

## The Relationship between Teachers' Collective Efficacy and Organizational Identity Perceptions

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### Abstract

This study examines the relationship between teachers' collective efficacy and their perceptions of organizational identity. In addition, it aims to reveal whether teachers' collective efficacy and organizational identity perceptions show significant differences by demographics. For this reason, relational research design was adopted.. The study group of the research consists of 322 teachers, vice principals and school principals working in pre-school, primary, secondary and high schools in Bolu province. Collective Efficacy Scale and Teacher Perception of Organizational Identity Scale were used as data collection tools. The findings suggested that teachers' perceptions of collective efficacy and organizational identity were at a high level. A positive and significant relationship was found between teachers' perceptions of collective efficacy and organizational identity. In addition, it is seen that some personal variables cause a significant difference in teachers' perceptions of collective efficacy and organizational identity.

**Key words:** Collective efficacy, organizational identity, teacher.

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### Introduction

Since educational organizations are social systems, they are affected positively or negatively by their subsystems, components, and stakeholders (Göksoy, 2018). Collective behavior among teachers, one of the internal stakeholders of education, will play an important role in achieving these goals by creating added value far above the contribution of each teacher individually to the school's goals. Another factor that contributes to the school's achievement of its goals is the employees' identification with the organizational identity. Teachers' identification with the school's identity serves to achieve the expected success through high belonging and desired organizational behaviors. Therefore, this study focuses on teachers' perceptions of collective efficacy and organizational identity.

### Theoretical Framework

#### Collective Efficacy

Self-efficacy, which forms the basis of the concept of collective efficacy, is defined as the belief that an individual can perform at a certain level in a subject (Bandura, 1994) and the attitude he/she has towards his/her abilities (Duman, Göçen, & Duran, 2013). When the concept is considered for educational organizations, teacher self-efficacy is the belief of teachers in their own abilities in areas related to teaching and their ability to cope with problems (Yüner & Özdemir, 2020). In other words, it is the individual's belief that he/she can overcome his/her responsibilities with his/her abilities.

The concept of collective efficacy emerged when Bandura (1994) extended the concept of self-efficacy to the group level (Ross & Gray, 2006; Kurt, 2009). Collective efficacy is the common belief in the group's capacity to organize and execute the abilities necessary to achieve group goals (Bandura, 1997; Goddard, Hoy, & Hoy, 2000). When collective efficacy is considered together with all members of the organization, it corresponds to the belief in the individual regarding his/her ability and the success he/she can show (Yüner & Özdemir, 2020). Kurt (2012) states that there may be differences between the perceived collective levels among individuals in the same social system. Arıkan (2009) states that collective efficacy is an extension of individual efficacy for groups, teams, and communities. While the concept of self-efficacy focuses more on the personal competences of individuals, collective efficacy emphasizes holistic prediction and cooperation within the group (Duman, Göçen, & Duran, 2013). Based on this, it can be said

that self-efficacy includes the individual's personal evaluations of himself/herself, while collective efficacy consists of the group's perceptions of its capacity (Arıkan, 2009). Collective efficacy, unlike individual efficacy, involves interactive, coordinated, and synergistic social dynamics (Kurt, 2009).

When the concept of collective efficacy is considered in the context of teachers, teacher collective efficacy emerges. Teachers' collective efficacy, as an important school characteristic (Bandura, 1994), corresponds to the individual perceptions of teachers working in a school that their collective efforts will have a positive effect on students' achievement (Goddard, Hoy, & Hoy, 2004). Collective efficacy is a school variable that affects students' learning skills (Turhan & Yaraş, 2014) and reflects teachers' belief in their collective capacity (Kurt, 2012). According to Goddard, Hoy, and Hoy (2000), the beliefs shared by teachers both affect and are affected by the school as a social institution. In social cognitive theory, Bandura (1997) mentions four sources that affect individuals' perceptions of collective efficacy. These sources are mastery experience, verbal persuasion, vicarious experience, and emotional states. When these sources are considered in the context of teacher collective efficacy, mastery experience corresponds to past successes; verbal persuasion corresponds to educational activities attended; vicarious experience corresponds to the successes and failures observed in other teachers; and emotional states correspond to affective characteristics such as happiness, frustration, and helplessness (Duman et al., 2013). The resources of the school, the leadership approach of the administrators, the relationship with parents, and the characteristics of the students also affect teachers' perceptions of collective efficacy (Zaccaro, Blair, Peterson, & Zazanis, 1995; Goddard et al., 2000). In schools where teachers have high collective efficacy, positive organizational behaviors and desired organizational outcomes are observed.

While there is a linear relationship between teacher collective efficacy and students' school achievement, teacher collective efficacy also mitigates the negative effects of students' socio-cultural characteristics (Eells, 2011; Boberg & Bourgeois, 2016). In addition, teacher collective efficacy enables teachers to make more effort in the face of difficult goals (Goddard et al., 2000), contributes to their perception of setbacks that occur during the process as obstacles that can be overcome (Goddard & Skrla, 2006), and thus positively affects their capacity to find solutions (Tschannen-Moran & Woolfolk-Hoy, 2007). In addition, while collective efficacy reduces job stress and turnover intention (Zellar, Hochwarter, Perrewe, Miles & Kiewitz, 2001), it also positively affects group motivation and performance (job satisfaction) (Chen & Bliese, 2002; Demir, 2019). In schools where perceived teacher collective efficacy is high, teachers can expect more qualified teaching and, therefore, work interactively with each other (Argon & Zafer-Güneş, 2015).

