, $SRMR=.05$. Reliability evidence was strong, with Cronbach's alpha=.95 and split-half Spearman-Brown=.93. Collectively, the findings indicate that the OPS is a concise, context-appropriate, and psychometrically sound instrument for assessing teachers' perceptions of organizational prestige. The scale can support exploratory and predictive work on identification, affective commitment, and retention, and can guide institutional

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diagnostics and leadership decision-making within non-Western public education settings. Future research should examine longitudinal stability, test measurement invariance across subgroups such as tenure, school type, and region, and investigate boundary conditions that link perceived prestige to attitudinal and behavioral outcomes.

Keywords: organizational prestige, scale development, validity, and reliability

Öz

Bu çalışma, öğretmen odaklı bir Örgütsel Saygınlık Ölçeği geliştirerek psikometrik açıdan geçerlemesini yapmaktadır. Literatür sentezi ve uzman değerlendirmesiyle oluşturulan başlangıçtaki 23 maddelik madde havuzu, iki bağımsız öğretmen örneklemine uygulanmış; 366 katılımcı keşfedici faktör analizine, 199 katılımcı ise doğrulayıcı faktör analizine temel oluşturmuştur. Örneklem uygunluğu mükemmel düzeydedir; $KMO=.952$ bulunmuş ve Bartlett testi anlamlı çıkmıştır. Üç bileşen birden büyük özdeğerlere sahip görünse de scree grafiği ve paralel analiz sonuçları tek boyutlu bir yapıyı desteklemiştir. Yinelemeli arındırma süreci sonucunda, varyansın %63.77'sini açıklayan 11 maddelik bir form elde edilmiştir. Düzeltilmiş madde-toplam koreasyonları .55 ile .87, faktör yükleri ise .65 ile .87 arasında değişmiş; bu durum yüksek düzeyde iç homojenliğe işaret etmiştir. Doğrulayıcı model kabul edilebilden mükemmel uzanan bir uyum göstermiştir: $\chi^2/df=2.35$, RMSEA=.08, GFI=.91, AGFI=.87, CFI=.96, NFI=.96, NNFI=.97, IFI=.98, RMR=.04, SRMR=.05. Güvenirlik kanıtları güçlündür; Cronbach alfa=.95 ve Spearman-Brown iki yarı güvenilri=.93 olarak bulunmuştur. Bulgular bir arada değerlendirildiğinde, ÖSÖ'nün öğretmenlerin örgütsel saygınlığa ilişkin algılarını değerlendirmede kısa, bağlama uygun ve psikometrik açıdan sağlam bir araç olduğu görülmektedir. Ölçek; özdeşleşme, duygusal bağlılık ve elde tutma üzerine yapılacak keşfedici ve yordayıcı çalışmaları destekleyebilir; ayrıca Batı-dışı kamu eğitim bağamlarında kurumsal tanılama ve liderlik karar süreçlerine rehberlik edebilir. Gelecek araştırmalar, zaman içinde (boyolamsal) kararlılığı incelemeli; kidem, okul türü ve bölge gibi alt gruplar arasında ölçme değişmezliğini test etmeli ve algılanan saygınlığı tutumsal ve davranışsal sonuçlara bağlayan sınır koşullarını araştırmalıdır.

Anahtar Kelimeler: örgütsel saygınlık, ölçek geliştirme, geçerlik ve güvenirlik

INTRODUCTION

In today's globalized and highly competitive environment, organizations across the private and public sectors are compelled to steward their external image and cultivate reputations that signal competence, credibility, and trust. Education has not been exempt from this shift. Schools and universities operate under intensified scrutiny from multiple stakeholders, and organizational image and perceived prestige increasingly shape their legitimacy, visibility, and capacity to attract and retain qualified personnel (Sung & Yang, 2008; Harun & Ahmad, 2022). For public educational institutions in particular, managing organizational prestige—how they are judged by external audiences and how employees internalize those judgments—has become a strategic priority with direct implications for morale and performance (Hautamäki et al., 2024; Kadić-Maglajlić et al., 2024; Gutiérrez-Villar et al., 2021; Hemsley-Brown et al., 2016).

Although sometimes conflated with reputation, organizational prestige is conceptually distinct: it reflects outsiders' evaluations of an institution's worthiness that employees come to perceive and adopt. This perceived external prestige is consequential for teachers, frontline representatives

of educational institutions. When teachers believe their institutions are viewed favorably, they are more inclined to join and stay, and to form deeper social, cognitive, and emotional ties with their organizations; such engagement is linked to better work performance and overall organizational effectiveness, especially in settings where staff morale is pivotal (Şantaş et al., 2018). Empirical evidence associates positive prestige perceptions with higher job satisfaction, motivation, and well-being, outcomes that matter for instructional quality and student success (Cavicchia & Sarnacchiaro, 2021; Scott & Dinham, 2003; Roy & Psychogios, 2022; Saufi et al., 2023; Menezes et al., 2025). At a strategic level, prestige intersects with employer branding and talent management, shaping how institutions compete for scarce academic talent and align internal engagement with external positioning (Abell & Becker, 2020; Bussin & Mouton, 2019; Tara & Abid, 2024; Caputo et al., 2023; Thắng & Trang, 2024; O'Sullivan et al., 2024).

The theoretical foundations of organizational prestige lie in social identity theory. Individuals derive part of their self-concept from group memberships that are socially valued; they seek self-enhancement and a sense of belonging through affiliation with attractive, distinctive groups (Ashforth & Mael, 1989; Tajfel & Turner, 1985; Abrams & Hogg, 1988; Turner, 1975). When employees believe that outsiders hold their organization in high regard, they experience enhanced self-esteem and a stronger psychological bond with the institution—often expressed as organizational identification—which, in turn, predicts affective commitment, citizenship behaviors, and openness to change (Dutton et al., 1994; Herrbach & Mignonac, 2004; Meirun et al., 2018; Divya & Christopher, 2024; Tsachouridi & Nikandrou, 2022). Perceived external prestige thus becomes a key antecedent of identification and related outcomes, sometimes mediating the effects of broader organizational practices such as corporate social responsibility (Kang & Bartlett, 2013; Roeck et al., 2016; Roy & Psychogios, 2022; Pugliese et al., 2023; Cheng et al., 2022; Marique et al., 2012). Strong identification, in turn, is associated with attachment and a greater willingness to embrace organizational changes (Riketta et al., 2006; Hassanie et al., 2021; Conway et al., 2023). These dynamics are particularly salient in education, where work motivation, commitment, and identity are closely tied to mission and public service.

