The Relationship Between Organizational Social Capital, Organizational Identity and Organizational Trust Levels of Academicians in Sports Education Institutions

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Abstract

This study was conducted to reveal whether there is a relationship between the organizational social capital and organizational identification perceptions of academics in institutions providing sports education and their levels of organizational trust. In the analysis of the data, in order to reveal the relationship between the organizational social capital, organizational identification and organizational trust levels of academicians, the Pearson Moments Product Correlation Coefficient (r) technique was used. As a result of the research, it was found that the highest perceptions of the academicians in institutions providing sports education about social capital are bridging social capital, the lowest organizational social capital is followed by unifying social capital and linking social capital dimensions; In general, it was judged that academicians' perceptions of bridging, unifying and bonding social capital regarding their institutions are at a "moderate" level, that is, they are not satisfied with their communication in these dimensions of organizational social capital (linking, linking, bridging). It was determined that the highest perceptions of the academicians in sports education institutions regarding organizational identification are in the emotional organizational identification dimension, followed by the cognitive organizational identification dimension, in general, the emotional identification of the academicians about their institutions is high, and their cognitive identification is at the "medium" level. It has been determined that the highest perceptions of the academicians in institutions providing sports education about organizational trust are trust in the manager, followed by the trust in the organization dimension, and the dimensions of trust in the administrator and trust in the organization, in general, are at the "medium" level. It has been determined that there are medium and high-level positive relationships between the dimensions of the academicians in institutions providing sports education, organizational social capital, organizational identification and organizational trust in general..

Keywords: Academician, institutions providing sports education, organizational social capital, organizational identification, organizational trust.

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Özet

Spor Eğitimi Veren Kurumlardaki Akademisyenlerin Örgütsel Sosyal Sermaye, Örgütsel Özdeşleşme ve Örgütsel Güven Düzeyleri Arasındaki İlişki

Bu çalışma, Spor eğitimi veren kurumlardaki akademisyenlerin, örgütsel sosyal sermaye ve örgütsel özdeşleşme algıları ile örgütsel güven düzeyleri arasında bir ilişki olup olmadığını ortaya koymak amacıyla yapılmıştır. Verilerin analizinde, akademisyenlerin örgütsel sosyal sermaye, örgütsel özdeşleşme ve örgütsel güven düzeyleri arasındaki ilişkiyi ortaya çıkarmak için de Pearson Momentler Çarpım Korelasyon Katsayısı (r) tekniğinden yararlanılmıştır. Araştırma sonucunda, spor eğitimi veren kurumlardaki akademisyenlerin sosyal sermayeye ilişkin en yüksek algılarının, köprü kurucu sosyal sermaye boyutunda olduğu, en düşük örgütsel sosyal sermayeleri ise birleştirici sosyal sermaye ve bağ kurucu sosyal sermaye boyutlarının izlediği; genel olarak akademisyenlerin kurumlarına ilişkin köprü kurucu, birleştirici ve bağ kurucu sosyal sermaye algılarının "orta" düzeyde olduğu yani bu örgütsel sosyal sermaye boyutlarında (birleştirici, bağ kurucu, köprü kurucu) iletişimlerinden memnun olmadıkları yargısına varılmıştır. Spor eğitimi veren kurumlardaki akademisyenlerin örgütsel özdeşleşmeye ilişkin en yüksek algılarının, duygusal örgütsel özdeşleşme boyutunda olduğu, bunu bilişsel örgütsel özdeşleşme boyutunun izlediği, genel olarak akademisyenlerin kurumlarına ilişkin duygusal özdeşleşmelerinin yüksek, bilişsel özdeşleşmelerinin ise "orta" düzeyde olduğu belirlenmiştir. Spor eğitimi veren kurumlardaki akademisyenlerin örgütsel güvene ilişkin en yüksek algılarının yöneticiye güven boyutunda olduğu, bunu örgüte güven boyutunun izlediği, genel olarak yöneticiye güven ve örgüte güven boyutlarının "orta" düzeyde olduğu belirlenmiştir. Spor eğitimi veren kurumlardaki akademisyenlerin, genel olarak örgütsel sosyal sermaye, örgütsel özdeşleşme ve örgütsel güvenin, boyutları arasında orta ve yüksek düzeyde pozitif yönlü ilişkiler olduğu tespit edilmiştir.

