RESEARCH ARTICLE

The Impact of Organizational Trust, Readiness for Change, and Individual Tenure on Organizational Identification: Empirical Research on School Teachers in Turkey

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Abstract

Organizational identification basically shows individual organization fit. Tenure, organizational trust and readiness for change levels of individuals are among the main factors affecting the relationship between individual and organization harmony. The aim of this research is to determine the effect of tenure, organizational trust, and readiness for change levels of teachers working in primary schools on organizational identification. Hierarchical regression analysis has been applied. Three models and three hypotheses have been developed. The sample area of the study consists of primary school teachers working in Istanbul. The sample area has been determined by simple random method. 473 questionnaires have been collected. According to the analysis findings, all hypotheses have been accepted. In the first model, teachers' tenures have a low-level significant effect on organizational identification. In the second model, teachers' tenures and readiness for changes have a moderately significant effect on organizational identification. In the third model, teachers' tenures, readiness for changes and organizational trust have a highly significant effect on organizational identification. As a result of the research, implications for school administrators and school institutions have been presented.

Keywords: *Organizational Identification, Organizational Trust, Readiness for Change, Hierarchical Regression Analysis.*

Öz

Örgütsel özdeşleşme temel olarak birey-organizasyon uyumunu göstermektedir. Öğretmenlerin görev süresi, örgütsel güven ve bireylerin değişime yatkınlık düzeyleri, birey ve örgüt uyumu arasındaki ilişkiyi etkileyen temel faktörler arasındadır. Bu araştırmanın amacı, okullarında görev yapan öğretmenlerin görev süresi, örgütsel güven ve değişime yatkınlık düzeylerinin örgütsel özdeşleşme üzerindeki etkisini belirlemektir. Araştırmada hiyerarşik regresyon analizi uygulanmıştır. Üç model ve üç hipotez geliştirilmiştir. Araştırmanın örneklem alanını İstanbul'da görev yapan sınıf öğretmenleri oluşturmaktadır. Örneklem alan basit rastgele yöntemle belirlenmiştir. 473 anket toplanmıştır. Analiz bulgularına göre tüm hipotezler kabul edilmiştir. İlk modelde, öğretmenlerin görev süreleri örgütsel özdeşleşme üzerinde düşük düzeyde anlamlı etkiye sahiptir. İkinci modelde, öğretmenlerin görev süreleri ve değişime yatkın olmalarının örgütsel özdeşleşme üzerinde orta düzeyde anlamlı bir etkiye sahiptir. Üçüncü modelde, öğretmenlerin görev süreleri, değişime yatkınlık ve örgütsel güven, örgütsel özdeşleşme üzerinde yüksek düzeeyde anlamlı bir etkiye sahiptir. Araştırma sonucunda okul yöneticilerine ve okul kurumlarına yönelik çıkarımlar sunulmuştur.

Anahtar Kelimeler: *Örgütsel Özdeşleşme, Örgütsel Güven, Değişime Yatkınlık, Hiyerarşik Regresyon Analizi.*

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Introduction

According to the social identity theory, individuals within social structures feel a sense of belonging to the group and organization psychologically and sociologically (Ashforth and Mael, 1989; Stets and Burke, 2000). This sense of belonging plays an active role in increasing the success of both the organization and the individual. In the organizational behavior literature, organizational identification (OI) is among the factors that mainly affect the individual's behavior and commitment to the organization (Başar and Sığrı, 2015). A high level of OI also facilitates the realization of individual and organizational goals (Polat and Meydan, 2010). The performance of teachers in schools, which are among the basic social structures, directly affects the society. OI is among the many factors that affect teacher performance (Christ et al., 2003; Van Dick et al., 2007). Akman (2017) points out that OI affects teachers' motivation. Çakınberk et al. (2011) emphasize that OI improves performance with increased motivation. Uzun (2018) found that the relationship between OI and burnout is negative. Avanzi et al. (2018) stated that OI negatively affects work and student-related burnout. In this study, it has been aimed to determine the effect levels of the factors affecting OI.

There are findings in the literature that individual tenure affect OI. With the linear approach, OI increases as the individual tenure of teachers increases. Özdemir (2010) found that teachers with high teaching experience have higher OI than those with low teaching experience. This finding directly points to the existence of a positive relationship between teachers' individual tenure and OI. On the other hand, Töre and Erel (2020) determined that teachers' OI levels differ according to their teaching experience. In particular, the OI levels of teachers who have worked for more than 10 years differ from less than 10 years. At this point, the first research question is as follows:

- *Research question 1*: Is there a significant relationship between tenures and organizational identification?