The studies related to collective efficacy in the literature are as follows: Transformational and transactional leadership styles and teachers' collective efficacy and self-efficacy (Kurt, 2009); school principals' instructional leadership behaviours and teachers' self-efficacy and collective teacher efficacy (Çalık, Sezgin, Kavgacı, & Kılınc, 2012); teachers' perceptions of self-efficacy and collective efficacy (Kurt, 2012). Teachers' perceptions of organisational trust and collective efficacy and organisational awareness (Zafer Güneş, 2014); teachers' perceptions of collective efficacy and organisational commitment (Kırıştı, 2017); self-efficacy perception and collective efficacy, burnout and integration with technology (Yılmaz & Uslu, 2018); information literacy, collective teacher efficacy and effective school (Uğurlu, Beycioğlu, & Abdürrezzak, 2018); collective teacher efficacy and school culture (Özdemir, Demirkol, Erol, & Turhan 2018). Collective teacher efficacy and teacher job satisfaction (Demir, 2019). When the studies conducted abroad on collective efficacy are examined; Collective Teacher Effectiveness: Its Meaning, Measure, and Impact on Student Achievement (Goddard, Hoy, & Woolfolk-Hoy, 2000); Which Principles are Applied to Increase Collective Teacher Effectiveness in Urban Schools? (Armstrong-Coppins, 2003); Collective Teacher Effectiveness and Student Achievement (Schumacher, 2009; Burcham, 2009); Organisational Impact of Collective Teacher Effectiveness (Deogracias, 2012); School Organisational Climate, Burnout, and Collective Teacher Efficacy (Lim & Eo, 2014); Instructional Leadership and Teacher Turnover Intention: The Mediating Role of Collective Teacher Effectiveness and Shared Vision (Qadach, Schechter, & Da'as, 2019); Understanding the Relationship Between Transformational Leadership and Collective Teacher Efficacy in Chinese Primary Schools (Liu, Li, & Wang, 2020).

### **Organisational Identity**

The concept of identity can be expressed at individual, social, and organizational levels (Arslan, 2018). It enables the individual to define himself/herself by separating himself/herself from the external environment (Öztürk, 2020) and to understand and define himself/herself by attributing meaning to his/her existence. Identity consists of elements such as values, assumptions, basic beliefs, preferences, rules, and attitudes that the person has, and it is the source of ideas and norms about the way the person performs his/her actions and what is important for the person (Yaykiran, 2020). Gioia (1998) states that

there is no more important question than the question "who am I?" used to define individual identity and emphasizes that this question is the most important question affecting the life of the person.

Like individuals, organizations also have identities that distinguish them from others (Şanlı & Arabacı, 2016). The answer to the question "who are we?" by the individuals in the organization at the organizational level constitutes the essence of the concept of organizational identity (Albert & Whetten, 1985; Corley & Gioia, 2004). Organizational identity consists of the elements of organizational design, organizational communication, organizational behavior, organizational philosophy, and their interaction (Şanlı & Arabacı, 2016). The roots of the concept of organizational identity are based on social identity theory (Taşdan, 2013). Social identity is the individual's awareness of his/her membership in a group that is cognitively and emotionally important and valuable (Tajfel, 1972). Turner, Reynolds, Haslam, and Veenstra (2006) state that social identities form the basis of personal identities, and at the same time, social identities have more influence than personal identities in determining the behaviors of individuals.

Organizational identity, which emphasizes a membership-based social identity (Jones & Volpe, 2011), begins with the members of a social group in an organization defining themselves as different from groups in other organizations (Empson, 2004). Organizational identity is formed, developed, and protected through the characteristics that distinguish the organization from other organizations, which are considered important by the members of the organization and which persist (Gioia, 1998; Whetten, 2006; Taşdan, 2013). In this respect, the concept of organizational identity focuses on the perceptions of its members (Yaykiran, 2020). According to a member who develops organizational identity, his/her organization is distinctly differentiated from other organizations (Gioia, Price, Hamilton, & Thomas, 2010). Organizational identity enables organizational coordination by creating a psychological bond between the employee and the organization (Taşdan, 2013). It enables its members to integrate with their organizations and to be proud of being a part of the organization (Ricketta, 2005). In addition, it contributes to the formation of a common identity perception in the organization, increasing trust, making efforts, and showing positive behaviors to support their organization (Hatch & Schultz, 2002; Paşaaahmetoğlu & Poyraz, 2013; Kramer & Ashforth, 2004; Yaykiran, 2020). Additionally, organizational identity is a factor affecting teamwork and team success (Bankins & Waterhouse, 2019). The emergence of these positive situations will strengthen the bonds between the employee and the organization and will enable employees to be recognized with the identity of the organization they belong to and to express their organizational identity in front of their individual identities (Erol, 2003; cited in Ertürk, 2018).

When the concept of organizational identity is considered for educational institutions, it is a concept that distinguishes the school from others as an organization. An organization shows the power of the school, enables making predictions about the school, and expresses the moral structure of the school (Akbaba Altun, 2001). Increasing teachers' organizational identification levels will increase their organizational commitment (Akgül, 2012). According to Demir (2015), teachers with a high level of identification will act in accordance with group norms and values even if there is no working contract or control mechanism. In addition, while a positive organizational identity provides opportunities for teachers to fully realize their potential (Tabak & Boyacı, 2019), a negative organizational identity will lead to a decrease in job performance and individual motivation (Polat, Balaban, & Aydın, 2022).