Anahtar Kelimeler: Akademisyen, Spor Eğitimi Veren Kurumlar, Örgütsel Sosyal Sermaye, Örgütsel Özdeşleşme, Örgütsel Güven.

INTRODUCTION

The working life is not only the focus of human existence, but humans are also the focus of working life. The value placed on human resources plays a significant role in ensuring the proper and orderly progression of human-centered working life (14). To achieve the goals of organizations, adapt to the rapid developments and changes brought about by the era, and sustain their continuity in a competitive world, organizations must effectively utilize one of the most important elements, human resources (48). When it comes to increasing the productivity of organizations and enabling their development, the organizational social capital, identification, and trust of the employees comprising the organization are of great importance.

For the effective and efficient functioning of human resources within an organization, the establishment of organizational trust and organizational identification is crucial. Consequently, the enhancement of organizational social capital is of utmost importance for the development of the organization.

Social capital plays a significant role in maintaining and supporting the current state of an organization (34). For university organizations, social capital can be considered an investment in developing social relationships (27). Social capital makes it possible to achieve unattainable or difficult goals (30). This is achieved through organizational identification and a sense of trust. Members who identify with the organization tend to see themselves as representatives of the organization in their interactions with others outside the organization, prioritizing the interests of the organization in opportunities related to work and strategic decisions (29).

The fundamental factors that propel organizations to such a position, creating significant value with their existence and management styles, and offering a variety of opportunities and services to all stakeholders, especially their own employees, are the organizational trust they establish with the internal and external environment. The reality is that employees at all levels have a sense of identification with these organizations.

In this context, the phenomenon of professional identification, which will create an opportunity for each individual working in the organization to utilize their total skills, knowledge, and abilities close to full capacity, is largely determined by the high levels of organizational trust and identification of individuals

within the organization. The interplay of these two concepts will lead to an increase in the organization's social capital. Organizational trust, identification, and social capital concepts are crucial not only for the organization but also for the organizational environment with which the organization interacts and for the employees. In today's context, these concepts are recognized as the most significant assets that organizations possess (17).

In the relevant literature, numerous studies have been conducted on the levels of academician's organizational social capital (15), organizational identification levels (15, 10, 21), and levels of organizational trust (44, 26, 24, 1, 5, 2, 18, 33, 13). However, specific research aimed at determining the relationship between organizational social capital, organizational identification, and organizational trust levels, as well as investigations into whether such a relationship exists among academicians in institutions providing sports education, have not been encountered in the current literature.

In light of this information, the research aims to determine the perceptions of organizational social capital, organizational identification, and organizational trust levels among academicians in institutions contributing to the human resources for sports within the challenging atmosphere of the academic world. The primary goal is to explore whether there is a relationship between organizational social capital, organizational identification, and organizational trust levels. The research, in this form, is expected to contribute to both state and private universities' sports-related departments being one step ahead in the increasingly competitive environment. It is anticipated that the findings will provide insights to managers in these departments regarding effective organizational management, the implementation of contemporary management principles and functions, and adopting an approach that instills trust in employees, ultimately enhancing satisfaction and performance levels in terms of identification and social capital. The study is also anticipated to offer guidance on the necessary steps to be taken in this direction.

METHOD

Research Model

The research employed both relational survey and descriptive survey (questionnaire) methods to clarify the current situation.

Population and Sample

The population of the research consists of academicians (Professors, Associate Professors, Assistant Professors, Lecturers, and Research Assistants) working in 44 Schools of Physical Education and Sports affiliated with state universities, 34 Faculties of Sports Sciences, 5 Departments of Physical Education and Sports Teaching affiliated with Education Faculties, and 1 School of Sports Sciences and Technology in Turkey, as specified in Table 5 of the 2018 Student Selection and Placement System (OSYS) Higher Education Programs and Quotas Guide.