Despite its relevance, organizational prestige remains underexplored in the field of educational management. Much of the extant measurement work is rooted in corporate contexts and does not fully reflect the mission, structure, and stakeholder relationships of academic institutions (Zincirli & Demir, 2021; Yalçın & Ereş, 2018; Yılmaz & Aydın, 2021). For example, the widely cited Perceived Organizational Prestige Scale, developed by Mael and Ashforth (1992), was designed for alumni and may not be sufficiently nuanced for current education professionals. Attempts to adapt such measures to non-Western contexts, including Türkiye, have faced issues of linguistic clarity, cultural fit, and conceptual relevance; Özgür (2015) noted that ad hoc paraphrasing to enhance comprehensibility compromised the integrity of the scale. More broadly, without instruments attuned to educational realities, institutions lack the means to assess and act upon prestige as experienced by teachers. Yet the service nature of education makes the human factor central to institutional success, underscoring the importance of understanding prestige within this sector (Olins, 1990; Smidts et al., 2001).

The stakes are amplified by global competition for academic talent. Universities and schools must attract and retain high-caliber faculty while navigating tight budgets and changing societal expectations (Abell & Becker, 2020; Bussin & Mouton, 2019). Technical universities and similar institutions face particular challenges as they compete with other sectors for skilled researchers and contend with work conditions that push scholars to seek opportunities elsewhere (Korantwi-Barimah, 2019; Reymert et al., 2022). Many institutions are investing in strategic talent management to build, develop, and retain human capital, yet implementation obstacles persist, and attrition remains a widespread problem (Musakuro & Klerk, 2021; Mukwawayaya et al., 2021; Musakuro, 2022; Theron et al., 2014; Ghomi & Ahmadi, 2018). In this context, perceived prestige serves as both a symbolic and functional resource that supports recruitment, retention, and internal alignment (Hautamäki et al., 2024; Kadić-Maglajlić et al., 2024; Mateus et al., 2024).

Against this backdrop, the present study addresses a clear measurement gap: no psychometrically robust, culturally appropriate instrument captures how teachers in public educational institutions organizational prestige. The study aims to develop and validate a teacher-focused organizational prestige scale (OPS) that is conceptually grounded and empirically rigorous. Methodologically, the research employs a two-phase validation strategy, consisting of exploratory factor analysis followed by confirmatory factor analysis, utilizing conservative decision rules, parallel analysis, and iterative purification to establish construct validity and reliability. This approach builds on established scale-development guidance and recent applications in related domains to ensure generalizability and robustness (Kadić-Maglajlić et al., 2024; Luttervelt, 2024; Aldighrir, 2024; Bright, 2020; Roy & Psychogios, 2022; Ma, 2022). The study's originality is threefold. First, it focuses on public sector education, a domain that has been largely neglected in organizational prestige research, thereby providing contextual depth. Second, it delivers a psychometrically sound instrument tailored to educational settings in a non-Western context, addressing the linguistic and cultural limitations documented in prior adaptations (Mael & Ashforth, 1992; Özgür, 2015). Third, it reconceptualizes organizational prestige as a psychologically and strategically consequential variable that shapes teacher identification, commitment, and retention, offering practical utility for data-driven leadership, institutional branding, and workforce sustainability (Sezen-Gültekin & Argon, 2020; Ciplak et al., 2022).

METHOD

In the research, an organizational prestige scale was developed. Pamukkale University's Social and Human Sciences Scientific Research and Publication Education Board conducted this research on January 27, 2021, with decision number 68282350/2018/G02. The research was then carried out with permission obtained from the Izmir Governorship Provincial Directorate of National Education, as per decision number 2018877-604.02-E.16217116 dated November 5, 2020. The sample groups, measurement method, and data analysis methodologies utilized in the research on the survey model are described in the following sections.

Study Group

Since the primary objective of this research is to develop a scale for assessing organizational prestige, the study sample consists of teachers. Initially, data were collected from 565 participants. However, after screening for outliers using Mahalanobis Distance, cases with p-values less than .001 were excluded. As a result, the final sample included 366 teachers in the first group and 199 in the second. The first group's data were used to conduct Exploratory Factor Analysis (EFA) to identify the underlying factor structure of the scale. The second group's data were utilized for Confirmatory Factor Analysis (CFA) to test whether the observed variables adequately represented the factor structure identified through EFA. Table 1 presents the demographic characteristics of the participants from the initial sample.

Table 1.
Profile of the participants for EFA

Profile		n	%
Gender	Female	242	66.1
	Male	124	33.9
	Total	366	100
Marital Status	Single	114	31.1
	Married	252	68.9
	Total	366	100
Age	23-33	103	28.1
	34-44	123	33.6
	45-55	112	30.6
	56-65	28	7.7
Education Status	Total	366	100
	Bachelor	304	83.1
	Master	59	16.1
	PhD	3	0.8
Seniority	Total	366	100
	0-5	55	15
	6-10	45	12.3
	11-15	47	12.8
	16-20	54	14.8
	21 and above	124	33.9
	Missing	41	11.2
School Type	Total	366	100
	Public	336	91.8
	Private	30	8.2
	Total	366	100

	0-500	184	50.3
	501-1000	140	38.3
Number of Students	1001-1500	26	7.1
	1501 and above	16	4.4
	Total	366	100
	Kindergarten	8	2.2
	Primary School	85	23.2
Grade	Secondary School	91	24.9
	High School	182	49.7
	Total	366	100
	Mediterranean	22	6
	Eastern Anatolia	16	4.4
Region	Aegean B.	250	68.3
	Southeast Anatolia	28	7.7
	Central Anatolia	7	1.9
	Black Sea	13	3.6
	Marmara	30	8.2
	Total	366	100

The research data were collected from 366 teachers working in various provinces of Türkiye. As shown in Table 1, 66% of the participants were female, and 68% were married. Approximately 33% of the teachers fell within the age range of 34 to 44, while 83% held an undergraduate degree. Regarding professional experience, 33% had 21 or more years of seniority. Most participants (91%) were employed in public schools, and 68% were in the Aegean Region. Regarding the size of the schools, 50% of the participants worked in institutions with 0–500 students. Additionally, 49% of the teachers were employed at the high school level.