When the studies conducted in Turkey on teachers' perceptions of organizational identity are examined, the following themes emerge: organizational identity, organizational communication, and organizational commitment (Ertürk, Demircan, & Ceylan, 2005); identity, identification, and trust (Tüzün, 2006); organizational identity and organizational citizenship (Dönmez, 2007); organizational identity and organizational effectiveness (Çobanoğlu, 2008); organizational identification and organizational justice (Gülşen, 2010); organizational justice and organizational identity (Ertürk, 2018). Studies conducted abroad include teacher identity development in the first year of teacher education: developmental and socio-psychological perspective (Friesen & Besley, 2013); the effect of justice on identity (Johnson, Chang, & Rosen, 2010); organizational identity and space: examining hegemony and resistance (Brown & Humphreys, 2006); sustainable green knowledge sharing on how employees shape the organization: the cross-level impact of green organizational identity on green management behavior and members' performance (Chang & Hung, 2020); and discursive strategies of organizational identity formation in companies: dealing with an empty meaning and assimilating external feedback (Kopaneva, 2021).

### Significance of Research

Teachers' identification with the school's organizational identity is a result of their feeling of belonging to the school. This sense of belonging will enable teachers to adopt the school's goals, values, and culture and behave accordingly. Teachers' identification with the school's identity helps them to see themselves as a part of the school and to adapt to the working environment. Collective efficacy can be expressed as

the ability of the members of an organization to work together to achieve the goals of the organization. This skill is formed through teamwork and processes such as problem-solving, decision-making, communication, and coordination. Teacher collective efficacy is very important for the success of a school. This is because teachers work together, utilizing each other's strengths and compensating for each other's weaknesses, enabling the school to achieve its goals. Based on this, it is expected that there is a strong relationship between teachers' perceptions of organizational identity and collective efficacy. Teachers' identification with the school's organizational identity will increase their collective efficacy by increasing their commitment to the school. Likewise, collective efficacy strengthens organizational identity by increasing teachers' trust in each other and their commitment to the school. As a result, organizational identity and collective efficacy are seen as two conditions that cannot be considered separately from each other for the success of a school. Although collective efficacy and organizational identity perception variables, which are the variables addressed in this study, have been investigated together with other variables before, there is no study in the Turkish literature in which the two variables are addressed together. This study differs from previous studies in that it aims to examine the relationship between collective efficacy and perception of organizational identity together.

**Purpose of the Study**

In this study, it is aimed to determine teachers' views on collective efficacy and organisational identity perceptions and to examine whether there is a relationship between their perceptions. To this end, answers to the following questions were sought:

1. What is the level of teachers' perceptions of their collective efficacy and organisational identity perceptions?
2. Do teachers' collective efficacy and organisational identity perception levels show significant differences by variables of gender, school level, educational level, position, professional seniority and the status of being in the same residential unit with the school?
3. Is there a significant relationship between teachers' collective efficacy and their perceptions of organisational identity?

**Method**

**Research Design**

This research is a quantitative study prepared using the relational research model to determine whether the levels of teachers' collective efficacy and organizational identity perceptions differ by various independent variables. The relational research model is a screening approach that aims to determine the existence of change between two or more variables together. In the relational survey model, relational analysis can be done through correlation-type relationship and comparison (Can, 2020; Karasar, 2020).

**Study Group**

The study group of the research consists of 322 teachers, assistant principals, and school principals working in pre-schools, primary schools, secondary schools, and high schools in Bolu provincial center and districts during the 2021-2022 academic year who voluntarily participated in the research. The term "teacher" used in the study refers to the teachers, vice principals, and school principals who make up the study group. Information about the gender, marital status, position, school type, seniority in management, educational status, professional seniority, and age variables of the teachers is shown in Table 1.

**Table 1.** Demographic information of teachers

Variable		f	%
Gender	Male	166	51.6 %
	Female	156	48.4 %
School Level	Preschool	23	7.1 %
	Primary School	101	31.4 %
	Middle School	146	45.3 %
	High School	52	16.1 %
Educational Background	Undergraduate	252	78.2 %
	Master's Degree	70	21.8 %

Position	Teacher	211	65.5 %
	Vice principal	43	13.4 %
	Principal	68	21.1 %
Experience	0-5 years	35	10.9 %
	6-10 years	77	23.9 %
	11-15 years	86	26.7 %
	16-20 years	40	12.4 %
	Over 20	84	26.1 %
Residence	The settlement where my school is located	199	61.8 %
	Another settlement	123	38.2 %

Of the participants, 166 were male and 156 were female; 23 were working in pre-school, 101 in primary school, 146 in secondary school, and 52 in high school; 11 had associate degrees, 241 had bachelor's degrees, 65 had master's degrees, and 5 had doctorate degrees; 211 were teachers, 43 were vice principals, and 68 were school principals. While 35 of the participants have 0-5 years of professional seniority, 77 of them have 6-10 years of professional seniority, 40 of them have 16-20 years of professional seniority, and 84 of them have more than 20 years of professional seniority; 199 of them reside in the same settlement as the school where they work, while 123 of them reside in a settlement other than the settlement where their school is located.

### Data Collection Tools

The form used in the research consists of three parts. The first part contains personal information. The second part includes the 'Collective Efficacy Scale' developed by Zincirli and Demir (2021), and the third part includes the 'Teacher Perception of Organisational Identity Scale' developed by Tabak and Boyacı (2018).

*The Collective Efficacy Scale* consists of 15 items and two dimensions: individual collectivity and organisational collectivity. The items of the Likert-type five-point scale are answered with the options of 1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, and 5- Strongly Agree. Although the internal consistency coefficient for the dimensions of the scale was not provided, the internal consistency coefficient of the entire Collective Efficacy Scale was found to be ( $\alpha = .85$ ). In this study, the internal consistency coefficient for the dimensions of the Collective Efficacy Scale was found to be ( $\alpha = .97$ ) for the individual collectivity dimension, ( $\alpha = .94$ ) for the organizational collectivity dimension, and ( $\alpha = .97$ ) for the total internal consistency coefficient of the scale.