Modernization efforts in education systems bring about changes in schools. It is expected that teachers' readiness for change (RFC) levels are high not to show resistance to changes and to be welcomed positively (Zayim and Kondakci, 2015). In addition, being ready for changes and supporting change processes provide positive benefits (Hustus and Owens, 2018). Wang et al (2020) emphasize that for the changes in school programs to be sustainable, it is necessary to be prepared for change both at the organizational level and individual level. At this point, the second research question is as follows:

- *Research question 2*: Do tenure and RFC have a significant effect on OI?

Another variable that affects OI is organizational trust (OT). OT is the perception that individuals are supported by the policies and strategies of the organization (Lewicki et al., 1998). DeConinck (2010) has been explained that organizational support and OT play an active role in the formation of OI. Ates et al. (2017) explained that OT has a direct effect on OI. Kaya et al. (2017) have been found that OT has a significant effect on OI. The results of studies conducted in different sectors support the existence of a significant relationship between OT and OI. At this point, the third research question has been formed to determine the simultaneous effect of tenure, RFC, and OT on OI:

- *Research question 3:* Do tenure, RFC and OT have a significant effect on OI?

This research was conducted to answer the three basic research questions mentioned above. In the second part, the concepts of OI, OT and RFC are explained. In the third part, literature review, hypotheses and research models are presented. In the fourth part, the research methodology is given. In the fifth part, the findings are determined. In the last part of the article, the results obtained based on the findings and the implications of the research are explained.

Theoretical background and conceptual framework

Organizational Identification

Ashforth and Mael (1989:21) defined the concept of identification as "the perception of oneness or belongingness to some human aggregate". In the literature, the concept of identification is discussed at micro, meso and macro levels. It is conceptualized as "organizational identification (OI)" at the meso-level, that is, at the organizational level (Kreiner and Ashforth, 2004). This level is also expressed as "collective-level" (He and Brown, 2013). Despite being addressed at the organizational level, OI deals with values and goals in the individual-organization relationship (Reade, 2001). Theoretically, it is based on social identity and symbolic interactionist theories (Jones and Volpe, 2011). Riketta (2005) shows the breaking point of OI development in the literature as the study by Ashforth and Mael (1989) at the end of the 1980s. After this date, OI started to be discussed in terms of behavioral theory as well as social psychology theory. Mael and Ashforth (1992:104) defined the concept of OI according to social identity theory as "the perception of oneness with or belongingness to an organization, where the individual defines him or himself in terms of the organization(s) in which he or she is a member.". Dutton et al. (1994), who discussed the concept of OI in terms of management, explained that OI is not only the perceptions of individuals about their organization, but also includes the perception of external thoughts about the organization.

Individual identity is the individual's attitudes and behaviors. Likewise, OI is the basis of the individual's intra-organizational behaviors and attitudes (Van Knippenberg and Van Schie, 2000). It is also known that cultural differences play an important role in the effect of OI on attitudes and behaviors (Lee et al., 2015). In the literature, there are studies dealing with the antecedents and descendants of OI. Among the antecedents of OI are "percieved organizational support (Çelik and Fındık, 2012; He et al., 2014), pride and respect and tenure (Hameed et al., 2013), developmental leadership (Zhang and Chen, 2013), internal communication and emotional culture (Yue et al., 2021), ethical norms (DeConinck, 2011)". Among the descendants of OI are "satisfaction (Efraty and Wolfe, 1988; Karanika-Murray et al., 2015), performance (Chughtai and Buckley, 2010), readiness for change (Hameed et al., 2013), commitment (Wilkins et al., 2016), turnover intentions (Mignonac et al., 2006)".

In today's teaching profession, where expectations are increasing, the increase in teachers' workload affects teachers' OI significantly (Guglielmi et al., 2014). In addition, OI is the leading variable affecting teachers' job performance (Christ et al., 2003). The relationships between the leaders and teachers contribute to the formation of OI (Van Dick et al., 2007). At this point, it can be mentioned that organizational trust affects OI. There are studies supporting that there is a significant relationship between organizational communication and OI, which directly contributes to the formation of organizational trust (Yıldız, 2013). In this paper, teachers' tenure, RFC, and OT relationships, which affect the formation of OI, are discussed.