Data were gathered for the second sample group, which consisted of 199 teachers, to conduct a Confirmatory Factor Analysis (CFA) and examine whether the observed variables validated the factor structure identified through an Exploratory Factor Analysis (EFA). Table 2 presents the demographic characteristics of the second sample group.

Table 2.
Profile of the participants for CFA

Profile		n	%
Gender	Female	134	67.3
	Male	65	32.7
	Total	199	100
Marital Status	Single	53	26.6
	Married	146	73.4
	Total	199	100

	23-33	41	20.6
	34-44	81	40.7
Age	45-55	61	30.7
	56-65	16	8
	Total	199	100
	Bachelor	141	70.9
Education Status	Master	55	27.6
	PhD	3	1.5
	Total	199	100
	0-5 years	94	47.2
	6-10 years	34	17.1
Seniority	11-15 years	33	16.6
	16-20 years	24	12.1
	21 years and above	14	7
	Total	199	100
	Public	154	77.4
School Type	Private	45	22.6
	Total	199	100
	0-500	97	48.7
	501-1000	71	35.7
Number of Students	1001-1500	24	12.1
	1501 and above	7	3.5
	Total	199	100

As shown in Table 2, among the teachers included in the second sample group, 67% were female, and 73% were married. Approximately 40% of the teachers fell within the age range of 34 to 44, while 70% held an undergraduate degree. Regarding professional experience, 47% had between 0 and 5 years of seniority. A large proportion of the participants, 77% were employed in public schools. Regarding school size, 48% of the teachers worked in institutions with 0–500 students.

Data Collection

During the initial phase of scale development, an item pool consisting of 32 statements was generated to represent the construct of organizational prestige as perceived by educators. These items were developed through an extensive review of the relevant literature, including existing theories on organizational prestige, organizational identification, employer branding, and previous scales adapted in corporate and educational settings (e.g., Mael & Ashforth, 1992). In addition, qualitative feedback from a small group of educators was incorporated to ensure contextual relevance and clarity. The item generation process was guided by the social identity theory theoretical framework and aimed to capture multiple dimensions of perceived prestige, including institutional reputation, external image, and symbolic value.

To ensure that these items accurately reflected the behaviors and perceptions intended to be measured, content validity was assessed by a panel of seven field experts. Each expert independently

reviewed the draft items using a three-point scale: “suitable,” “partially suitable,” and “not suitable.” For items marked as “partially suitable,” experts were asked to provide specific suggestions for revision. Based on their feedback, Content Validity Ratios (CVR) were calculated to determine the appropriateness of each item. Items that failed to meet acceptable validity thresholds were removed or revised accordingly. As a result of this process, several irrelevant or ambiguous items were eliminated, and others were refined for clarity and relevance.

Following these revisions and a subsequent face validity review conducted by the researchers to ensure conceptual clarity and linguistic coherence, the item pool was reduced from 32 to 23 items. The finalized draft of the Organizational Prestige Scale employed a five-point Likert-type response format, ranging from (1) Completely Disagree to (5) Completely Agree.

The revised scale was administered to a sample of 384 teachers for data collection. The instrument consisted of two parts: the first collected demographic information, and the second assessed participants’ perceptions of organizational prestige. After screening the data and removing outliers based on Mahalanobis Distance values, a total of 366 valid responses remained for analysis. According to Tabachnick and Fidell (2007), the recommended sample size for factor analysis is at least five times the number of items on the scale. With a final scale of 23 items and a sample of 366 participants, this study met and exceeded that criterion, ensuring adequate statistical power and reliability for the subsequent analyses.

Data Analysis

For data analysis, 366 responses were used for Exploratory Factor Analysis (EFA), while a separate sample of 199 responses was selected randomly for Confirmatory Factor Analysis (CFA). The analyses were conducted using SPSS 22 (Statistical Package for the Social Sciences) and LISREL 8.7 (Linear Structural Relations). A significance level of $p < .05$ was adopted for all statistical tests. Descriptive statistics, including frequencies and percentages, were used to summarize participant characteristics.

To assess the data’s suitability for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett’s Test of Sphericity were calculated. The results confirmed that the data were appropriate for factor analysis.

CFA was conducted to evaluate the scale’s construct validity. Prior to CFA, the assumptions of normality were assessed by examining skewness and kurtosis values. Additional reliability and validity analyses included item-total correlations, internal consistency estimates, Cronbach’s alpha coefficients, and Spearman-Brown split-half reliability coefficients. Since the data met the assumption of normal distribution, the Maximum Likelihood Estimation (MLE) method was employed in the CFA as the parameter estimation technique.

Descriptive statistics were also considered during the initial conceptualization and evaluation of the scale. The scale used a 5-point Likert response format, with item means ranging from 1.47 to 3.05 and standard deviations ranging from 0.84 to 1.36. Out of the initial 384 responses, 18 extreme

outliers were identified and excluded based on Mahalanobis distance, resulting in a final sample of 366 for EFA.

Subsequent sections present the results of the EFA and CFA, including factor structures, factor loadings, and standardized path coefficients. Item analysis was also conducted using item-total correlation values and discrimination indices to evaluate the quality and consistency of each item.