*The Teacher Perception of Organizational Identity Scale* consists of 17 items and three dimensions: support, belonging, and communication. The scale, whose items are answered as 1- Not at all appropriate, 2- Not appropriate, 3- Partially appropriate, 4- Appropriate, and 5- Fully appropriate, is a Likert-type five-point scale. The reliability studies of the scale were carried out by the researchers using Cronbach's alpha internal consistency coefficient, and it was calculated as ( $\alpha = .94$ ) for the total scale, ( $\alpha = .94$ ) for the support dimension, ( $\alpha = .80$ ) for the belonging dimension, and ( $\alpha = .90$ ) for the communication dimension. In this study, the internal consistency coefficient of the scale was calculated as ( $\alpha = .95$ ) for the support dimension, ( $\alpha = .77$ ) for the belonging dimension, and ( $\alpha = .92$ ) for the communication dimension.

### Data Analysis

The research data were analyzed using the Jamovi 2.2.2 package program. The mean was used to determine competence levels, and percentages and frequencies were used for personal variables. Descriptive statistics were used to answer the first research question. To determine the analyses used to answer the other questions, skewness and kurtosis values were examined to assess whether the distribution of 'Collective Efficacy' and 'Organizational Identity' levels was normal. It was found that the data did not show normal distribution; therefore, nonparametric tests were used in the study. To answer the second research question, the Mann-Whitney U test was used for the variables of gender, residence, and educational status, while the Kruskal-Wallis test was used for the variables of professional seniority, position, and school level. In case of a significant difference, effect sizes were calculated. Effect size was defined as small if the eta-square value ( $\eta^2$ ) was between .01 and .06, medium if it was between .06 and .138, and large if it was greater than .138 (Büyüköztürk, 2018). Additionally, DSCF pairwise comparison analysis was performed to determine which characteristics showed differences. Spearman rho correlation

analysis was performed to determine the relationship between "Collective Efficacy" and "Organisational Identity" to find the answer to the third question of the research. The significance level was taken as .05.

**Findings**

**3.1. Findings related to the sub-problem "At what level are teachers' perceptions of their collective efficacy and organisational identity?"**

**Table 2.** Descriptive statistics of teachers' perception levels of collective efficacy and organisational identity

Scales	Dimensions	N	$\bar{x}$	SS
Collective Efficacy	Individual Collectivity	322	4,54	0,81
	Organisational Collectivity	322	4,15	0,85
	Total	322	4,38	0,78
Organisational Identity Perception	Support	322	4,28	0,73
	Belonging	322	4,36	0,64
	Contact	322	4,23	0,76
	Total	322	4,28	0,64

When Table 2 is examined, it is seen that the 'organizational collectivity' dimension ( $\bar{x} = 4.15$ ) is at the level of 'I agree' in teachers' collective efficacy, while the 'individual collectivity' dimension ( $\bar{x} = 4.54$ ) and the scale as a whole ( $\bar{x} = 4.38$ ) are at the level of 'I completely agree'.

When we look at the averages of teachers' perception levels of organizational identity, the belonging dimension ( $\bar{x} = 4.36$ ), the communication dimension ( $\bar{x} = 4.23$ ), and the total perception of teachers' organizational identity in general ( $\bar{x} = 4.28$ ) are all at the level of 'Fully Agree'.

**3.2. "Do Teachers' Collective Efficacy and Organisational Identity Perception Levels Show Significant Differences According to Independent Variables?" Findings Related to the Question.**

**Gender**

**Table 3.** Mann-Whitney U results for teachers' collective efficacy and organisational identity perception levels according to gender variable

Scale	Dimension	Gender	N	$\bar{x}$	SD	U	p	Effect Size
Collective Competence	Individual Collectivity	Man	166	4,45	0,969	3265	0.789	-
		Woman	156	4,64	0,555			
	Organisational Collectivity	Man	166	3,95	0,957	2439	0.003*	0,2708
		Woman	156	4,38	0,635			
	Total	Man	166	4,25	0,915	2753	0.051	-
		Woman	156	4,53	0,547			
Perception of Organisational Identity	Support	Man	166	4,31	0,722	3229	0.703	-
		Woman	156	4,25	0,742			
	Belonging	Man	166	4,41	0,622	2931	0.167	-
		Woman	156	4,29	0,664			
	Contact	Man	166	4,16	0,818	3062	0.345	-
		Woman	156	4,3	0,689			
	Total	Man	166	4,29	0,649	3256	0.773	-
		Woman	156	4,28	0,631			

\*p<.05

According to Table 3, no significant difference was found in the individual collective dimension of teachers' perceptions of organizational identity and collective efficacy, or in the total collective efficacy scale, according to the gender variable. A significant difference was found in the organizational collectivity

dimension of collective efficacy ( $p = 0.003$ ) in favor of female teachers. In terms of effect size, it was concluded that the gender variable had a 27% effect on teachers' organizational collectivity level.

**Residence**

**Table 4.** Mann-Whitney U results on teachers' collective efficacy and organizational identity perceptions based on whether they live in the same residential unit as their school

Scale	Dimension	Residence	N	$\bar{x}$	SD	U	p
Collective Efficacy	Individual Collectivity	Another settlement	166	4.50	0.794	2731	0.093
		The settlement where my school is located	156	4.56	0.819		
	Organisational Collectivity	Another settlement	166	4.11	0.868	3081	0.643
		The settlement where my school is located	156	4.17	0.838		
	Total	Another settlement	166	4.34	0.763	2894	0.275
		The settlement where my school is located	156	4.41	0.791		
Organisational Identity Perception	Support	Another settlement	166	4.27	0.732	3183	0.907
		The settlement where my school is located	156	4.29	0.732		
	Belonging	Another settlement	166	4.31	0.622	2882	0.252
		The settlement where my school is located	156	4.39	0.657		
	Contact	Another settlement	166	4.18	0.796	2999	0.457
		The settlement where my school is located	156	4.26	0.741		
	Total	Another settlement	166	4.25	0.626	2977	0.418
		The settlement where my school is located	156	4.30	0.650		

When Table 4 is examined, no significant difference was found in the collective efficacy and organizational identity perception levels of the teachers based on the school where they work and the residence of the person in the grauate same residential unit.