Organizational Trust

Organizational trust is the feeling of trust within the organization. Su et al. (2020) explains the trust as a positive psychological state and behavioral intention of individuals. It has also been stated that trust is not based on rational decisions. Organizational trust (OT) is the voluntary establishment of long-term relationships with organizations (Yu et al., 2018). Gustafson et al. (2021) discusses OT in three different periods as "trust building", "trust repair" and "trust preservation" and explains that this process is based on different emotional and cognitive principles. Although there are different approaches, OT supports the success of the organization in a social process (Pucetaite and Novelskaite, 2014). Leaders have a vital role in this process (Top et al., 2013). Organizational trust ensures that the organization-individual relationship remains strong, especially during periods of organizational breakdown. The effect of OT levels on organizations during the Covid 19 pandemic process has also been clearly seen (Lee

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and Li, 2021). In addition, from the point of view of institutionalism, OT represents the trust to the organization and managers.

Turkoz et al. (2013) explain the aims of the studies on OT in the literature as follows: "establishing relationships based on trust in organizations, employees' trust in their leaders and their organizations as a whole, creating employees who are emotionally attached to their organizations, satisfied with their jobs, do not complain about their organizations and do not want to leave". In the literature, the relationship between OT and the following concepts has been examined: organizational performance (Paliszkiewicz et al. 2014), work engagement (Lin, 2010), organizational citizenship behavior (Yildiz, 2019), organizational commitment (Dahmardeh and Nastiezaie, 2019), job stress (Lambert et al., 2022), job satisfaction (Erdal and Altindag, 2020), organizational justice (Sarıkaya and Kara, 2020), organizational justice (Lin ve Shin, 2021). In this research, the relationship between OT and OI have been discussed.

Readiness for Change

Organizations tend to change in the face of unexpected situations. This process of change is painful. In the literature, readiness for change (RFC) is discussed at organizational (Wang et al., 2020) and individual levels (Olafsen et al., 2020). At the organizational level, it is the organization's RFC as a whole. At the individual level, the focus is on individuals' attitudes towards change. This research is also at the individual RFC level. Armenakis et al. (1993) defined RFC as "the cognitive precursor to the behaviors of either resistance to, or support for, a change effort". At this point, it is clearly understood that RFC is a cognitive process. In this process, the RFC also expresses how ready the individuals within the organization are for change. Holt et al. (2007) explained that the RFC directly affects the trust. Asbari et al. (2021) emphasizes making individuals ready for change for high OT. Karsantik (2021) stated that teachers' RFC depend on school administration and RFC has a positive effect on innovation management. Novitasari (2021) argued

that transformational leadership plays an important role in improving employee performance and the RFC is the hidden hero.

RFC and the following concepts have been examined in the literature: learning organizational culture (Al-Tahitah et al., 2020), organizational culture (Jones vd., 2005), leadership behavior and emotional intelligence (Gelaidan et al., 2018), organizational commitment (Nordin, 2012), self-efficacy (Emsza, 2016), organizational justice (Shah, 2011). In the continuation of the article, the literature research on the relations between concepts is presented and hierarchical research models are presented.

Literature review, hypotheses development and research models

In the literature, there are studies dealing with the relationship between OI and demographical factors (Hall et al., 1970). Hinrichs (1964) argues that employee tenures play an active role in the organizational values. March and Simon (1958) conducted the first studies on the relationship between tenure and identification. Hameed et al. (2013) explained that tenure played an active role in the identification process within the organization. Wan-Huggins et al. (1998) cited tenure as one of the variables affecting OI, as well as other individual characteristics. Hall and Schneider (1972) stated that there is a strong relationship between OI and tenure. Jones and Volpe (2011) also considered tenure among the control variables in their study, in which they examined the relationship between social identity and OI. In a study on auditors, Bamber and Iyer (2002) stated that tenure has a positive effect on OI. These studies in the literature support that organizational tenure have a positive and significant effect on OI. Therefore, the first hypothesis is as follows:

H1: Teachers' tenure has a positive and significant effect on OI.