In order to obtain reliable data, the sampling method was not employed, and the study was conducted on the general population based on voluntary participation. This approach, referred to as a "self-sampling universe" (11), has been considered as the research universe.

The research employed face-to-face interviews and postal surveys as survey administration methods (8). Although attempts were made to administer surveys to all academicians, surveys were not conducted for academicians who were not present at the time of administration or those who chose not to participate. At the end of this process, it was determined that academicians from 32 Faculties of Sports Sciences (n=411), 25 Schools of Physical Education and Sports (n=267), and 3 Departments of Physical Education and Sports Teaching affiliated with Education Faculties (n=17) participated in the data collection process of the study. Thus, the sample group of the study consisted of a total of 695 academicians [Professors (n=32), Associate Professors (n=123), Assistant Professors (n=184), Lecturers (n=234), Research Assistants (n=122)], distributed according to the universities and units where the participating academicians worked, as detailed in Table 1. University.

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Table 1. Percentage and Frequency Distribution of Academicians Answering the Survey.

University and Units	n	%
Selcuk University SBF	43	6,2
Kocaeli University SBF	31	4,5
Atatürk University Faculty of Education Department of Physical Education and Sports	29	4,2
İnönü University SBF	25	3,6
Akdeniz University SBF	23	3,3
Eskisehir Technical University SBF	23	3,3
Manisa Celal Bayar University SBF	23	3,3
Ondokuz Mayıs University i SBF	23	3,3
Pamukkale University SBF	21	3,0
Mersin University BESYO	19	2,7
Kırıkkale University SBF	19	2,7
Niğde Ömer Halisdemir University SBF	19	2,7
Hitit University SBF	18	2,6
Fırat University SBF	18	2,6
Kahramanmaraş Sütçü İmam University SBF	15	2,2
Balıkesir University BESYO	15	2,2
Muş Alparslan University BESYO	14	2,0
Cumhuriyet University SBF	13	1,9
Kastamonu University BESYO	13	1,9
Uludağ University SBF	13	1,9
Çanakkale Onsekiz Mart University SBF	13	1,9
Süleyman Demirel University SBF	12	1,7
Mehmet Akif Ersoy University SBF	11	1,6
Erzincan Binali Yıldırım University BESYO	11	1,6
Bingöl University BESYO	11	1,6
Yozgat Bozok University BESYO	11	1,6
Kütahya Dumlupınar University BESYO	10	1,4
Muğla Sıtkı Koçman University SBF	10	1,4
Gaziantep University SBF	10	1,4
Kafkas University Sarıkamış BESYO	10	1,4
Ordu University BESYO	9	1,3
Van Yüzüncü Yıl University BESYO	9	1,3
Aksaray Üniversitesi SBF	9	1,3
Afyon Kocatepe University SBF	8	1,2
Çukurova University BESYO	8	1,2
Adnan Menderes University SBF	8	1,2
Karamanoğlu Mehmetbey University BESYO	8	1,2
Batman University BESYO	8	1,2
Harran University BESYO	8	1,2
Uşak University SBF	7	1,0
Hatay Mustafa Kemal University BESYO	7	1,0
Bartın University SBF	7	1,0
Marmara University SBF	7	1,0
Tokat Gaziosmanpaşa University SBF	6	0,9
Alanya Alaaddin Keykubat University SBF	6	,9
Gazi University SBF	6	,9
Trabzon University SBF	5	,7

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Necmettin Erbakan University Ahmet Keleşoğlu Faculty of Education, Department of Physical Education and Sports	5	,7
Şırnak University BESYO	5	,7
Siirt University BESYO	4	,6
Ağrı İbrahim Çeçen University BESYO	4	,6
Dicle University BESYO	4	,6
Mardin Artuklu University BESYO	3	,4
Ardahan University BESYO	3	,4
Tekirdağ Namık Kemal University BESYO	3	,4
Bayburt University BESYO	3	,4
Orta Doğu Teknik University Faculty of Education, Department of Physical Education and Sports	3	,4
Sinop University SBF	3	,4
Bitlis Eren University BESYO	2	,3
Bolu Abant İzzet Baysal University SBF	1	,1
Total	695	100,0

As seen in Table 1, the number of participating academicians is 695 in total, consisting of 411 from 32 Faculties of Sports Sciences, 267 from 25 Schools of Physical Education and Sports, and 17 from 3 Departments of Physical Education and Sports Teaching affiliated with Education Faculties.

