

The Relation Between Organizational Prestige and Social Role Identity¹

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Abstract

The aim of this research is to examine the relationship between organizational prestige and social role identity according to teachers' opinions. The relational screening model, one of the quantitative methods, was used in the study. The sample of the research consists of 526 teachers working in public and private secondary education institutions in the central districts of Izmir Province in Turkey and selected through a stratified sample. The data of the research were collected with Organizational Prestige and Social Role Identity scales. Descriptive analysis was performed on the collected data. Correlation test was used to determine the relationship between organizational Prestige and social role identity. According to the findings of the research, there is a significant difference in the opinions of teachers working in secondary education about organizational prestige according to the variables of the number of students and the type of high school of the school. There is a significant difference in teachers' views on cosmopolitan identity and local identity dimensions of social role identity according to school type and seniority variables. When the correlation relationship between organizational prestige and social role identity is examined, there is a positive weak relationship between organizational prestige and cosmopolitan sub-dimension and local sub-dimension of social role identity. While the level of teachers' views on organizational prestige are increasing, their levels of views on social role identity are also increasing. It has been confirmed because of the research that organizational prestige has a positive effect on social role identity.

Keywords: *Organizational prestige, Social role identity, Teacher, Secondary school*

Introduction

The perception of organizational prestige formed in government officials because of the organizational prestige that is intended to be transferred to external stakeholders, institutions or the environment reveals an important situation for teachers working in schools. It is thought that as the perception of prestige of teachers working in educational institutions increases, they may be more willing to work in their institutions, and it may become an environment in which they can identify with their organizations by establishing more social, cognitive, and emotional ties. Among the general objectives of educational institutions, in addition to increasing the efficiency of teachers, there is a positive improvement in organizational performance by ensuring their integration with the organization and increasing student success. Schools can be considered respectable by teachers, and a teacher who wants to successfully continue his duties

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in a reputable school can fulfill his duties by devoting themselves to their school and showing integrity. The authors emphasized the importance of organizational prestige for the organization (Dutton & Dukerich, 1991; Dutton, Dukerich & Harquail, 1994). It is believed that educational institutions can also be regarded as respected by teachers and have an impact on their organizational performance. In the field of education, concepts such as prestige and image are used as tools to influence students' choice of a higher education institution (Milo, Edson, & Mceuen, 1989; Nguyen & LeBlanc, 2001; Weissman, 1990). It is thought that organizational prestige, like these concepts, will be an effective tool for teachers to choose the institution in which they will work.

Organizational prestige is a concept developed in the context of studies on the re-conceptualization of organizational identification based on adapting social identity theory to organizational environments (Ashforth & Mael, 1989). The concept of organizational prestige is also expressed synonymously as perceived external prestige in the literature and was first expressed by Mael & Ashforth (1992). Organizational prestige refers to the degree to which an organization is well evaluated (Mael & Ashforth, 1992; March & Simon, 1958) and shows the social position of an organization relative to other organizations (Carmeli, Gilat, & Waldman, 2007). Accordingly, usually society believes that a reputable organization is a good place to work (Mael & Ashforth, 1992). Organizational prestige concerns the common perceptions of current employees about how the outside world sees their organization (Bartels, Pruyn, Jong, & Joustra, 2007). Therefore, the common perceived organizational prestige of employees shapes the concrete image of the organization and creates a strong organizational climate that affects the attitudes and behaviors of the members (Smidts et al., 2001). Dutton et al. (1994) state that employees are often proud to be a member of an organization that is believed to have socially valuable characteristics. This sense of prestige, or an internal assessment of the self, has been found to influence organizationally relevant attitudes and behaviors. Organizational prestige is considered as an intra-individual level variable in which it consists of interpretations based on individual perceptions and perspectives toward the organization.