The time spent in the organization is important in OI. Organizations are affected by environmental conditions over time, and of course individuals are also affected. For this reason, employees are expected to keep up with the changes in the

organization. At this point, OI is affected by the experience of individuals as well as the ability of employees to keep up with and be prepared for changes. Hameed et al. (2013) stated that there is a positive relationship between OI and RFC. Drzensky et al. (2012) explained that OI has a significant effect on the RFC. Adaptation to cultural change is also important in this relationship. Hameed et al. (2019) proved that OI has a mediating effect in the relationship between involved communication and RFC. Shah et al. (2017) explained that OI plays an active role in the readiness of employees for change by affecting job satisfaction. Madsen et al. (2005) pointed out that there is a strong relationship between RFC and OI. Considering the relationship between OI and RFC, it is expected that the RFC of the employees as well as the tenure variable will have a significant effect on the OI. Therefore, the second hypothesis is as follows:

H2: Teachers' tenure and RFC have a significant positive effect on OI.

The effect of individuals' tenure and RFC on OI is discussed in the first and second hypotheses. In third hypothesis, it has been aimed to add OT to Model 2 as an independent variable. In a study on pilots, Li et al. (2021) found that OT had a positive and significant effect on OI. In a study conducted on blue collar employees in Turkey, Ertürk (2010) found that there is a positive relationship between trust in managers and OI. In a study conducted on bank employees, Tüzün and Çağlar (2009) found that OT has a mediating role in the relationship between "attractiveness of perceived organizational identity" and OI. In the study conducted for the employees in the petrochemical organization, De Roeck and Delobbe (2012) determined that OT has a mediating role in the relationship between the "corporate social responsibility" and the OI. In the study conducted on the sample of public health institutions employees, Tekingündüz et al. (2020) pointed out that there is a significant relationship between OI and OT. In a study conducted with employees in public institutions, Campbell and Im (2015) determined that senior leader interaction, supervisor interaction, and work group cooperation levels significantly affected OT, and OT had a significant effect on OI. The third

hypothesis of the hierarchical regression model is as follows:

H3: Teachers' tenure, RFC and OT have a significant positive effect on OI.

In this study, it is aimed to apply hierarchical regression analysis. For this reason, 3 hypotheses and 3 research models are developed for these hypotheses. Research models are presented in Figure 1. In the first model, the effect of tenure on OI is examined. In the second model, the RFC variable has been added to the model by keeping the tenure constant. In the third model, organizational tenure and RFC variables have been kept constant and the OT variable has been added to the model. As a result of the research, the change in the effect levels of the variables on OI and the change in the model explanation rates have been determined.
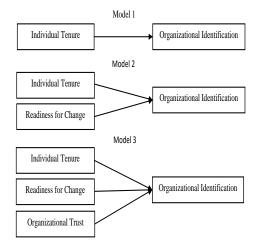

Figure 1. Hierarchical research models

Methodology

Measurements

Organizational identification, organizational trust and readiness for change scales have been used from the scales previously used in the literature. The Organizational identification scale has been taken from the study published by Male and Ashforth (1992). According to the reliability analysis findings of the scale, it has a high level of reliability (Cronbach alpha=0.87). The scale consists of one dimension and a total of 6 items. In addition, "organizational tenure" is among the

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individual antecedents of the scale (β = 0.12, p <
0.05).

The organizational trust scale has been
developed by Nyhan and Marlowe (1997). The
items of the scale were taken from the study by
McAuley (2016). Organizational trust scale consists
of 2 dimensions. These dimensions are trust
manager and trust organization. The dimension of
trust manager consists of 8 items. The dimension
of trust institution consists of 4 items. There are 12
expressions in total.

The readiness for change scale is derived from
"The margin life scale". The scale has bee
developed by Hanpachern (1997). According to the
reliability analysis findings of the scale, it has a
high level of reliability (Cronbach alpha=0.82). It
consists of 3 dimensions in total. These are
promoting (4 items), participating (6 items), and
resisting (4 items). The total number of items is 14.
In this study, a 5-point Likert scale has been used
(Organizational identification scale: "1" strongly
disagree, "5" strongly agree, organizational trust
scale: "1" nearly zero, "5" nearly 100%, readiness
for change scale: "1" very unlikely, "5" very likely).
In addition, the demographic characteristics of the
teachers have been also asked in the questionnaire
form (Gender, Marital Status, Age, Tenure, Type of
School and Educational Status).