Data Collection Tools

To gather information about the personal characteristics of teaching staff and to create independent variables related to the subject of the study, a Personal Information Form created by the researcher was utilized. For determining the teaching staff's perceptions of organizational social capital, the "Educator Organizational Social Capital Scale," developed by Eker (15), was employed. To identify the teaching staff's perceptions of organizational identification, the "Educator Organizational Identification Scale," originally developed by Mael and Ashforth (28) and adapted to Turkish by Eker (15) with additional statements, was used. Lastly, to measure the teaching staff's levels of organizational trust, the "Organizational Trust Scale," developed by Nyhan and Marlowe (32) and adapted to Turkish by Gürce (20), was employed.

Faculty Member Organizational Social Capital Scale

"The Educator Organizational Social Capital Scale" was developed by Eker (15) to determine teaching staff's perceptions of organizational social capital.

"The Educator Organizational Social Capital Scale" consists of a total of 16 items and 5 statements. These statements are rated on a five-point Likert scale as follows: "strongly disagree=1," "disagree=2," "undecided=3," "agree=4," "strongly agree=5."

This scale consists of three sub-dimensions, namely, unifying organizational social capital, bonding organizational social capital, and bridging organizational social capital. The first seven questions of the scale measure the unifying dimension of organizational social capital (1, 2, 3, 4, 5, 6, 7), the next six questions measure the bonding dimension (8, 9, 10, 11, 12, 13), and the last three questions measure the bridging dimension (14, 15, 16).

The Cronbach's alpha reliability coefficient was calculated for each factor in the scale. For unifying organizational social capital, the Cronbach's alpha reliability coefficient is .946; for bonding organizational social capital, it is .924; for bridging organizational social capital, it is .749. The Cronbach's alpha reliability coefficient for the overall scale is 0.913 (15).

Faculty Member Organizational Identification Scale

"The Educator Organizational Identification Scale" is based on the "Organizational Identification Scale" developed by Mael and Ashforth (28), which originally contains 6 statements. "The Educator Organizational Identification Scale" was developed by Eker (15) for determining educators' perceptions of organizational identification by adding new statements. The scale consists of a total of 10 items and 5 statements. Each statement is accompanied by a five-point agreement scale: "strongly disagree=1," "disagree=2," "undecided=3," "agree=4," "strongly agree=5" (15).

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"The Educator Organizational Identification Scale" consists of two sub-dimensions: cognitive organizational identification and emotional organizational identification. The first six questions of the scale measure the cognitive dimension of organizational identification (1, 2, 3, 4, 5, 6), and the next four questions measure the emotional dimension (7, 8, 9, 10). The Cronbach's alpha reliability coefficient was calculated for the two factors. For Factor 1, Cognitive Organizational Identification, the Cronbach's alpha reliability coefficient is 0.906; for Factor 2, Emotional Organizational Identification, it is 0.810. The Cronbach's alpha reliability coefficient for the overall scale is 0.913 (15).

Organizational Trust Scale

In this study, the "Organizational Trust Scale," consisting of 12 questions developed by Nyhan and Marlowe (32) and adapted to Turkish by Gürce (20), was utilized.

The measurement of the statements was conducted using a 5-point Likert Scale. The scale includes the options: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree (20).

The 5-point Likert-type Organizational Trust Scale consists of two sub-dimensions: trust in the manager and trust in the organization. The first factor, trust in the manager, assesses individuals' confidence in the competence, ability, and truthfulness of their managers. The factor loadings for the first 8 items (1, 2, 3, 4, 5, 6, 7, 8) gathered under the trust in the manager factor range from .76 to .57. The second factor, trust in the organization, evaluates perceptions related to the organization treating individuals fairly and perceptions of trust within the organization. The factor loadings for the 4 items (9, 10, 11, 12) gathered under the trust in the organization factor range from .86 to .67 (20).