Identity theory, from a symbolic interactionist perspective, the meaning of social role within a particular group has developed because of recognized patterns of social interaction (Mead 1934). These well-known patterns of interaction, that is, structured role relationships, affect the self through the identity formation process and social behavior through the self (Stryker & Serpe 1982). Identity is the social lens through which people make sense of their

environment and interact with their environment (Markus & Wurf, 1987). Identity researchers argue that identity plays a key role in shaping and guiding our choices and behaviors, including our interactions with others (Markus, Cross, & Wurf, 1990). Role of social identity in recent years, it is mentioned as an important variable in many different fields within sociology and socialization (Gecas, 1981); people (Santee & Jackson, 1979); and social movements (Zurcher & Snow, 1981) has been involved in the issues of the debate. However, the role identity has also been involved in theoretical discussions that emphasize self-identification, self-assessment, cognitive organization, and its individual-level consequences for action (Rosenberg, 1981). Although theoretical and conceptual studies on role identity have progressed, empirical research on the concept is lacking. It is necessary to develop the concept of social role identity more fully and to more clearly study the specific cognitive and behavioral consequences that this concept implies. It has been seen that the theoretical field has not been developed much due to the lack of much work on the concept of social role identity. Role of social identity is defined as; social identity of the individual within the system attributed to the moon, a group that has a series of expectations (Gouldner, 1957); a person in a role attributed to self (and others attributed to a role of) meanings and expectations (Burke, 1996); others' expectations stipulating several appropriate behavior (Simon, 1997). Identity theorists see the self as a collection of identities that reflect the roles that a person occupies in the social structure. Identity theorists also conceptualize role identity as a set of behavioral tendencies. Acting in accordance with the role identity serves to confirm and confirm a person's status as a role member (Hogg, Terry, & White, 1995). Callero (1985) argues that role identities link social structure to individual action. Eagly & Chaiken (1993) argue that role identity can be grouped under attitudes.

It is believed that organizational prestige affects the self-esteem of employees. For this reason, it is claimed that organizational prestige is a valuable resource for gaining motivation of employees (Mael & Ashforth, 1992). Little is known about the opinions of the environment about what it thinks about its organization, as well as about the impact of their opinions on the respected organizational worker and the impact on the role identities of individuals. The social role identity approach to base the effect of organizational esteem on teachers on teachers' personalities (Ashforth & Mael, 1989; Fuller, Marler & Hester, 2006; Bartels, Pruyn, & Jong, 2009) are included in this research. This research aims to introduce the concept of organizational prestige into the literature of the educational field, since it is believed that

schools can be respected. For this reason, it is thought that this research will contribute to the literature of the field, and it is necessary to bring this term to the agenda in the field of educational management by using the concept of organizational prestige for educational institutions and defining it in a way that sheds light. In this context, to examine the possible effects on teachers, organizational prestige is determined as a variable at the organizational level in this study. Results will be investigated at the level of individual analysis. For this reason, the aim of the research was determined as to determine the relationship between organizational Prestige and social role identity.

Method

In this research, the relational screening model, which is one of the screening models, was used to determine the causal relationship between organizational prestige and social role identity.

Research Sample

The universe of the research consists of teachers working in public and private secondary education institutions affiliated to the Ministry of National Education in Izmir province in the fall semester of the 2020-2021 academic year. Stratified sampling type was preferred when selecting the sample. Izmir Province is divided into two sub-universes as public and private secondary education institutions. In stratified sampling, the tolerance level is determined by using the Cochran (1962) formula to determine the sample size .05 the confidence level chart value was calculated as 1.96 (Trns. Balci, 2011). According to the formula, it was calculated that at least 315 teachers out of 8556 teachers should be present to represent the selected sub-universe in public schools; at least 135 teachers out of 3618 teachers in private schools; a total of 450 teachers should be sampled. In addition, in this study; 359 by public schools, 167 by private school and totally 526 teachers are sampled. After discarding the extreme values during the analyzes, 460 data remained. The profile of the teachers is given in Table 1.