Sampling and limitations

This research has been conducted in the sample
area of primary school teachers working in the
province of Istanbul. Approximately 307 thousand
primary school teachers are working in Turkey in
2020-2021. The sample area has been determined
by random sampling method, since the universe is
very large. Considering that the principles of being
a primary school teacher are standard in Turkey, it
is assumed that there are no great differences
among teachers. For this reason, it has been
evaluated that the sample area will represent the
universe. Gürbüz and Şahin (2018: 130) declared
that enough samples are 384 in cases where the
universe is 500 thousand and above in social
sciences. A total of 473 successful questionnaires
have been collected in this study. Relationships
between variables have made over this number.

There are two main limitations of the research.
These are time and cost constraints. The surveys
have been collected in Istanbul in 2022. In Table 1,
the frequency values of the sample area are
presented. It is seen that approximately 70% of the
teachers are women and approximately 80% are
married. The largest about 40% of respondents are
in the 34-41 age range and work in secondary
schools. 86% of the participants have a bachelor's
degree. In addition, about 37% of the teachers have
less than 10 years of experience, about 28% of them
have between 10 and 20 years of experience, and
about 35% of them have more than 20 years of
experience

Table 1. Frequency of the sample

Gender	No	%	Marital Status	No	%
Woman	330	69.8	Married	386	81.6
Man	140	29.6	Single	82	17.3
Total	473	100	Total	473	100
Age	**No**	**%**	**Tenure**	**No**	**%**
18-33	112	23.7	0-10	176	37.2
34-41	198	41.9	11-20	131	27.7
42-49	111	23.4	21-30	116	24.5
50 +	52	11	31 +	50	10.6
Total	473	100	Total	473	100
Type of School	**No**	**%**	**Educational Status**	**No**	**%**
Primary school	151	31,9	Associate degree	12	2.5
Middle school	188	39.7	Undergraduate	406	86
High school	134	28,4	Postgraduate	55	11.5
Total	473	100	Total	473	100

Findings

Reliability and validity of the scales

Three main variables have been used in this study.
To make these variables measurable, the existing
scales in the literature have been used. Basic
information about the scales is presented in the
measurements section of the research. These scales
have been converted into a questionnaire and
applied to the sample area. To test the reliability
and validity of the applied scales, it is necessary to
examine whether the data set has a normal
distribution. The Kolmogorov and Smirnov
normality test has been applied via SPSS to test the
normal distribution. In addition, the normal
distribution status has been determined by
examining at the kurtosis and skewness values of

the variables. The Kolmogorov and Smirnov normality test findings, kurtosis and skewness values are shown in Table 2. According to The Kolmogorov and Smirnov normality findings, it is seen that the data set does not have a normal distribution (Asymp. Sig.<0.05). However, Kline (2011:63) explained that if the kurtosis value of the variables is lower than "3" and the skewness value is lower than "10", it has a normal distribution. It is clearly understood that our data set has a normal distribution according to the kurtosis and skewness values of the variables.

Table 2. Frequency of the sample

Scales	N	Mean	SD	Kolmogorov-Smirnov Z	Asymp. Sig.	Skewness	Kurtosis
Organizational Identification (OI)	473	4.19	0.71	3.587	0.000	- 1.134	2.228
Organizational Trust (OT)	473	4.14	0.70	2.448	0.000	- 1.121	2.450
Readiness for Change (RFC)	473	4.10	0.44	4.001	0.000	0.251	0.006

Kaiser Meyer Olkin (KMO) and Bartlett's Test of Sphericity tests have been conducted to test the validity levels of the scales. The findings obtained are as seen in Table 3. KMO values of all scales are higher than 0.80. In addition, Bartlett's Test of Sphericity test significance level is less than 0.01. For the scales to be valid, the KMO values should be higher than 0.60 and the significance level of Bartlett's Test of Sphericity should be less than 0.01 (Tabachnick et al., 2007). At this point, it is understood that all scales are valid.