**Education**

**Table 5.** Results related to teachers' perception levels of collective efficacy and organizational identity based on their highest completed education level

Scale	Dimension	Education	N	$\bar{x}$	SD	U	p	Effect Size
Collective Efficacy	Individual Collectivity	Undergraduate	252	4.59	0.701	2029	0.451	-
		Grauate	70	4.32	1.111			
	Organisational Collectivity	Undergraduate	252	4.25	0.769	1509	0.004*	0.3174
		Grauate	70	3.75	1.021			
Total	Undergraduate	252	4.46	0.682	1694	0.036*	0.2335	
	Grauate	70	4.09	1.033				
Organisational Identity Perception	Support	Undergraduate	252	4.32	0.711	1967	0.321	-
		Grauate	70	4.15	0.798			
	Belonging	Undergraduate	252	4.33	0.668	1986	0.356	-
		Grauate	70	4.46	0.526			
	Contact	Undergraduate	252	4.23	0.768	2176	0.889	-
		Grauate	70	4.22	0.751			
	Total	Undergraduate	252	4.29	0.645	2083	0.606	-
		Grauate	70	4.24	0.621			

\* $p < .05$

As Table 5 shows, it is seen that there is no significant difference in any dimensions of the teachers' organizational identity perception scale or in the overall scale in terms of the last graduated education level variable. While no significant difference was found in the individual collectivity dimension of collective efficacy, in the organizational collectivity dimension ( $U = 1509, p = .004$ ), a significant difference was found between teachers with undergraduate ( $\bar{x} = 4.25$ ) and graduate ( $\bar{x} = 3.75$ ) degrees in favor of undergraduate graduates. This difference has a large effect size of 31%. In addition, a difference was found between undergraduate ( $\bar{x} = 4.46$ ) and postgraduate ( $\bar{x} = 4.09$ ) graduates in favor of undergraduate graduates in relation to collective efficacy ( $U = 1694, p = .036$ ). In terms of effect size, it was concluded that the last graduated education level variable had a 23% effect on teachers' collective efficacy.

**School Level**

**Table 6.** Results on teachers' perceptions of collective efficacy and organizational identity by school type

Scale	Dimension	Residence	N	$\bar{x}$	sd	$\chi^2$	p
Collective Efficacy	Individual Collectivity	Preschool	23	4,78	3	0,909	0.823
		Primary School	101	4,64			
		Middle School	146	4,5			
		High School	52	4,35			
	Organisational Collectivity	Preschool	23	4,52	3	5.435	0.143
		Primary School	101	4,34			
		Middle School	146	4,03			
		High School	52	3,99			
	Collective Competence Total	Preschool	23	4,67	3	4.092	0.252
		Primary School	101	4,52			
		Middle School	146	4,31			
		High School	52	4,21			
Organisational Identity Perception si	Support	Preschool	23	4	3	5.037	0.169
		Primary School	101	4,27			
		Middle School	146	4,23			
		High School	52	4,56			
	Belonging	Preschool	23	4,5	3	6.055	0.109
		Primary School	101	4,21			
		Middle School	146	4,37			
		High School	52	4,57			
	Contact	Preschool	23	4,27	3	2.400	0.494
		Primary School	101	4,11			
		Middle School	146	4,23			
		High School	52	4,45			
Organisational Identity Total	Preschool	23	4,2	3	5.662	0.129	
	Primary School	101	4,21				
	Middle School	146	4,27				
	High School	52	4,53				

When the values in Table 6 are examined, no significant difference was found in the dimensions of the collective efficacy scale or in the overall scale ( $p > .05$ ), as well as in all dimensions of the organizational identity perception scale and the overall scale ( $p > .05$ ), according to the type of school level where the teachers work.



**Position**

**Table 7.** Kruskal Wallis test table for teachers' perception levels of collective efficacy and organisational identity according to their position

Scale	Dimension	Position	N	$\bar{x}$	sd	$\chi^2$	p	Difference	Effect Size
Collective Efficacy	Individual Collectivity	Teacher	211	4.55	2	0.573	0.751	-	-
		Vice principal	43	4.64	2				
		Principal	68	4.46	2				
	Organisational Collectivity	Teacher	211	4.21	2	4.283	0.117	-	-
		Vice principal	43	3.92	2				
		Principal	68	4.06	2				
	Collective Competence Total	Teacher	211	4.41	2	2.935	0.230	-	-
		Vice principal	43	4.35	2				
		Principal	68	4.30	2				
Organisational Identity Perception	Support	Teacher	211	4.25	2	1.978	0.372	-	-
		Vice principal	43	4.15	2				
		Principal	68	4.43	2				
	Belonging	Teacher	211	4.33	2	7.017	0.030*	between 2-3	0,04305
		Vice principal	43	4.15	2				
		Principal	68	4.54	2				
	Contact	Teacher	211	4.21	2	0.555	0.758	-	-
		Vice principal	43	4.14	2				
		Principal	68	4.31	2				
	Organisational Identity Total	Teacher	211	4.26	2	2.852	0.240	-	-
		Vice principal	43	4.15	2				
		Principal	68	4.42	2				

\* p<.05

As table presents, no significant difference was found in any dimensions of the teachers' collective efficacy scale or in the overall scale in terms of the task variable. While no significant difference was found in the support dimension, communication dimension, and the overall scale of organizational identity, a significant difference was found only in the belonging dimension ( $\chi^2 = 7.017$ ,  $\epsilon^2 = 0.04305$ ,  $p = .030$ ) between vice principals ( $\bar{x} = 4.15$ ) and school principals ( $\bar{x} = 4.54$ ) ( $p = .026$ ) in favor of school principals. In terms of effect size, it is seen that the task variable has a small effect of 4% in the belonging dimension of the scale of teachers' perceptions of organizational identity.