Table 1

Demographic Information of the Participants

Demographic Information	n	%
Gender	Female	292 63,5
	Male	168 36,5
	Total	460 100
Marital Status	Single	105 22,8
	Married	355 77,2
	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 years	204 44,3
	6-10 years	82 17,8
	11-15 years	57 12,4
	16-20 years	69 15
	21 years 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
Type of High School	Anatolian High School	233 50,7
	Multi-Program Anatolian High School	16 3,5
	High School of Science	29 6,3
	Imam-Hatip High School	38 8,3
	Vocational High School	132 28,7
	High School of Fine Arts	2 0,4
	Athletic High School	3 0,7
	High School of Social Sciences	7 1,6
	Total	460 100
Subject	Numerical	139 30,2
	Verbal	154 33,5
	Sport	15 3,4
	Art	18 3,9
	Foreign Language	65 14,1
	Profession	63 13,7
	Missing	6 1,3
	Total	460 100
Year of Foundation of the School	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	Balçova	7	1,5
	Bayraklı	10	2,2
	Bornova	71	15,4
	Buca	59	12,8
	Çiğli	39	8,5
	Gaziemir	65	14,1
	Güzelbahçe	26	5,7
	Karabağlar	66	14,3
	Karşıyaka	9	2
	Konak	97	21,1
	Narlıdere	11	2,4
	Toplam	460	100

Research Instrument and Procedure

The Personal Information Form, the “Organizational Prestige Scale” developed by the researchers and the “Social Role Identity Scale” developed by Çınar (2018) were used to collect the data in the study. In the personal information form, 11 questions were asked to the teachers. The data were collected through Google Forms. The scales were filled on a voluntary basis.

Data Analysis

In the descriptive analysis of the data obtained from Personal Information Form, Organizational Prestige Scale and Social Role Identity Scales, SPSS program was used. Then, these analyses were examined in LISREL program for confirmatory factor analysis. During the analysis of the data, some variables were categorized by the researcher. In the high school type variable, Fine Arts, Social Sciences and Sports High Schools were categorized under the ‘Other’ heading during the analysis. In the study status variable, Master's and Doctoral categories were also categorized under the title of Graduate in the analysis.

Results

Teachers' Views on Organizational Prestige and Analysis

Descriptive analyses were performed on the data set to determine the teachers' views on organizational prestige. The opinions of teachers working in secondary education institutions

regarding the Organizational Prestige Scale were examined and the overall average of teachers' organizational prestige opinion levels was high ($x = 4.16$). It is observed that teachers working in secondary education institutions have a high opinion of organizational prestige regarding the school they work in and are "very involved". The results of the analysis of teachers' views on organizational prestige are given in Table 2.

Table 2

T-Test Results Related to Organizational Prestige

Variables	Categories	<i>n</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>t</i>	<i>p</i>																																
Gender	Female	292	4,15	,460	458	,352	,932																																
	Male	168	4,17	,460				Marital Status	Married	355	4,18	,459	458	1,769	,078	Single	105	4,09	,456	Education Status	Undergraduate	348	4,17	,447	453	1,055	,292	Graduate	107	4,12	,502	School Type	Public	307	4,15	,463	458	-,540	,590
Marital Status	Married	355	4,18	,459	458	1,769	,078																																
	Single	105	4,09	,456				Education Status	Undergraduate	348	4,17	,447	453	1,055	,292	Graduate	107	4,12	,502	School Type	Public	307	4,15	,463	458	-,540	,590	Private	153	4,18	,454								
Education Status	Undergraduate	348	4,17	,447	453	1,055	,292																																
	Graduate	107	4,12	,502				School Type	Public	307	4,15	,463	458	-,540	,590	Private	153	4,18	,454																				
School Type	Public	307	4,15	,463	458	-,540	,590																																
	Private	153	4,18	,454																																			

* $p < .05$

When Table 2 is examined, among the teachers' opinions about organizational prestige; there are no significant difference according to the variables of gender [$t(458) = ,352$ $p > .05$], marital status [$t(458) = 1,769$ $p > .05$], educational status [$t(453) = 1,055$ $p > .05$] and the type of school in which teachers work (public/private) [$t(458) = -,590$ $p > .05$]. The opinion of teachers about the prestige of the schools they work in does not differ according to gender, marital status, educational status, and school type variables. It was found that these variables did not cause a difference in the evaluation of schools as reputable. A one-way ANOVA test, which is a parametric test, was applied to examine teachers' organizational prestige views and age and seniority variables. The results of the analysis are given in Table 3.