Table 3. KMO and Bartlett Tests

		Organizational Identification (OI)	Organizational Trust (OT)	Readiness for Change (RFC)
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.889	0.939	0.940
Bartlett's Test of Sphericity	Chi-Square	2817.636	6836.265	3303.517
	df	15	66	66
	Sig.	0.000	0.000	0.000

This research has been applied in Turkey. So, scale items were translated into Turkish. Brislin et al. (1973) points to the implementation of five basic steps in the application of scales in different languages. In this context, scale items were first translated into Turkish by the authors. Afterwards, Turkish items were translated back into English by

language experts. Turkish items and English ittems were compared and it was examined whether there were differences in meaning. As a result of the examination, the final Turkish items of the scales were determined. Because the scales have been applied in a different language and culture structure, exploratory factor analyzes (EFA) of the scales have been performed. The EFA findings of the scales are as seen in Table 4. On the other hand, Büyüköztürk et al. (2017) emphasized that factor loads of scale items in social science research should be greater than 0.32. It has been determined that the factor loads of the 11th and 13th statements of the RFC scale expressions were less than 0.32. These two items have been removed from the RFC scale. All remaining factor loads are greater than 0.32. These findings explain that all the scale items have sufficient factor loading. OI and RFC scales are one-dimensional. OT scale has two dimensions: trust manager and trust organization. In addition, convergent and divergent validity analyzes of the scales have been performed. According to Fornell and Larcker (1981), the average variance extracted (AVE) value should be greater than 0.50 and the composite reliability (CR) value should be greater than the AVE value. According to the AVE and CR values, the convergent and divergent validity levels of all scales have been found to be at an acceptable level.

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Table 4. EFA findings of OI, OT and RFC scales

Items	Factor Loads	Eigenvalues / Total Variance Percentage	AVE / CR
OI6- "If a story in the media criticized the school, I would feel embarrassed."	0.939		
OI5- "When someone praises this school, it feels like a personal compliment."	0.922		
OI2- "I am very interested in what others think about (name of school)."	0.905	4.718 / % 78.630	0.786 / 0.956
OI1- "When someone criticizes (name of school), it feels like a personal insult."	0.893		
OI3- "When I talk about this school, I usually say 'we' rather than 'they'."	0.848		
OI4- "This school's successes are my successes."	0.806		
TM5- "My level of confidence that my leader will be able to do his or her job in an acceptable manner is."	0.900		
TM8- "My level of confidence that my leader will think through what he or she is doing on the job is."	0.874		
TM7- "My confidence in my leader to do the job without causing other problems is."	0.867		
TM2- "My level of confidence that my leader will make well thought out decisions about his or her job is."	0.858	6.457 / % 53.806	
TM4- "My level of confidence that my leader has an acceptable level of understanding of his/her job is."	0.856		
TM1- "My level of confidence that my leader is technically competent at the critical elements of his or her job is."	0.845	3.331 / % 81.562	0.655 / 0.956
TM6- "When my leader tells me something, my level of confidence that I can rely on what they tell me is."	0.833		
TM3- "My level of confidence that my leader will follow through on assignments is."	0.520		
TI4- "The degree to which we can depend on each other in this organization is."	0.922		
TI3- "The level of trust among the people I work with on a regular basis is."	0.919	3.331 / % 27.756	
TI2- "The level of trust between supervisors and workers in this organization is."	0.695		
TI1- "My level of confidence that this organization will treat me fairly is."	0.464		
RFC6- "Doing things in a new or creative way is."	0.852		
RFC5- "I can find ways to make it fails."	0.837		
RFC4- "Creating new ideas is."	0.831		
RFC10- "Learning new things is."	0.787		
RFC9- "Willing to be a part of the change program is."	0.762		
RFC3- "Willing to be a part of the new project is."	0.751		
RFC12- "My support for change is."	0.742	6.593 / % 54.593	0.549 / 0.935
RFC7- "Changing the way I work because of the change is."	0.726		
RFC14- "Selling ideas about the change."	0.708		
RFC2- "Solving organization problems is."	0.656		
RFC8- "1 wouldn't take the blame when it fails."	0.638		
RFC1- "Willing to work more because of the change is."	0.544		

Notes: "OI: Organizational Identification, TM: Trust Manger, TI: Trust Institution, RFC: Readiness for Change"

Confirmatory factor analysis (CFA) findings are as in Table 5. CFA has done through AMOS. All factor loads are at an acceptable level (Tabachnick et al., 2007). The fit values of all measurement models are at the acceptable level (Byrne, 2011). In addition, the reliability analysis findings of the scales via SPSS are presented in Table 5. Cronbach's alpha findings of organizational identification, organizational trust and readiness for change scales are 0.943, 0.962 and 0.913, respectively. These values explain that the scales have a very high level of reliability