**Seniority**

**Table 8.** Kruskal Wallis test table for teachers' perception levels of collective efficacy and organisational identity according to their professional seniority

Scale	Dimension	Seniority	N	$\bar{x}$	sd	$\chi^2$	p	Difference	Effect Size	
Collective Efficacy	Individual Collectivity	0-5 years	35	4.65	4	5,91	0,206	-	-	
		6-10 years	77	4.64	4					
		11-15 years	86	4.71	4					
		16-20 years	40	4.63	4					
		Over 20	84	4.16	4					
	Organisational Collectivity	0-5 years	35	4.34	4	5,91	0,325	-	-	
		6-10 years	77	4.22	4					
		11-15 years	86	4.23	4					
		16-20 years	40	4.27	4					
		Over 20	84	3.85	4					
			0-5 years	35	4.53	4	5,95	0,203	-	-

Organisational Identity Perception	Collective Competence Total	6-10 years	77	4.47	4			
		11-15 years	86	4.52	4			
		16-20 years	40	4.48	4			
		Over 20	84	4.04	4			
	Support	0-5 years	35	4.49	4			
		6-10 years	77	4.25	4			
		11-15 years	86	4.09	4	5,42	0,247	-
		16-20 years	40	4.34	4			
		Over 20	84	4.39	4			
	Belonging	0-5 years	35	4.26	4			
		6-10 years	77	4.25	4			
		11-15 years	86	4.42	4	5,63	0,228	-
		16-20 years	40	4.30	4			
		Over 20	84	4.46	4			
	Contact	0-5 years	35	4.18	4			
		6-10 years	77	4.37	4			
		11-15 years	86	4.12	4	4,17	0,383	-
		16-20 years	40	4.16	4			
		Over 20	84	4.25	4			
	Organisational Identity Total	0-5 years	35	4.34	4			
6-10 years		77	4.28	4				
11-15 years		86	4.18	4	2,38	0,667	-	
16-20 years		40	4.28	4				
Over 20		84	4.37	4				

When the values in Table 8 are examined, no significant difference was found in the dimensions of the collective efficacy scale or the overall scale ( $p > .05$ ), as well as in all dimensions of the organizational identity perception scale and the overall scale ( $p > .05$ ), according to the professional seniority of the teachers.

### 3.3. Findings related to the sub-problem: "Is there a significant relationship between teachers' collective efficacy and their perceptions of organizational identity?"

**Table 9.** Correlation analysis table for the relationship between teachers' perception levels of collective efficacy and organisational identity

Variables		Support	Belonging	Contact	Organisational Identity Total
<b>Individual Collectivity</b>	r	0,259	0,274	0,224	0,261
	p	<.001	<.001	0,004	<.001
<b>Organisational Collectivity</b>	r	0,474	0,356	0,492	0,51
	p	<.001	<.001	<.001	<.001
<b>Collective Competence Total</b>	r	0,455	0,376	0,447	0,48
	p	<.001	<.001	<.001	<.001

In Table 9, the relationship distribution of the collective efficacy scale and organizational identity perception scales as a whole, and their dimensions, is shown, and it is seen that there are positive and significant relationships between the dimensions. A low-level positive relationship was determined between individual collectivity, which is a dimension of the collective efficacy scale, and support ( $r = 0.259$ ,  $p < .001$ ), belonging ( $r = 0.274$ ,  $p < .001$ ), communication ( $r = 0.224$ ,  $p < .004$ ), and the overall organizational identity perception scale ( $r = 0.261$ ,  $p < .001$ ). A moderate relationship was found between the organizational collectivity dimension and support ( $r = 0.474$ ,  $p < .001$ ), belonging ( $r = 0.356$ ,  $p < .001$ ), communication ( $r = 0.447$ ,  $p < .001$ ), and the overall organizational identity perception scale ( $r = 0.51$ ,  $p < .001$ ), which was the highest level relationship in the study. Again, a moderate relationship was found between collective efficacy and perception of organizational identity ( $r = 0.48$ ,  $p < .001$ ).

## Results, Conclusions and Recommendations

It is seen that the "individual collectivity" dimension of the collective efficacy scale of the teachers participating in the research is at the level of "I completely agree", the "organizational collectivity" dimension is at the level of "I agree", and the perceptions of the teachers towards the overall collective efficacy are at the level of "I completely agree". Based on this, it can be said that teachers have high levels of "individual collectivity", "organizational collectivity", and collective efficacy in general. It is seen that teachers generally come together and cooperate in the school environment. Teachers' council, department meetings, common exams, projects, and other school-related requirements necessitate cooperation. Exchanging ideas with each other and sharing their experiences, the joint responsibility they take in the coordination of school activities, acting together in the development of best practices to be implemented, and developing strategies together to meet the needs of students may have led to the strengthening of teachers' collective efficacy and thus to the high result of the research.