Table 3

ANOVA Test Results Related to Organizational Prestige

Variables	Groups	<i>n</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>f</i>	<i>p</i>
Age	23-33	93	4,11	,479	3;456	,677	,567
	34-44	181	4,18	,441			
	45-55	148	4,18	,461			
	56-65	38	4,12	,494			
Seniority	0-5	204	4,13	,443	4;455	2,096	,080
	6-10	82	4,11	,557			
	11-15	57	4,16	,409			
	16-20	69	4,19	,438			
	21 Years and Above	48	4,32	,405			

* $p < .05$

As Table 3 is examined, there are no significant difference according to the variables the age of the teachers [F(460)= ,677; $p < .05$] and seniority [F(460)= 2,096; $p < .05$]. The variables of age and seniority are not the distinguishing factors in the teachers' view of prestige. The Kruskal-Wallis test, a nonparametric test, was applied to examine teachers' views on organizational prestige and subject and the type of secondary education they work in, according to the variables of the number of students of the school and the year of foundation of the school. The results are given in Table 4.

Table 4

Kruskal-Wallis Test Results on Organizational Prestige

Variables	Groups	<i>N</i>	<i>Rank Mean</i>	<i>df</i>	X^2	<i>p</i>	Difference (U Testi)
Subject	Numerical	139	232,78	5	3,41	,637	
	Verbal	154	231,91				
	Sport	15	206,73				
	Art	18	231,39				
	Foreign Language	65	234,43				
	Profession	63	201,75				
Year of Foundation of the School	1919 and before	19	259,42	5	8,80	,117	
	1920-1939	16	193,41				

	1940-1959	23	177,20				
	1960-1979	63	222,72				
	1980-1999	91	253,03				
	2000-2018	247	228,40				
The Number of the Students	1.0-500	229	249,80				
	2.501-1000	131	221,21	3	14,20	,003	1-4
	3.1001-1500	71	212,85				
	4.1501 and above	29	163,26				
High School Type	1. Anatolian H.S.	233	226,95				
	2. Multi-Program Anatolian H.S.	16	267,34				
	3. High School of Science	29	317,36	5	27,67	,000	3-1 3-5
	4. Imam-Hatip H.S.	38	266,58				
	5. Vocational H.S.	132	197,13				
	6. Other	12	293,08				

When Table 4 is examined; subject [$X^2(5) = 3.41$; $p < .05$] and the year of foundation of the school [$X^2(5) = 8,80$; $p < .05$] there was no significant difference according to the variables. However, when the data are examined; the number of students at the school is [$X^2(3) = 14,20$; $p < .05$] and high school type [$X^2(5) = 27,67$; $p < .05$] there is a significant difference according to the variables. In order to determine which groups these differences are between, after the Kruskal-Wallis test, the nonparametric multiple comparison test and the Mann-Whitney U test were performed Decisively. The Mann-Whitney U result is between 0-500 and 1501 and above [$U = 2062.50$; $p < .05$] according to the number of students and Science High School and Anatolian High School [$U = 2020,50$; $p < .05$] and Science High School and Vocational High School [$U = 947.50$; $p < .05$] a significant difference was found. They were employed in the secondary schools' teachers and students with averages between 1501 addition 0-500 the teachers who work with students in institutions, according to the views of organizational prestige, it is observed that higher.

Teachers' Views on Social Role Identity and Analysis

To determine the teachers' views on the social role identity variable, descriptive analyses were performed on the data set. The levels of participation of teachers in secondary schools of the social role identity scale when examining teachers' beliefs about the social role-identity views, cosmopolitan ($\bar{x}= 4,25$) and local ($\bar{x}= 3,70$) sub-total size ($n= 3,98$) is at a high level. In the research, teachers' views on social role identity were examined according to demographic variables. Teacher's gender, marital status, education status, and work, school type variables to examine if a parametric test t-test (independent sample t-test) were applied. The results of the analysis are given in Table 5.