Table 5. CFA and Cronbach's alpha findings of OI, OT, and RFC scales

Parameter Estimates	Estimate	S.E.	Fit Values	Cronbach's Alpha(α)
Measuring Model				
OI1 <--- OI	0.838*	0.040	"X2 [16.5, N=473] = 6,	
OI2 <--- OI	0.860*	0.041	CMIN/df (2.756) **,	
OI3 <--- OI	0.825*	0.034	CFI (0.996)****, RFI	
OI4 <--- OI	0.754*	0.038	(0.985)****, IFI	0.943
OI5 <--- OI	0.923*	0.035	(0.996)****, TLI (0.991) NFI (0.	
OI6 <--- OI	0.930*	0.034	994)****, RMSA (0.061)*****"	
TM1 <--- TM	0.876*	0.039		
TM2 <--- TM	0.888*	0.038		
TM3 <--- TM	0.639*	0.039	"X2 [196.8, N=473] =	
TM4 <--- TM	0.909*	0.035	49, CMIN/df (4.017)***, CFI	
TM5 <--- TM	0.936*	0.036	(0.978)****, RFI	
TM6 <--- TM	0.891*	0.038	(0.962)****, IFI	0.962
TM7 <--- TM	0.919*	0.036	(0.978)****, TLI (0.971) NFI	
TM8 <--- TM	0.907*	0.034	(0.972)****, RMSA (0.080)*****"	
TI4 <--- TI	0.714*	0.041		
TI3 <--- TI	0.726*	0.041		
TI2 <--- TI	0.987*	0.042		
TI1 <--- TI	0.908*	0.042		
RFC1 <--- RFC	0.478*	0.043		
RFC2 <--- RFC	0.632*	0.024	"X2 [191.6, N=473] =	
RFC3 <--- RFC	0.684*	0.033	48, CMIN/df (3.992)***, CFI	
RFC4 <--- RFC	0.837*	0.025	(0.956)****, RFI	
RFC5 <--- RFC	0.835*	0.024	(0.921)****, IFI	
RFC6 <--- RFC	0.859*	0.025	(0.956)****, TLI	0.913
RFC7 <--- RFC	0.670*	0.030	(0.940) NFI (0.943)****, RMSA	
RFC8 <--- RFC	0.560*	0.034	(0.080)*****"	
RFC9 <--- RFC	0.692*	0.030		
RFC10 <--- RFC	0.785*	0.024		
RFC12 <--- RFC	0.670*	0.025		
RFC14 <--- RFC	0.670*	0.024		

Notes: "* p<0.01, ** CMIN/df < 3 (Good fit), *** 3<CMIN/df < 5 (Acceptable fit) **** CFI, NFI, RFI, IFI, TLI > 0.90 (Good fit), ***** 0.05 <RMSA< 0.08 (Acceptable fit).

Test of the research hypothesis

Before testing the hypotheses, correlation relationships between the variables have been determined. The mean, standard error and

correlation relationships of the variables are presented in Table 6. It has been determined that the correlation relations between all variables were significant. The highest correlation relationship is between OI and OT (r(473)=0.738, p<0.01). In addition, the correlation between OI and RFC (r(473)=0.314, p<0.01) and the correlation between OT and RFC (r(473)=0.284, p<0.01) have been found to be low.

Table 6. Correlation relations of OI, OT and RFC

Variables	OI	OT	RFC
OI	1		
OT	0.738*	1	
RFC	0.314*	0.284*	1

Notes: * p < 0.01 (2 tailed)

In the first step of the hierarchical regression analysis, the effect of teachers' tenure on OI has been examined (Model 1). In the second step of the research, teachers RFC have been included in the model (Model 2). In the third step of the study, teachers OT levels have been included in the model (Model 3). Hierarchical regression analysis has been performed in SPSS. The hierarchical regression analysis findings are presented in Table 7. The first hypothesis, second hypothesis and third hypothesis of the research have been tested with Model 1, Model 2, and Model 3, respectively.

In Model 1, tenure is the independent variable and OI is the dependent variable. According to Model 1, the tenure variable has a significant effect on the OI variable. (F(1,471)=3.451, p=0.064<0.10). The simple regression equation of Model 1 is "OI=4.041+0.085 Tenure". At this point, it has been determined that the OI levels of the teachers were significantly affected by the tenure, but the effect level (Beta=0.085) and the percentage of explanation of the model (Adjusted R Square=0.005) were very low. According to these findings, the first hypothesis has been accepted.