Data Analysis

The distributions of academics' levels of organizational social capital, organizational identification, and organizational trust were determined by calculating the arithmetic means and standard deviations of the responses provided by academics to the scales. The normal distribution of sub-dimensions of organizational social capital, organizational identification, and organizational trust scales was tested using the Kolmogorov-Smirnov and Shapiro-Wilk tests. According to the test results, it was found that all variables exhibited a normal distribution ($p > 0.05$).

To reveal the relationship between academics' organizational social capital, organizational identification, and organizational trust levels, the Pearson Product-Moment Correlation Coefficient (r) technique was employed. In interpreting the correlation coefficient, a result between 0.70 and 1.00 is considered a high level of correlation, between 0.30 and 0.70 is considered a moderate level, and between 0.00 and 0.30 is considered a low level of correlation (9).

The data obtained were analyzed using the SPSS (Statistical Package for Social Sciences for Windows Release 23.0) program, tested at a significance level of 0.05, with other significance levels specifically indicated. The results were presented in tables in accordance with the purpose of the research.

FINDINGS

The participants in the study consisted of 72.7% (n=505) males and 27.3% (n=190) females. When examining their distribution based on the variable of the department where they work, it was observed that 59.1% (n=411) worked in the Faculty of Sports Sciences, 38.4% (n=267) in the School of Physical Education and Sports, and 2.4% (n=17) in the Departments of Physical Education and Sports Teaching affiliated with the Faculty of Education. Regarding the distribution based on the department where they work, 42.3% (n=294) were in Physical Education and Sports Teaching, 28.9% (n=201) in Coaching Education, 19.3% (n=134) in Sports Management, and 9.5% (n=66) in Recreation departments.

In terms of age distribution, it was observed that 1.0% (n=7) were 25 years and under, 11.1% (n=77) were 26-30 years old, 17.8% (n=124) were 31-35 years old, 20.1% (n=140) were 36-40 years old, 21.4% (n=149) were 41-45 years old, 14.5% (n=101) were 46-50 years old, and 14.0% (n=97) were 51 years and above. Additionally, in terms of academic title, it was observed that 4.6% (n=32) were professors, 17.7% (n=123) were associate professors, 26.5% (n=184) were assistant professors, 33.7% (n=234) were lecturers, and 17.6% (n=122) were research assistants. When examining the distribution based on professional seniority, it was observed that 23.5% (n=163) had 1-5 years of experience, 14.8% (n=103) had 16-20 years, 19.1% (n=133) had 6-10 years, 11.7% (n=81) had 11-15 years, 15.3% (n=106) had 21-25 years, and 15.7% (n=109) had 26 years and above.

Regarding marital status, 71.7% (n=498) were married, 23.3% (n=162) were single, and 5.0% (n=35) were separated/divorced/widowed. Additionally, when examining the variable of having administrative duties, 69.8% (n=485) did not have administrative duties, while 30.2% (n=210) did have administrative duties (dean, vice dean, school director, vice director, department chair, department vice chair).

To interpret the scores obtained by the academicians participating in the research from the applied scales and the sub-dimensions of the scales, the formula for Range Width ($\diamond$a) = Range / Number of Groups to be Created (40) was used. Based on this, the frequency of observations and their boundary values are presented in Table 2 below.

Table 2. Observations and Boundary Values for Organizational Social Capital Scale, Organizational Identification Scale, and Organizational Trust Scale.

Weight	Options	Border
1	I strongly disagree	1,00-1,80
2	I do not agree	1,81-2,60
3	I'm undecided	2,61-3,40
4	I agree	3,41-4,20
5	Absolutely I agree	4,21-5,00

"In the examination of the scales used in the research, the value table provided in Table 2 will be utilized."