Table 5
T-Test Results Related to Social Role Identity

Variables	Sub-Factors	Category	N	\bar{x}	sd	df	t	p
Gender	Cosmopolitan	Female	292	4,27	,685	458	,672	,502
		Male	168	4,22	,647			
	Local	Female	292	3,46	,862		1,211	,226
		Male	168	3,57	,850			
Marital Status	Cosmopolitan	Married	355	4,26	,689	458	,466	,641
		Single	105	4,22	,605			
	Local	Married	355	3,72	,857		1,076	,282
		Single	105	3,62	,864			
Educational Status	Cosmopolitan	Undergraduate	348	4,22	,672	453	-1,100	,272
		Graduate	107	4,31	,667			
	Local	Undergraduate	348	3,71	,873		,624	,533
		Graduate	102	3,65	,825			
School Type	Cosmopolitan	Public	307	4,21	,700	458	-1,761	,079
		Private	153	4,33	,602			
	Local	Public	307	3,65	,885		-1,769	,078
		Private	153	3,80	,796			

* $p < .05$

When Table 5 was examined, the cosmopolitan views of teachers regarding social role identity [$t(458) = ,672$; $p > .05$] and local [$t(458) = 1,211$; $p > .05$] there was no significant difference in their views on size according to the gender variable. Teachers' cosmopolitan [$t(458) = ,466$;

$p > .05$] and local [$t(458) = 1,076$; $p > .05$] there was no significant difference in their views on the dimensions according to the marital status variable. Teachers are cosmopolitan [$t(453) = -1,100$; $p > .05$] and local [$t(453) = ,624$; $p > .05$] there was no significant difference in their views on the dimensions according to the educational status variable. However, according to the data, according to the type of school in which teachers work, local [$t(458) = -1,761$; $p > .05$] and cosmopolitan [$t(458) = -1,769$; $p > .05$] there is a significant difference between the sub-dimensions and the views of social role identity. According to the cosmopolitan and local sub-dimensions of social role identity, the opinions of teachers working in private ($x = 4.33$; 3.80) secondary education institutions are higher than those of teachers working in state ($x = 4.21$; 3.65) secondary education institutions. To examine the social role identity views of teachers, age and seniority variables, one-way ANOVA test, which is a parametric test, was applied. The results are given in Table 6.

Table 6
ANOVA Test Results Related to Social Role Identity

Variables	Sub-Factors	Groups	n	\bar{x}	sd	df	F	P	Difference (LSD)
Age	Cosmopolitan	1.23-33	93	4,26	,648	3;456	,304	,822	
		2.34-44	181	4,23	,687				
		3.45-55	148	4,28	,675				
		4.56-65	38	4,18	,646				
	Local	1.23-33	93	3,77	,819				
		2.34-44	181	3,63	,860		,695	,556	
		3.45-55	148	3,74	,882				
		4.56-65	38	3,69	,862				
Seniority	Cosmopolitan	1.0-5	204	4,20	,670	4;455			1,861
		2.6-10	82	4,27	,661				
		3.11-15	57	4,14	,624				
		4.16-20	69	4,35	,734				
		5.21 Years and above	48	4,43	,624				
	Local	1.0-5	204	3,67	,872		1,182	,318	5-3
		2.6-10	82	3,68	,846				

	3.11-15	57	3,61	,756
	4.16-20	69	3,71	,933
	5.21 Years	48	3,94	,816
	and above			

* $p < .05$

Table 6 shows that the social role identity of teachers working in secondary education institutions is cosmopolitan [$F(460) = .304$; $p < .05$] and local [$F(460) = .695$; $p < .05$] there was no significant difference between their views on sub-dimensions and the age variable. There is no significant difference between the opinions of teachers working in secondary education institutions about the identity of social roles and the age variable. However, there is a significant difference between their views of teachers by seniority on the sub-dimensions cosmopolitan [$F(460) = 1,861$; $p < .05$] and the local [$F(460) = 1,182$; $p < .05$]. According to the cosmopolitan sub-dimension, teachers who have a seniority of 21 years or more in secondary education institutions have a high opinion of social role identity compared to teachers who works 0-5 and 11-15 years, respectively. According to the local sub-dimension, the opinions of teachers with a seniority of 21 years and above about the identity of the social role are higher than those of teachers of 11-15 years. When there is a significant difference between the groups in ANOVA analyses, the effect decency of the difference is examined. In the seniority variable, the sum of the squares between the groups of the cosmopolitan sub-dimension is 3,208; the total sum of decimals is 189,000. The effect size was calculated as approximately 0.02. In the seniority variable, the sum of the squares between the groups of the local sub-dimension is 3,445; the total sum of decimals is 441,357. The effect size was calculated as approximately 0.01. The degree of influence of teachers' seniority on the differentiation of teachers' views on their social role identity according to their cosmopolitan and local sub-dimensions is small. Kruskal-Wallis test, which is a nonparametric test, was applied to examine teachers' views on social role identity and branches according to the variables of the year of foundation of the school, the number of students of the school and the type of high school. The results of the analysis are given in Table 7.