In Model 2, tenure and RFC are independent variables, OI is the dependent variable. According to Model 2, tenure and RFC variables have a significant effect on the OI variable (F(2,470)=29.114, p<0.01). The hierarchical regression equation of Model 2 is "OI=1.909+0.109 Tenure+0.322 RFC". At this point, it is seen that teachers' tenure and RFC levels are significantly affected by their OI levels, and the percentage of model explanation increases according to Model 1

(Adjusted R Square=0.106). According to these findings, the second hypothesis has been accepted.

In Model 3, tenure, RFC and OT are independent variables, OI is the dependent variable. According to Model 3, tenure, RFC and OT variables have a significant effect on the OI variable (F(3,469)=205.601, p<0.01). The hierarchical regression equation of Model 3 is "OI=0.258+0.065 Tenure+0.192 RFC+0.713 OT". Model 3 has been determined as the model with the highest percentage of disclosure compared to both Model 2 and Model 1 (Adjusted R Square = 0.565). According to these findings, the third hypothesis was accepted.

Table 7. Hierarchical Regression Analysis Findings

Variables	Model-1		Model-2		Model-3	
	Beta	SH	Beta	SH	Beta	SH
Tenure	0.085*	0.028	0.109*	0.027	0.107**	0.019
RFC			0.322**	0.027	0.122**	0.050
OT					0.706**	0.032
R	0.085		0.332		0.754	
R Square	0.007		0.110		0.568	
Adjusted R Square	0.005		0.106		0.565	
R Square Change	0.007		0.103		0.458	

Notes: * p < 0.10, ** p < 0.01

Conclusion and implications

In this study, the effects of teachers' tenure, RFC and OT perceptions on OI have been examined. In this direction, hierarchical regression analysis has been applied. In the first model of hierarchical regression analysis, the effect of organizational tenure on OI has been determined. According to Model 1 findings, it was seen that tenure has a significant effect on OI. However, it has been understood that the effect size and the corrected R square value of the model were very low. This result is in parallel with the studies in the literature supporting the effect of tenure on OI (Hinrichs, 1964; March and Simon, 1958; Hall and Schneider, 1972; Wan-Huggins et al., 1998; Bamber and Iyer, 2002; Jones and Volpe, 2011; Hameed et al., 2013). Due to the low R square value, it has been concluded that tenure is not sufficient to explain the OI levels of the teachers. Therefore, the RFC variable has been included in Model 1 and Model 2 has been created. According to Model 2 findings, it has been determined that both tenure and RFC have a significant effect on OI. This result is in line

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with the findings in the literature (Madsen et al., 2005; Drzensky et al., 2012; Shah et al., 2017 Hameed et al., 2019). However, when the R squared change is considered, it is seen that there is an improvement in the model at a rate of about 10%. Although this rate of change is at an acceptable level, it has been understood that the percentage of total R squared of Model 2 is insufficient to explain OI. At this point, Model 3 has been created by adding the OT variable to Model 2. It has been determined that all independent variables in this model have a significant effect on OI. This finding is parallel to the findings obtained in the literature (Tüzün and Çağlar, 2009; Ertürk, 2010; De Roeck and Delobbe, 2012; Campbell and Im, 2015; Tekingündüz et al., 2020; Li et al., 2021). The R squared change between Model 3 and Model 2 increased by about 45%. At this point, it has been understood that OT is the most important independent variable in the explanation of OI. The total R squared value of Model 3 increased to approximately 56%. This level supports that the simultaneous effects of organizational tenure, RFC and OT are more successful in explaining OI.

Considering the results, the implications for school administrators are as follows: (i) In the evaluation of OI levels, only teachers' tenure should not be considered. (ii) To keep the OI levels of teachers high in organizational changes, it is necessary to determine the level of preparation of teachers against changes, to identify deficiencies and to raise awareness to break resistance to change. (iii) Teachers' trust towards school administrators and the institution should be kept at a high level. The implications for institutions are as follows: (i) Teachers' sense of belonging to the institution is not only related to the duration of their employment in the institution, but also to their trust in the institution. (ii) It should be considered that teachers' degree of readiness for change is important in changes related to the institutional structure and that teachers' OI levels play an important role in the change processes. (iii) OT is an important parameter in institution-teacher identity matching. Ultimately, teachers' OI should be evaluated by considering more than one factor, not a single factor.

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