Table 3. n, Mean (X), and Standard Deviation (ss) Values for the Subscale Scores of Academicians on the Organizational Social Capital Scale.

	n	$\overline{X}$	ss
Integrative Organizational Social Capital	695	3,68	0,99
Bonding Organizational Social Capital	695	3,68	0,83
Bridging Organizational Social Capital	695	3,95	0,76

The research revealed the mean scores for the dimensions of Organizational Social Capital Scale among the participating academicians: for Unifying Organizational Social Capital, X = 3.68; for Bonding Organizational Social Capital, X = 3.68; for Bridging Organizational Social Capital, X = 3.95.

Table 4. Number of Observations (n), Mean (X), and Standard Deviation (s) Values for Sub-Dimensions of Academics' Organizational Identification Scale

	n	$\overline{X}$	ss
Cognitive Organizational Identification	695	3,38	0,89
Emotional Organizational Identification	695	3,82	0,75

The academic staff participating in the research exhibited mean scores of 3.38 for Cognitive Organizational Identification and 3.82 for Emotional Organizational Identification, as measured by the Organizational Identification Scale.

Table 5. Number (n), Mean (X), and Standard Deviation (ss) Values for Sub-Dimensions of Academics' Organizational Trust Scale

	n	$\overline{X}$	ss
Trust the Manager	695	3,56	1,00
Trust in the Organization	695	3,32	1,03

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The academics participating in the study had mean scores of 3.56 for Trust in the Supervisor and 3.32 for Trust in the Organization on the Organizational Trust Scale.

Table 6. Pearson Multiplication Moment Correlation Results to Determine the Relationship Between Academicians' Organizational Social Capital Scale, Organizational Identification Scale and Organizational Trust Scale Sub-Dimensions

	Variable		Faculty Member Organizational Identification Scale		Organizational Trust Scale	
			Cognitive Organizational Identification	Emotional Organizational Identification	Trust the Manager	Trust in the Organization
Faculty Member Organizational Social Capital Scale	Cohesive Organizational Social Capital	r	.513	.377	.815	.687
		p	0.00**	0.00**	0.00**	0.00**
	Bonding Organizational Social Capital	r	.450	.301	.559	.642
		p	0.00**	0.00**	0.00**	0.00**
	Bridging Organizational Social Capital	r	.434	.442	.420	.370
		P	0.00**	0.00**	0.00**	0.00**
	Bridging Organizational Social Capital	r			.581	.614
		p			0.00**	0.00**
	Emotional Organizational Identification	r			.403	.363
		p			0.00**	0.00**
A moderate and high level positive relationship was detected between all scale sub-dimensions (P < 0.001).						

DISCUSSION

Organizational social capital encompasses the structural dimension due to the relationships among members, which is gained through mutual communication within the organization's internal environment and external environment. It includes the social assets and resources acquired as a result of individuals' interactions. It consists of three dimensions: structural, relational due to mutual trust among members, and cognitive due to the shared values and goals among members, forming the overall network of relationships (45). As a social open system, the school organization gains even more significance when considering its immediate environment (49).

The unifying dimension of organizational social capital characterizes relationships among individuals from different social classes. Unifying social capital, resulting from the relationships between vertical networks in society, generally encompasses individuals' relationships with others who possess power and authority (15). The bonding dimension of organizational social capital involves connections among individuals with similar characteristics, such as ethnic background, education, age, socio-economic status, or political views (47). It arises from the internal bonds among individuals comprising a community and becomes a public good that individuals within that community benefit from to achieve common goals (37). The bridging dimension of organizational social capital consists of weak ties observed in heterogeneous group relationships and includes formal and informal relationships between groups with different professional, ethnic, and socio-economic backgrounds (15). In the institutions providing sports education, the academics participating in the study have the highest perceptions of bridging social capital (X=3.95), while their lowest perceptions of organizational social capital are in the unifying social capital (X=3.68) and, with the same ratio, in the bonding social capital (X=3.68) dimensions (Table 3).

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Given that employees' perceptions of interpersonal communication in their organizations play a significant role in their attitudes and behaviors toward the organization (50), it can be argued that academics' perceptions should be higher. In this context, when the results of past and present studies are examined, teachers' perceptions of social capital can be considered as an aspect that needs improvement.