Table 7

Kruskal-Wallis Test Results on Social Role Identity

Variables	Sub-factors	Groups	n	Rank Mean	df	χ^2	p			
Subject	Cosmopolitan	Numerical	139	240,12	5	3,80	,578			
		Verbal	154	225,52						
		Sport	15	181,67						
		Art	18	213,67						
		Foreign Language	65	229,03						
		Profession	63	217,80						
	Local	Numerical	139	242,24	5	4,83	,436			
		Verbal	154	219,27						
		Sport	15	236,37						
		Art	18	231,33						
		Foreign Language	65	213,36						
		Profession	63	226,48						
Year of Foundation of the School	Cosmopolitan	1919 and before	19	236,34	5	2,05	,841			
		1920-1939	16	246,16						
		1940-1959	23	206,50						
		1960-1979	63	215,10						
		1980-1999	91	232,82						
		2000-2018	247	233,41						
	Local	1919 and before	19	204,03	5	3,87	,567			
		1920-1939	16	191,91						
		1940-1959	23	230,70						
		1960-1979	63	228,22						
		1980-1999	91	248,29						
		2000-2018	247	228,12						
Number of the Stundets	Cosmopolitan	0-500	229	238,83	3	2,44	,486			
		501-1000	131	216,45						
		1001-1500	71	229,01						
		1501 and above	29	231,84						
	Local	0-500	229	232,28				3	1,29	,730
		501-1000	131	236,31						

		1001-1500	71	222,81	
		1501 and above	29	209,07	
		Anatolian H.S.	233	224,61	
		Multi-Program		218,41	
		Ana. H.S.	16		
	Cosmopolitan	H.S. of Science	29	268,95	3,35 ,646
		Imam-Hatip H.S.	38	237,03	
		Vocational H.S.	132	230,69	
		Other	12	245,42	
High School Type					5
		Anatolian H.S.	233	224,61	
		Multi-Program		228,44	
		Ana. H.S.	16		
	Local	H.S. of Science	29	271,57	3,70 ,592
		Imam-Hatip H.S.	38	243,13	
		Vocational H.S.	132	227,76	
		Other	12	238,46	

* $p < .05$

Table 7 shows that the social role identity of teachers working in secondary education institutions is cosmopolitan [$X^2 (5) = 3.80; p < .05$] and local [$X^2 (5) = 4.83; p < .05$] there was no significant difference between the sub-dimensions and the branch variable. The cosmopolitan identity of the social role with the variable of the year of foundation of the school [$X^2 (5) = 2.05; p < .05$] and the local [$X^2 (5) = 3.87; p < .05$] there is no significant difference between the sub-dimensions. The cosmopolitan social role identity of the school with the number of students [$X^2 (3) = 2.44; p < .05$] and the local [$X^2 (3) = 1.29; p < .05$] there is no significant difference between the sub-dimensions. Cosmopolitan social role identity with high school type variable [$X^2 (5) = 3,35; p < .05$] and the local [$X^2 (5) = 3.70; p < .05$] there is no significant difference between the sub-dimensions. In the local and cosmopolitan sub-dimensions of social role identity, the variables of the branch, the year of foundation of the school, the number of students at the school and the type of high school do not make a difference in the opinions of teachers according to the social role identity.

Correlation Analysis of Organizational Prestige and Social Role Identity

Correlation techniques are used to decipher the relationship between two or more variables. The correlation coefficient obtained because of correlation techniques is high between 1.00—0.70; middle 0.70-0.30; and low between 0.30-0.00 indicates the level of relationship (Büyüköztürk, 2009). A positive correlation means that high values of one variable are associated with high values of a second variable (McMillan & Schumacher, 2010). The correlation coefficients (r) are between + 1 and -1. The decency of values close to 00 means that there is no linear or predictive relationship between the X and Y variables (Tabachnick & Fidell, 2007). In this research, Pearson Correlation Coefficient was used, and the dependent variable was determined as organizational prestige and the independent variables were determined as social role identity. The relationship between the dependent and independent variable is given in Table 8.