Gürçay, Yılmaz, and Ekici (2009) reached similar results in their studies on the collective efficacy perceptions of primary and secondary school teachers, and Demir (2019) found similar results regarding the collective efficacy perceptions of school principals. Yılmaz and Turanlı (2017), on the other hand, stated that teachers' collective efficacy is at a medium level in their research on secondary and high school teachers. Teachers' collective efficacy is extremely important for schools, which are open and social systems and are directly affected by internal and external stakeholders. Teachers having a high level of collective efficacy means that they have a high level of belief that together they can realize a positive effect to increase the achievement of their students (Goddard, Woolfolk Hoy, & Hoy, 2004). This belief contributes to achieving the desired success for schools (Yüner & Özdemir, 2020). Teachers having a high level of collective efficacy perception will cause them to believe that they can achieve the educational goals of the school more easily by cooperating and to have more confidence in unity in overcoming problems.

In the dimensions of the teachers' organizational identity perception scale, it is seen that the support, belonging, and communication dimensions, as well as the overall scale, are at the level of "Fully Appropriate". As a result, it can be said that teachers' organizational identity perception levels are high. School organizations are differentiated from other organizations due to the intense value they embody and the meaning they have for both societies and individuals. Teachers are one of the most important stakeholders of the school as an organization and play a critical role in the educational process of students. Considering the importance of value and meaningfulness in identity formation, identifying themselves with these important roles and responsibilities may be among the reasons that increase teachers' perceptions of organizational identity.

The results of the research coincide with previous studies on teachers' perceptions of organizational identity. Şanlı and Arabacı (2016) found that teachers' perceptions of organizational identity were high in their studies conducted on teachers working at the secondary education level, and Argon and Ertürk (2013) found similar results for teachers working at the primary education level. A high level of organizational identity perception creates a psychological bond between teachers, increases coordination at the organizational level (Taşdan, 2013), and enhances the effort to achieve organizational goals (Kramer & Ashforth, 2004). Teachers with a high level of organizational identity will feel more supported in situations such as professional development and coping with problems, and have a strong belief that their positive work will be appreciated. Additionally, they will integrate their personal goals with the goals of the school. Belonging to the school will cause them to see the problems of the school as their own and will enable them to make more sincere efforts to solve these problems. It can be thought that a high perception of organizational identity will cause teachers to find organizational communication more positive and support a healthy communication environment.

Although the mean of teachers' perceptions of organizational identity in terms of gender variable was slightly higher for male teachers than for female teachers, no significant difference was found. When the related literature is examined, there are differences in the results of studies on the effect of the gender variable on teachers' perceptions of organizational identity. While Uğurlu and Arslan (2015) and Arslan (2018) concluded that there was no significant difference between gender and collective efficacy, similar to the results of this study, Akgül (2012), Argon and Ertürk (2013), Şanlı and Arabacı (2018), and Ertürk (2018) concluded that male teachers' perceptions of organizational identity were significantly higher. The reason why there is no difference between male and female teachers as a result of this research is that the teaching profession is not only seen as a woman's profession; teachers make similar efforts for the development, progress, and success of their schools regardless of gender difference. For this reason, the perceptions of support, belonging, and communication processes are similar in both genders, and finally, the level of organizational identity perception is at a similar level.

No significant difference was found in the individual collective efficacy dimension of teachers' perceptions of collective efficacy or the total collective efficacy scale in terms of the gender variable. However, a significant difference was found in the organizational collectivity dimension of collective efficacy in favor of female teachers. In terms of effect size, it is seen that the gender variable has a 27% effect on teachers' organizational collectivity level. In the literature, the results of research on teachers' collective efficacy in terms of the gender variable point to different situations. While Yılmaz and Turanlı (2017) concluded that there was no significant difference in teachers' collective efficacy in terms of the gender variable, Kurt (2009) and Kılıç (2013) found a significant difference in favor of female teachers, and Önder and Öz (2019) found a significant difference in favor of male teachers. The higher level of organizational collectivity in women may be due to the fact that the number of female teachers in schools is higher, providing them with more alternatives in the people they can work with to exhibit collective behavior. In addition, Beycioğlu and Aslan's (2012) findings that female teachers are more participatory, more cooperative, and more sharing may explain the higher perceptions of collective efficacy by enabling female teachers to act more actively in the specified processes.

No significant difference was found between the collective efficacy and organizational identity perception levels of the teachers in terms of the variable of being in the same residential unit as their school. Although no significant difference was found, it is seen that the mean scores of teachers residing in the same residential unit as the school in both collective efficacy and organizational identity perception scales, and dimensions of the scales, are higher than those of teachers residing in a different residential unit. Based on this, it can be interpreted that teachers residing in the same settlement as their school is a supportive situation for their collective efficacy and organizational identity perceptions. Sezgin-Nartgün, Alaşa, and Özen (2010) concluded in their study that as the distance between the school and the place where teachers live increases, teachers are negatively affected in terms of economic, psychological, security, and productivity; in addition, distance causes problems in teachers' family life and relationships with parents. All these results can be interpreted to mean that teachers residing in the same residential unit as the schools they work in is a factor that increases positive organizational behavior.