FINDINGS

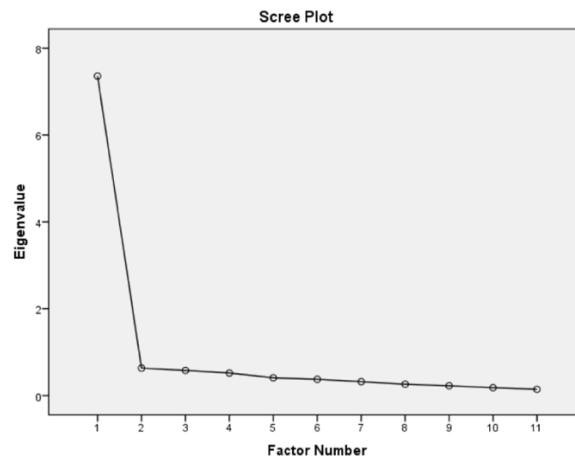
Exploratory Factor Analysis (EFA)

Exploratory Factor Analysis (EFA) was conducted using data from 366 participants to assess the construct validity and internal consistency of the Organizational Prestige Scale. Before the analysis, the suitability of all 23 items was evaluated. Univariate and multivariate outlier detection was performed, and responses with p -values less than .001, as identified through Mahalanobis Distance, were excluded (Demir et al., 2016). These data adjustments ensured normality and improved the reliability of subsequent analyses.

Factor extraction was performed using Principal Axis Factoring (PAF), following the methodological guidance of Çokluk et al. (2012). Both extraction and rotation techniques were applied, as recommended by Tabachnick and Fidell (2007). The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy yielded a value of .952, indicating excellent suitability for factor analysis. Bartlett's Test of Sphericity was also significant [χ^2 (253) = 7048.93, $p < .001$], confirming that the correlation matrix was factorable. Additionally, the sample size of 366 met the minimum requirement of 300 participants suggested for robust EFA (Tabachnick & Fidell, 2007). Data distribution was approximately normal, skewness = .491 and kurtosis = -.551 (Darren & Mallery, 2016).

Initial factor extraction revealed three components with eigenvalues greater than 1, collectively accounting for 66.58% of the total variance. The first factor explained 35.52%, the second 17.74%, and the third 13.32%. However, the third factor contributed minimally and lacked theoretical support. Therefore, a unidimensional structure was further explored.

As shown in Figure 1, the scree plot indicated a sharp drop after the first factor, supporting a one-factor solution. This was further confirmed through parallel analysis. Following detailed examination, 12 items (Items 1, 3, 6, 9, 11, 16, 17, 18, 19, 20, 21, and 22) were removed due to low factor loadings ($< .50$), cross-loadings, or item-total correlations below .30. The final version of the scale retained 11 items, all contributing meaningfully to the factor structure.

Figure 1.*Exploratory Factor Analysis Output*

Item-level analysis used item-total correlation values, with a minimum threshold of .30 adopted as the criterion. According to Field (2005), items falling below this level are considered weak indicators of the overall construct. As shown in Table 3, all 11 retained items exceeded this threshold, with item-total correlations ranging from .55 to .87, indicating strong internal consistency.

Table 3.*Factor Loading and Item-Total Statistics*

It. №	Items	X	df	Item
				Factor 1 Tot-Cor
Q12	Çevredeki insanlar bu okulda çalıştığım için bana imrenirler.	2.86	1.36	.87 .87
Q13	Çalıştığım okul pek çok yönüyle diğer okulların önlündedir.	2.76	1.36	.87 .87
Q5	Okulum çevredeki kimselerin gözünde çalışılabilecek en iyi yerlerden biridir.	2.51	1.34	.85 .81
Q23	Çevredeki insanlar çalıştığım okulun iyi bir okul olduğunu düşünür.	2.49	1.32	.84 .78
Q2	Okulumun çevrede iyi bir itibarı vardır.	2.36	1.26	.82 .75
Q7	Diğer okullarda çalışan öğretmenler benim okulumda çalışmayı ister.	2.71	1.35	.81 .83
Q14	Okulumdan mezun olan öğrenciler dışarıda itibar görür.	3.05	1.24	.81 .84
Q15	Bu okulda çalışmaya devam etmek için sürekli kendimi geliştirmeye çalışıyorum.	2.51	1.27	.77 .74
Q10	Okulumun olanakları çevredeki insanlar tarafından takdir edilir.	2.60	1.26	.74 .76
Q8	Okulumuzun yönetim biçimi çevreye olumlu bir形象 verir.	2.44	1.24	.66 .65
Q4	Çevredeki kişilerin okulum hakkındaki iyi düşünceleri beni gururlandırır.	1.92	1.08	.65 .55
Total Variance Explained for All Scale: 63.77				

As shown in Table 3, the factor loadings for the same 11 items ranged between .65 and .87, confirming that each item made a significant contribution to the scale's unidimensional structure. The final one-factor solution accounted for 63.77% of the total variance, demonstrating a robust and conceptually coherent factor structure.

The criterion validity of the scale was further supported by the items' discrimination indices, all of which were above acceptable levels. Christensen et al. (2015) noted that high inter-item correlations within a single dimension reflect conceptual clarity and structural cohesion. Likewise, Büyüköztürk (2009) asserts that item-total correlations above .30 indicate item homogeneity and effective differentiation among respondents—criteria that were clearly satisfied in this analysis.

In conclusion, the EFA results provided robust evidence for a unidimensional factor structure. The final 11-item Organizational Prestige Scale demonstrated high construct validity, internal consistency, and strong psychometric properties, making it suitable for measuring perceived organizational prestige among teachers.

Table 4 presents the factor loadings and item-total correlations for all 23 items initially included in the Organizational Prestige Scale. It also indicates whether each item was retained or omitted in the final version of the scale. Items were excluded based on three primary criteria: (1) factor loadings below .50, (2) item-total correlations below .30, and/or (3) cross-loadings across multiple factors that could undermine the one-dimensionality of the scale.