Table 8

Correlation Relationship Between Organizational Prestige and Social Role Identity

		Social Role Identity	
		Cosmopolitan	Local
Organizational Prestige			
Organizational Prestige		,134**	,186**
Social Role Identity	Cosmopolitan		,483**
	Local		

** $p < .01$

According to Table 8, the cosmopolitan sub-dimension of organizational prestige and social role identity ($r = ,13, p < .05, r^2 = ,01$) and the local sub-dimension ($r = ,18, p < .05, r^2 = ,03$) there is a positive weak relationship. The fact that there is a positive relationship between the variables indicates that one of the values will increase while the other will increase or decelerate at the same time. The fact that there is a negative relationship is that one value increases while the other variable decreases (Büyüköztürk, 2020). And there is a positive relationship between organizational prestige and social role identity. In other words, while the level of organizational prestige increases, the level of social role identity also increases. Organizational prestige has a positive effect on social role identity. As the level of teachers' organizational prestige views toward the secondary education institutions they serve increases, their ability to assume and own their internal duties shows a moderate increase.

Conclusion and Discussion

In the research, the opinions of teachers working in secondary education institutions were examined with the Organizational Prestige Scale. The general average of the teachers' organizational prestige opinion levels was high. According to the research findings, teachers working in secondary education institutions believe that the opportunities of the schools they work in are appreciated by the surrounding people. Because individuals are generally proud to be a member of an organization that is believed to have socially valuable characteristics, and their self-confidence increases. It is stated that employees who are attracted to the organization they work in by the environment perceive their social identities as more distinctive and special. Being a member of an organization that is known and perceived as attractive by the environment increases a person's self-esteem. Therefore, a member of an organization does not consider leaving the organization and ceases to be a part of an organization that contributes to the perception of them as a more respected and important person (Dutton et al., 1994). Teachers believe that the secondary education institutions they serve have a good prestige in the environment. As mentioned in the theory of social identity, people are divided into social categories according to their preferences and values. These categories are the factors for individuals to choose the organization and career they will work for. As a result of the personal comparisons made, a person becomes a part of an organization according to the social category that he finds most suitable for him. Comparisons between organizations are usually due to the need for self-Prestige and, accordingly, the desire to be part of an organization that is positively evaluated (Abrams & Hogg, 1988). The fact that the secondary education institutions where teachers work have a good prestige in the environment raises and supports the view that teachers work in a reputable institution. It has been found that this sense of prestige or an internal assessment of the self positively affects other organizationally relevant attitudes and behaviors (Herrbach & Mignonac, 2004).

For teachers to receive feedback from the environment for their organizations, it is necessary to actively use external communication. Since educational institutions are open systems, they are in a constant state of interaction with their environment. It is known that external communication has an effective role in the development of organizational prestige (Smidts et al., 2001). Employees in the organization can obtain information about the status of their organizations through various sources such as feedback from the environment, interpersonal communication with external people (Gotsi & Wilson, 2001), and internal

communication about how the organization works (Dutton & Dukerich, 1991). Positive thoughts about the organization help employees to better understand themselves and other people and develop their own potential (Daniela, 2013). According to the stakeholder approach, an organization has more than one image, not a single image (Thompson, 1967). Each stakeholder group has a different relationship with the organization in different ways, so each stakeholder group has different perceptions of the organization (Freeman, 1984). The concept of organizational prestige is a form of organizational image (Dutton, 1994) and includes assessments of what members of the organization and others think about their organizations (Dutton & Duckerich, 1991; Dutton et al., 1994). With this article, the perception of the prestige of the teachers working in secondary education institutions regarding their institutions and therefore the opinion that their organizations are respected is supported.