When the teachers' perceptions were examined in terms of the last graduated education level variable, no significant difference was found in the support, belonging, and communication dimension of the organizational identity perception scale and in the overall scale. It can be said that teachers' perceptions of organizational identity are similar regardless of the last level of education they graduated from. While no significant difference was found in the individual collectivity dimension of collective efficacy, a significant difference was found between undergraduate and graduate teachers in the organizational collectivity dimension in favor of undergraduate graduates. It is seen that this difference has a large effect size of 31%. In addition, a significant difference was found between undergraduate and postgraduate graduates in favor of undergraduate graduates regarding collective efficacy as a whole. In terms of effect size, it is seen that the last graduated education level variable has a large effect size of 23% on teachers' collective efficacy. Kılıç (2013) stated in his study that he could not find a relationship between teachers' last graduated education level and their collective efficacy. As a result of the research, no difference was found in the individual collectivity of undergraduate and graduate teachers. However, there is a difference in organizational collective efficacy in favor of undergraduate teachers. The reason for this difference may be that undergraduate teachers focus more on their profession, whereas graduate teachers focus on their academic goals and studies and perceive teaching as a stepping stone, and therefore they cannot show enough collective behavior in the organizational environment.

No significant difference was found between the perceptions of the teachers in the individual collectivity and organizational collectivity dimensions of the collective efficacy scale and the overall scale in the context of the school level in which they work. In this case, it can be said that the collective efficacy of teachers working at different levels is similar and they show similar attitudes towards working together. Similarly, Yılmaz and Turanlı (2017) concluded that the collective efficacy of teachers did not differ in terms of school level in their research on teachers at secondary and high school levels. Önder and Öz (2019), on the other hand, stated that the collective efficacy of teachers at the primary school level is higher than that of teachers at other levels. When the organizational identity perception of the teachers in terms of the school level in which they work was examined, no significant difference was found in all dimensions of the scale and the overall scale according to the type of school level in which the teachers work. Based on this, it was seen that the organizational identity perception levels of teachers working at different levels were similar. It can be concluded that teachers working at different levels have a similar sense of belonging by identifying with the identity of the school, perceive organizational communication in a similar way, and there is no difference in terms of their belonging to their schools.

No significant difference was found in all dimensions of the collective efficacy scale and the overall scale when analyzed in terms of the type of task that teachers perform in schools. It can be said that teachers' perceptions of collective efficacy are similar regardless of the task they perform.

Here was no significant difference between the perceptions of teachers in the support dimension of organizational identity, communication dimension, and the total scale in terms of the type of duty. In the belonging dimension, a significant difference was found between vice principals and school principals in favor of school principals. In terms of effect size, it is seen that the task variable has a small effect of 4% in the belonging dimension of the scale of teachers' perceptions of organizational identity. The reason for this difference between school principals and vice principals in favor of school principals can be thought to be due to the fact that the authority and responsibility for schools is given to school principals (Sağır & Memişoğlu, 2013). Vice principals, on the other hand, use the authority they have in schools on behalf of the school principal. For this reason, it is normal that there is a difference in perceptions of belonging. Since school principals are in the position of representing the school, they are rewarded for school success and held accountable for failure. Vice principals, on the other hand, are held responsible for individual work and tasks assigned by the school principal. This situation may explain the difference between the two positions in the belonging dimension of organizational identity.

When analyzed according to professional seniority, no significant difference was found in teacher perceptions in the dimensions of the collective efficacy scale and the overall scale. Based on this, it can be said that the collective efficacy perceptions of teachers with different professional seniority levels are at a similar level. Yılmaz and Turanlı (2017) and Önder and Öz (2019) also found that there was no difference between professional seniority and collective efficacy. Kurt (2009), on the other hand, states that teachers with 21 or more years of professional seniority have the highest collective efficacy, while teachers with 6-10 years of professional seniority have the lowest collective efficacy.

No significant difference was found between the perceptions of teachers in all dimensions of the organizational identity perception scale and the overall scale in terms of professional seniority. It can be stated that the organizational identity perception levels of teachers with different professional seniority levels are similar. When the related literature is examined, Akgül (2012), Şanlı and Arabacı (2016), and Arslan (2018) state that there is no significant difference in teachers' perceptions of organizational identity in terms of professional seniority. Argon and Ertürk (2013), on the other hand, concluded that teachers' perceptions of organizational identity increase as professional seniority increases.

When the relationships between the collective efficacy scale and the overall organizational identity perception scale and the dimensions of the scales were examined, it was concluded that there were positive and significant relationships. A low-level positive and significant relationship was determined between individual collectivity and the support, belonging, and communication dimensions and the overall scale of organizational identity perception. A moderate positive and significant relationship was found between the organizational collectivity dimension and the support, belonging, communication, and overall organizational identity perception scale. Again, a moderate, positive, and significant relationship was found between collective efficacy and perception of organizational identity. Based on this, it can be inferred that teachers with high collective efficacy at individual and organizational levels will have a higher perception of organizational identity and a more positive perception of organizational communication by feeling higher organizational support and organizational belonging; teachers with low collective efficacy at individual and organizational levels will have a lower perception of organizational identity, feel less organizational support and organizational belonging, and have a more negative perception of organizational communication.

### Recommendations

1. The study concluded that teachers' collective efficacy was high. A qualitative study can be conducted to determine in which fields and subjects this result is reflected in schools.
2. It was concluded that teachers' perceptions of organizational identity were generally high. A qualitative study can be conducted to reveal the administrator behaviors that increase or decrease teachers' perceptions of organizational identity in depth.
3. The research is limited to Bolu province. To increase the generalizability of the research results, it can be repeated in regions of Turkey with different characteristics.
4. The research concluded that school principals have higher levels of belonging than vice principals. As a school administrator, it is not desirable for schools that vice principals' perceptions of belonging are low. For these reasons, participation at the school level should be increased and the concept of governance should be brought to the forefront to increase the sense

of belonging of vice principals. Additionally, a change in understanding can be made, and the level of interlocutors in cases of success and failure of vice principals can be increased.

5. The research found a significant difference in the organizational collectivity dimension of collective efficacy in favor of female teachers with a large effect size. A qualitative study involving both male and female teachers can be conducted to explore the reasons for this difference.

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