Table 4.
Factor Loadings, Item-Total Correlations, and Item Retention Decisions

Item No	Factor Loading	Item-Total Correlation	Status / Rationale
Item 1	0.78	0.73	Retained
Item 2	0.30	0.22	Omitted (Low correlation)
Item 3	0.45	0.29	Omitted (Low loading)
Item 4	0.60	0.33	Retained
Item 5	0.72	0.64	Retained
Item 6	0.40	0.26	Omitted (Low correlation)
Item 7	0.87	0.81	Retained
Item 8	0.81	0.77	Retained
Item 9	0.49	0.31	Omitted (Cross-loading)
Item 10	0.65	0.59	Retained
Item 11	0.55	0.55	Retained
Item 12	0.43	0.28	Omitted (Low correlation)
Item 13	0.76	0.71	Retained
Item 14	0.68	0.63	Retained
Item 15	0.70	0.69	Retained
Item 16	0.48	0.27	Omitted (Low loading)
Item 17	0.52	0.60	Omitted (Low loading)
Item 18	0.47	0.25	Omitted (Low correlation)
Item 19	0.50	0.49	Omitted (Cross-loading)

Item 20	0.46	0.30	Omitted (Low loading)
Item 21	0.51	0.32	Omitted (Cross-loading)
Item 22	0.42	0.24	Omitted (Low correlation)
Item 23	0.66	0.61	Retained

Twelve of the 23 items were excluded due to one or more of these issues. For example, Items 2, 6, 12, 18, and 22 were removed because of low item-total correlations, while Items 3, 16, 17, and 20 exhibited insufficient factor loadings. Items 9, 19, and 21 were excluded due to significant cross-loadings that compromised the clarity of the factor structure. The remaining 11 items met all psychometric criteria and were retained in the final version of the scale.

This comprehensive table provides a transparent overview of all decisions made during the scale refinement process, contributing to the study's methodological rigor by documenting the empirical basis for item inclusion or exclusion.

Confirmatory Factor Analysis (CFA)

Following the establishment of a one-factor model through Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) was conducted to assess the model's fit and to validate the theoretical structure of the Organizational Prestige Scale. The CFA was performed using a separate sample of 199 participants. The scale, comprising 11 items and a single latent construct, was examined to determine whether the data supported the proposed model, as recommended by Schumacker and Lomax (2004).

The analysis employed the Maximum Likelihood (ML) estimation method, as the variables were measured at the interval level and demonstrated univariate normal distribution. All t-values for the standardized factor loadings exceeded 1.96, indicating statistically significant relationships between the observed variables and the latent factor (Kline, 2005).

Model fit was evaluated using a set of widely accepted goodness-of-fit indices. As shown in Table 5, the scale met acceptable or good fit criteria across all key indices. The χ^2/df ratio was 2.35, which falls within the acceptable range. The RMSEA value was .08, indicating a reasonable fit. Other indices; GFI (.91), AGFI (.87), CFI (.96), NFI (.96), NNFI (.97), IFI (.98) were all within the "good fit" range. The RMR (.04) and SRMR (.05) values were also well within acceptable thresholds. These results confirm that the data fit the proposed one-factor model adequately.

Table 5.
Confirmatory Factor Analysis Values and Fit Indexes

Fit Index / Criterion	Good Fit	Acceptable Fit	Values Obtained from the Scale	Relevance*
χ^2	> 0.10	$0.05 \leq p \leq 0.10$	103.63	Good Fit
χ^2/df	≤ 2	$2 < \chi^2/df \leq 5$	2.35	Acceptable Fit
RMSEA	$0 < RMSEA < 0.05$	$0.05 \leq RMSEA \leq 0.10$	0.08	Acceptable Fit
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI < 0.95$	0.91	Acceptable Fit

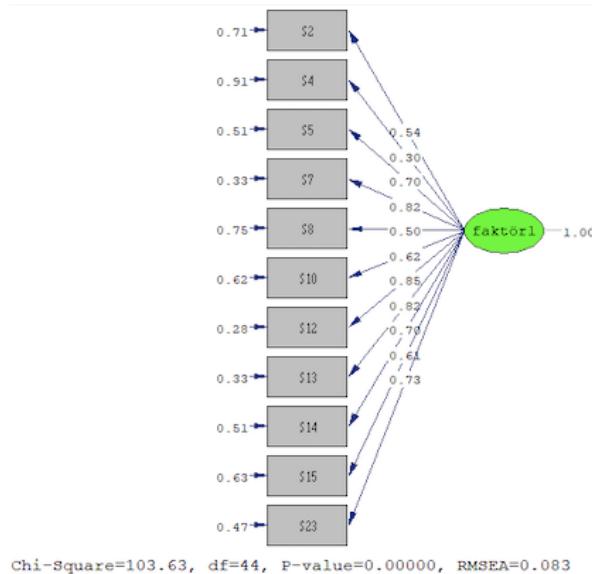
Fit Index / Criterion	Good Fit	Acceptable Fit	Values Obtained from the Scale	Relevance*
AGFI	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI < 0.90$	0.87	Acceptable Fit
CFI	$0.97 \leq CFI \leq 1.00$	$0.95 \leq CFI < 0.97$	0.98	Good Fit
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI < 0.95$	0.96	Good Fit
NNFI-TLI	$0.97 \leq NNFI \leq 1.00$	$0.95 \leq NNFI < 0.97$	0.97	Good Fit
RMR	$0 \leq RMR < 0.05$	$0.05 \leq RMR \leq 0.10$	0.04	Good Fit
SRMR	$0.05 \leq SRMR < 0.08$	$0.08 \leq SRMR \leq 0.10$	0.05	Good Fit
IFI	$0.95 \leq IFI \leq 1.00$	$0.90 \leq IFI < 0.95$	0.98	Good Fit

*The fit indices in Table 5 have been prepared with reference to Çotluk et al. (2012)

Table 5 shows that the fit indices are adequate and favorable. The Organizational Prestige Scale demonstrates a strong model-data fit given the sample size. Construct validity of the Organizational Prestige Scale is confirmed based on the obtained fit indices. After the CFA, the item factor loading values and the explained variance rates were reviewed and are presented in Figure 2.