When the levels of participation of teachers working in secondary education institutions in the Social Role Identity Scale are examined, the social role identity views of teachers are at a high level in cosmopolitan and local sub-dimensions. According to the cosmopolitan sub-dimension, teachers working in secondary education institutions have a high level of thinking that the work they do requires expertise and contains complex, hidden talents and skills. When the general personality characteristics of cosmopolitans are examined, it is known that there are individuals who are deeply committed to their expertise and their own professional ideology and who seek status within their own professional groups (Goldberg, Baker, & Rubenstein, 1965). In addition, they see themselves as specialists who are committed to specialized role skills differently from others (Flango & Brumbaugh, 1974); specialists and people who are externally reference oriented (Gouldner, 1957). It can be said that these distinct identity characteristics are correct from the point of view of teachers.

It is known that the teaching profession requires field and professional expertise. Teachers are aware of the requirements of the profession they perform and their own qualifications. They believe that they have the necessary skills and equipment to be able to transfer information to students, establish relationships with them and ensure that students' success is increased. Consistent with this, people who have a cosmopolitan identity are individuals who are in search of a professional career in the organizations they serve and use their efforts to achieve their professional goals (Glaser, 2011). Teachers are aware of the necessity of their profession and fulfill their duties in a professional manner. When we look at the participation rates in these articles, it can be said that the teachers working in secondary

education institutions have the identity characteristics of outsiders, who are the lower identity of the cosmopolitan, more than the local ones. These individuals demonstrate a high level of commitment to specialized role skills. If they get an opportunity in an organization that they think is more respected than the organization they work in, they do not hesitate to move to another organization, so their organizational commitment and identification are usually at a low level. By devoting themselves to their work and expertise, they keep their participation in the organization low (Gouldner, 1957).

According to the local sub-dimension, it is observed that teachers indicate a high level of loyalty to the goals, values, norms, and beliefs of the organization in which they serve. In addition, teachers think at an intermediate level that it is more important to be accepted by their superiors in the institution where they work than to be accepted by their colleagues inside and outside the institution. When we look at the characteristics of local identity, these people; who identify with the goals and values of the organization at a high level; who aim to rise in the managerial hierarchy; waiting to be accepted by their superiors within the organization (Goldberg et al., 1965) are known to be individuals with characteristics. Dedicated people who are a sub-identity of the local identity usually have these characteristics. These people identify with the ideology and characteristics of the organization that distinguish it from other organizations (Gouldner, 1957). Unlike other organizations, they show commitment to the values that their organizations embody and therefore identify with the organization at a high level (Lammers, 1974). They think that internal organizational specialization is important, and they try to ensure that organizational harmony and consensus are maintained (Gouldner, 1957). It is observed that teachers value the organizational culture and climate of the institution in which they work and attach importance to its internal dynamics. Being appreciated and approved by their managers is something that teachers expect. Teachers are deeply committed to the educational institutions they serve as a whole and believe that social cohesion and mobility are more important (Gouldner, 1957). It can be said that the teachers working in secondary education institutions have a moderate local role identity.

Recommendations

When the literature is examined, it is seen that there are no studies involving fixed variables related to the concept of organizational prestige. Such quantitative studies used in the research do not provide specific, detailed, context-based information. The variables discussed in this

research can be detailed by evaluating them in a qualitative context. Although generalization can be made through quantitative research, the findings obtained can be applied to different levels, regions and teacher groups, and new insights that may be useful in an organizational context can be presented.

In this research, the relationship between organizational prestige and social role identity was examined. Prestige is also a concept that should be the subject of research in terms of educational institutions. Various research can be carried out with different concepts on the concept of organizational prestige. Since a cross-sectional design was used in this study, no exact information can be given about the causal direction. Future research may examine these variables in longitudinal terms. However, it is recommended that they use multi-source methodologies if possible.

The theoretical side of organizational prestige has been established, but its measurement requires further discussion and research. Although continuous efforts are made to evaluate the organizational prestige structure, good measurements must be made to collect individual assessments of collective external prestige. The criteria for the organization to be respected, to understand what constitutes the organization's prestige; it is important for the approval of organizations. Instead of relying on general statements of prestige, it is necessary to explore certain aspects that constitute the prestige of an organization. In this context, specific and prominent indicators can be investigated that explain what the organization knows, what is respected or appreciated.

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