Figure 2.

Factor Analysis Model of the Organizational Prestige Scale (Standardized Values)



As illustrated in Figure 2, the standardized factor loadings for the 11 items ranged from .30 to .85, supporting the scale's construct validity. The model's parameters and standardized estimates further confirm that the single-factor structure adequately represents the construct of perceived organizational prestige among educators.

Reliability Analysis

The reliability of the Organizational Prestige Scale was assessed using the full sample of 366 participants from the EFA phase. The scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of .95 and a Spearman-Brown coefficient of .93. According to Özdamar (2004), reliability coefficients between .80 and 1.00 indicate a high level of reliability. Therefore, the Organizational Prestige Scale can be considered a highly reliable measurement instrument.

DISCUSSION

This study aimed to develop and validate the Organizational Prestige Scale (OPS), employing a combination of exploratory and confirmatory approaches, consistent with best practices in scale construction. The dataset, drawn from 565 teachers, proved highly suitable for factor analysis, as indicated by excellent sampling adequacy and significant inter-item correlations. Across analytic stages, Kaiser-Meyer-Olkin values were very high (for example, .952 overall and .917 in the EFA step), and Bartlett's test of sphericity was significant, meeting well-established psychometric expectations for proceeding with factor extraction (Ahrens et al., 2020; Vượng et al., 2020; Hu et al., 2015; Ramya & Rajeswari, 2024). Parallel analysis guided the dimensionality decisions, and principal axis factoring was adopted. A conservative loading threshold of .45 was applied. In line with the original measurement plan, items with cross-loadings were removed iteratively, and Varimax rotation was used to aid interpretability (Kaiser, 1958).

The final solution converged on a parsimonious, single-factor, 11-item structure. Factor loadings in the retained solution were substantively high (approximately .69–.88), and item–total correlations were strong (approximately .55–.87), supporting convergent validity and internal homogeneity (Shkeer & Awang, 2019; Esteban et al., 2024). Construct-level adequacy checks again exceeded conventional thresholds, further reinforcing the appropriateness of the data for factor modeling and the robustness of the extracted structure (Elias et al., 2020; Argyriadis et al., 2023; Sohaili et al., 2022; Sun et al., 2023; Fu et al., 2021). Subsequent CFA, estimated via maximum likelihood given the distributional evidence, supported the theoretically expected unidimensional model, with fit indices at or above recommended cutoffs (e.g., high comparative and incremental fit indices and low error metrics), consistent with current reporting standards in organizational measurement (Sabo et al., 2024; Kasparavičiūtė-Sungailė et al., 2024; Mustafa et al., 2019; Urbini et al., 2024; Ike et al., 2023; Harrington, 2009; Büyüköztürk, 2009; Özdamar, 2004). Ancillary fit evidence based on indices such as GFI, CFI, NNFI/TLI, SRMR, and RMSEA likewise indicated an acceptable-to-good fit profile (Bissola & Imperatori, 2022; Cheung et al., 2023; Tekle et al., 2022; Shamout et al., 2021).

Reliability evidence was uniformly strong. Internal consistency estimates reached high levels for the total scale (e.g., α around .95–.98), with split-half reliability also robust (e.g., Spearman-Brown $\approx .93$), well within accepted ranges for research use (Zhang et al., 2022; Muslim et al., 2020; Akman et al., 2024; Shan & Tian, 2022; Sabouri et al., 2020). Composite reliability estimates for the unidimensional solution were similarly high ($\approx .93$ –.95), and outer loadings above .70, together with average variance extracted values above .50, supported convergent validity (Jusoh et al., 2021;

Hashmi et al., 2020; Shrestha, 2021; Iqbal et al., 2022; Trivedi et al., 2024; Singh et al., 2024; Haji-Othman & Yusuff, 2022; Peterson et al., 2020). The absence of cross-loadings above .30 in the retained solution further corroborated convergent structure and the absence of multidimensional contamination (Meiseberg & Perrigot, 2020; Almaaitah et al., 2020). Collectively, these indicators confirm that the OPS captures a coherent latent construct with high precision and stability, meeting contemporary criteria for psychometric soundness (Cheung et al., 2023; Bissola & Imperatori, 2022; Talaja et al., 2023).

Substantively, the OPS offers a concise, psychometrically defensible indicator of perceived organizational prestige that can be readily incorporated into exploratory and predictive models within organizational research. Given its fit profile and reliability, the scale is suitable for structural modeling to examine the role of prestige in employee attitudes and behaviors, including job satisfaction, organizational identification, affective commitment, and retention, and to test broader frameworks where perceived prestige intersects with related higher-order constructs such as corporate social responsibility and perceived organizational support (Shamout et al., 2021; Akremi et al., 2015; Cheung et al., 2023; Greven et al., 2024; Erbo et al., 2025; Izah et al., 2023).

Several considerations inform future work. First, while high internal consistency is desirable, very high alpha values can sometimes reflect item redundancy; streamlined short forms could be explored to balance brevity and precision, provided that content validity is preserved (Zhang et al., 2022; Muslim et al., 2020). Second, longitudinal designs should assess temporal stability and sensitivity to change, extending the current cross-sectional evidence base (Greven et al., 2024; Erbo et al., 2025). Third, measurement invariance across organizational roles, sectors, and cultural contexts should be formally tested to support generalizability, especially if the scale is to be used in comparative or multinational studies (Cheung et al., 2023; Bissola & Imperatori, 2022). Finally, linking OPS scores to objective or independently sourced outcomes would help mitigate concerns about common method variance and establish criterion-related validity beyond self-reports (Shamout et al., 2021; Talaja et al., 2023).

CONCLUSION

The Organizational Prestige Scale (OPS) emerged from a rigorous, standards-aligned development process, resulting in a unidimensional 11-item instrument with strong evidence of factorability, structural validity, and reliability. Parallel analysis, conservative loading criteria, and iterative purification yielded a clean factor structure, and CFA supported the theoretical model with fit indices meeting or surpassing conventional benchmarks. Reliability estimates, including coefficient alpha, split-half, and composite reliability, were consistently high; item loadings, item-total correlations, and AVE levels converged to affirm construct coherence and convergent validity. On this foundation, the OPS is ready for both research and practice, including use in structural equation models examining the antecedents and consequences of perceived prestige and its interplay with allied constructs in organizational psychology and management (Cheung et al., 2023; Tekle et al., 2022; Shamout et al., 2021; Akremi et al., 2015). Future studies should prioritize cross-cultural

validation, longitudinal assessment, invariance testing, and the exploration of predictive links to outcomes such as retention, performance, and employee well-being, thereby broadening the instrument's evidentiary base and applied value (Akman et al., 2024; Izah et al., 2023; Greven et al., 2024; Erbo et al., 2025).

Data Availability Statement: The data generated or analyzed during this study are available from the authors upon reasonable request.

Use of Artificial Intelligence for Language and Proofreading: The authors did not use artificial intelligence in the study.

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Sağlam Bir Temel Oluşturmak: Örgütsel Saygınlık Ölçeğinin Geçerlik ve Güvenirlik Çalışması*

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Giriş

Bu çalışmada, öğretmenlerin görev yaptıkları okulun/kurumun toplum ve paydaşlar nezdindeki saygınlığına ilişkin algılarını ölçmeye yönelik öğretmen odaklı bir Örgütsel Saygınlik Ölçeği (ÖSÖ) geliştirilmesi amaçlanmıştır. Örgütsel saygınlık algısı, çalışanların örgütlerine ilişkin değerlendirmelerini yalnızca dış imajla sınırlı bırakmayan; aynı zamanda örgütle kurdukları psikolojik bağın niteliğini etkileyen bir yapı olarak ele almaktadır. Sosyal Kimlik yaklaşımı çerçevesinde örgütün saygınlığına ilişkin algılar, öğretmenlerin örgütleriyle özdeşleşmesini, duygusal bağlılığını ve örgütte kalmaya dönük eğilimlerini güçlendirebilecek bir kaynak olarak değerlendirilmektedir. Buna karşın, özellikle Batı-dışı kamu eğitim bağamlarında öğretmenlerin örgütsel saygınlık algılarını doğrudan, kısa ve psikometrik açıdan güçlü biçimde ölçebilen araçların sınırlı olması, bu çalışmanın temel çıkış noktasını oluşturmuştur.

Yöntem

Araştırma tarama modelinde yürütülmüştür. Etik ve kurumsal izinler tamamlanmış; Pamukkale Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Eğitimi Kurulu 27 Ocak 2021 tarihli ve 68282350/2018/G02 sayılı kararıyla araştırmayı onaylamış, ayrıca İzmir Valiliği İl Millî Eğitim Müdürlüğünden 5 Kasım 2020 tarihli ve 2018877-604.02-E.16217116 sayılı karar doğrultusunda uygulama izni alınmıştır. Ölçek geliştirme sürecinde önce alanyazın taraması ve öğretmenlerden alınan geri bildirimler ışığında 32 maddelik bir madde havuzu oluşturulmuş, ardından kapsam ve görünüş geçerliği için uzman değerlendirmesine başvurulmuştur. Yedi uzmanın görüşleri doğrultusunda kapsam geçerliği oranları dikkate alınarak uygun bulunmayan maddeler elenmiş veya revize edilmiş ve taslak ölçek 23 maddeye indirgenmiştir. Ölçek beşli Likert tipinde düzenlenmiştir.

* Bu çalışma 'Örgütsel saygınlık ile örgütsel özdeşleşme arasındaki sosyal rol kimliğinin ve örgütsel tınselliğin aracı rolü' isimli doktora tezinden üretilmiştir

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Yapı geçerliğini incelemek için iki bağımsız örneklemden yararlanılmış; 366 öğretmenden elde edilen verilerle açımlayıcı faktör analizi, 199 öğretmenden elde edilen verilerle doğrulayıcı faktör analizi gerçekleştirılmıştır. Analizlerde SPSS 22 ve LISREL 8.7 kullanılmış; AFA öncesinde çok değişkenli aykırı değerler Mahalanobis uzaklığuna dayalı olarak çıkarılmış, faktörlenebilirlik KMO ve Bartlett küresellik testiyle değerlendirilmiştir. Boyut sayısına karar verilirken özdeğerler, yamaç grafiği ve paralel analiz sonuçları birlikte ele alınmış; DFA'da maksimum olabilirlik kestiriminiyle model uyum indeksleri raporlanmıştır. Madde analizi kapsamında düzeltilmiş madde-toplam korelasyonları incelenmiş, güvenirlik için Cronbach alfa ve Spearman–Brown iki yarı güvenirliği hesaplanmıştır.

Bulgular

Açımlayıcı faktör analizinden önce yapılan uygunluk incelemeleri veri setinin faktör analizi için son derece elverişli olduğunu göstermiştir. KMO değeri .952 düzeyinde bulunmuş ve Bartlett küresellik testi anlamlı çıkmıştır; bu sonuçlar maddeler arasında faktör analizi yapmayı gerektirecek düzeyde ilişki olduğunu ortaya koymuştur. İlk aşamada özdeğeri 1'in üzerinde üç bileşen gözlenmesine rağmen, yamaç grafiğinde ilk faktörden sonra belirgin bir kırılma olması ve paralel analiz bulgularının tek faktörlü çözümü desteklemesi nedeniyle ölçegin tek boyutlu bir yapıya sahip olduğu kabul edilmiştir. Madde arındırma sürecinde düşük faktör yükleri, yetersiz madde-toplam ilişkisi ve yapı bütünlüğünü zayıflatınan maddeler kademeli biçimde elenmiş; sonuçta 11 maddelik nihai forma ulaşılmıştır. Bu tek boyutlu yapı toplam varyansın %63.77'sini açıklamış, maddelerin faktör yükleri .65 ile .87 arasında, düzeltilmiş madde-toplam korelasyonları .55 ile .87 arasında değişmiştir; bu bulgular ölçegin iç tutarlılığının ve maddelerin aynı yapıyı güçlü biçimde temsil ettiğinin göstergesi olarak değerlendirilmiştir. Doğrulayıcı faktör analizi, bağımsız örneklem üzerinde 11 maddelik tek faktörlü modelin kabul edilebilirinden iyiye uzanan bir uyum sergilediğini göstermiştir. Uyum indeksleri $\chi^2/df=2.35$, RMSEA=.08, GFI=.91, AGFI=.87, CFI=.96, NFI=.96, NNFI=.97, IFI=.98, RMR=.04 ve SRMR=.05 olarak raporlanmıştır. Güvenirlik analizlerinde Cronbach alfa katsayısı .95 ve Spearman–Brown iki yarı güvenirliği .93 bulunmuş; bu sonuçlar ÖSÖ'nün yüksek düzeyde güvenilir bir ölçüm sağladığını desteklemiştir.

Sonuç

Bu çalışmada geliştirilen Örgütsel Saygınlık Ölçeği, öğretmenlerin kurumlarının saygınlığına ilişkin algılarını ölçmek amacıyla kısa, uygulaması kolay ve güçlü psikometrik kanıtlarla desteklenen bir araç olarak ortaya konmuştur. Elde edilen bulgular, ölçegin tek boyutlu yapısının hem açımlayıcı hem doğrulayıcı analizlerle doğrulandığını ve ölçegin yüksek iç tutarlılığa sahip olduğunu göstermektedir. Bu yönyle ÖSÖ, eğitim örgütlerinde öğretmenlerin örgütsel saygınlık algı düzeylerini belirlemede kullanılabilecek geçerli ve güvenilir bir ölçektir.

Tartışma ve Öneriler

Bulgular, örgütsel saygınlığın öğretmen örnekleminde bütüncül bir algı olarak yapılandığını ve ölçekte yer alan maddelerin bu algıyı yüksek düzeyde temsil ettiğini göstermektedir. Tek boyutlu yapının paralel analizle desteklenmesi ve DFA uyum indekslerinin güçlü olması, ölçegin

yapısal geçerliğine ilişkin önemli kanıtlar sağlamaktadır. Ölçeğin yüksek güvenirliği, kurumsal saygınlık algısını tutarlı biçimde ölçebildiğini göstermesine rağmen, kesitsel tasarım ve öz-bildirim temelli veri toplama, sonuçların yorumlanmasıyla dikkatle ele alınması gereken sınırlılıklar olarak değerlendirilebilir. Gelecek çalışmaların ÖSÖ'nün zamana karşı kararlılığını test-tekrar test ve boyamsal desenlerle incelemesi, farklı alt gruplarda (kıdem, okul türü, bölge gibi) ölçme değişmezliğini sınaması ve algılanan saygınlığın özdeşleşme, duygusal bağlılık ve örgütte kalma niyeti gibi değişkenlerle ilişkilerini modelleyerek yordayıcı geçerliği güçlendirmesi önerilmektedir. Ayrıca farklı iller ve daha çeşitli okul türlerini kapsayan geniş örneklerle yapılacak çalışmalar, ölçeğin genellenebilirliğini artıracak ve kamu eğitim bağlamında kurumsal tanımlama ile liderlik uygulamalarına daha güçlü kanıt temelli girdiler sağlayacaktır.

APPENDIX

Table 6.

Organizational Prestige Scale (Turkish Version)

	Tamamen Katılıyorum	Çok Katılıyorum	Orta Derecede Katılıyorum	Az Katılıyorum	Hıç Katılımıyorum
1. Okulum bu çevrenin en iyi okullarından biri olarak anılır.					
2. Okulumun çevrede iyi bir itibarı vardır.					
3. Bu okuldan mezun olan öğrenciler dışında bir ayrıcalığa sahiptir.					
4. Çevredeki kişilerin okulum hakkında iyi düşünceleri beni gururlandırır.					
5. Okulum çevredeki kimselerin gözünde çalışılabilecek en iyi yerlerden biridir.					
6. Bu okulda çalıştığını söyleyince insanlar benim için üzülür.					
7. Diğer okullarda çalışan öğretmenler benim okulumda çalışmayı ister.					
8. Okulumuzun yönetim biçimini çevreye olumlu bir imaj verir.					
9. Okulumun kurumsal yapısı çevredeki insanlar tarafından beğenilmemektedir.					
10. Okulumun olanakları çevredeki insanlar tarafından takdir edilir.					
11. Bu okulda çalışan öğretmenler başka okulda çalışmayı istemezler.					
12. Çevredeki insanlar bu okulda çalıştığım için bana imrenirler.					
13. Çalıştığım okul pek çok yönüyle diğer okulların öndeğindedir.					
14. Okulumdan mezun olan öğrenciler dışında itibar görür.					
15. Bu okulda çalışmaya devam etmek için sürekli kendimi geliştirmeye çalışıyorum.					
16. Bu okulda çalıştığını gururla söylüyorum.					
17. Kendimi çalıştığım okula ait hissediyorum.					
18. Çalıştığım okulu söylemekten çekiniyorum.					
19. Diğer öğretmenlerin bu okulda çalışmalarını önermem.					
20. Okulumuz ile öğretmenler arasında güçlü bir bağ vardır.					
21. Bu okul yerine başka okulda çalışmayı tercih ederim.					
22. Okulumdan bahsedilince insanların dikkatini iyi anlamda çekiyorum.					
23. Çevredeki insanlar çalıştığım okulun iyi bir okul olduğunu düşünür.					