Our research results are consistent with other studies conducted for teachers, which are stakeholders in the education sector (16, 15, 19, 6, 3), and a study on teachers' social capital perception examined from the perspective of school administrators (39). Similar findings have been reached.

There are existing studies (19, 12) in the relevant literature that do not align with our research results, finding that the organizational social capital levels of teachers are high. It can be argued that teachers at different levels participating in these studies are satisfied with the decisions related to organizational social relationships, formed through communication among different social groups and internal connections.

Organizational identification supports the utility of social identity as an enhancer of performance in organizational settings. It closely examines the relative importance of different social identity foci in organizational environments (38).

The cognitive dimension of organizational identification involves an individual defining themselves in conjunction with the organization they belong to. This perspective on membership leads the individual to attribute the successes or failures of the organization to themselves, prompting the individual to make efforts toward the organization's positive outcomes (23).

The emotional dimension of organizational identification signifies emotional attachment to a group. It is associated with pride in being part of the group, and it is crucial for an individual to form a positive image of their group or develop a positive social identity (36).

The academic staff in sports education institutions participating in the research showed the highest perceptions of emotional organizational identification (X =3.82), followed by cognitive organizational identification (X =3.38) (Table 4).

Academicians who exhibit a high level of emotional attachment to their institutions have positive effects on organizational members, and it is evident that increasing the level of organizational identification will have positive outcomes for the organization. As the level of organizational identification increases, there is a positive increase in job performance, and members who embrace the organization's goals as their own and strive to achieve the best performance to reach these goals play a significant role in achieving success (41).

Many studies in the relevant literature partially or fully support the research results. In these studies, Akpınar (4), Nergiz (31), Yaşa (47), and Koyuncu (25) concluded that social capital is at a moderate level, while Başar (7) and Eker (15) found it to be high in their studies with academicians.

Organizational trust is defined as "the degree of employees' trust in management and their belief in what management tells them." According to this definition, the source of organizational trust is the behavior of upper-level and middle-level managers (42).

The dimension of trust in the manager within organizational trust encompasses interpersonal trust within the organizational structure; employees' trust in their managers is shaped by the manager's demonstrated ethical and fair behaviors (22).

The dimension of trust in the organization within organizational trust can be expressed as the level of trust employees have in their organizations. Trust in the organization can be described as the increased trust individuals have in themselves and their organization when they see themselves as an integral part of the institution to which they belong (35).

The academicians from sports education institutions participating in the research have the highest perceptions regarding organizational trust in the dimension of trust in the manager (X =3.56), followed by trust in the organization (X =3.38), as determined in Table 5.

According to these results, it can be concluded that academicians are emotionally attached to their managers, identify with the institution, and will continuously seek organizational success within the

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organization. It is also suggested that honesty, intention, and transparency in organizations would increase performance and efficiency. The high level of these factors forms a significant part of the reasons for their commitment to the institution. However, it is noted that they do not have a high sense of moral obligation related to staying in the organization. In other words, they may not fully devote themselves to their institutions and lack a sense of commitment, justice, equality, and loyalty.

The high level of trust in the manager is considered to be related to each other in the same direction, as the manager represents the organization. Trust in the organization is initiated by trust in the manager. Employees determine the level of trust in the organization based on their interactions with the manager. In some cases, even if employees have full trust in their managers in terms of competence, helpfulness, and respect, they may not trust the organization. Given these factors, it can be said that the result obtained in the research is encouraging.

There are many studies in the relevant literature that fully support or support the research results. Applying to academics in this way; (26, 44, 2, 18, 13) and the improvements made towards the perception of trust perceived by physical education teachers in Ulucan (43), similar sections were reached.

CONCLUSION

Table 6 presents the results of the regression analysis conducted to determine the effects of the levels of organizational identification and organizational trust of academics in sports education institutions on the level of organizational social capital.

The sub-dimensions of the organizational identification scale (cognitive organizational identification, emotional organizational identification) and the sub-dimensions of the organizational trust scale (trust in the manager and trust in the organization) together show a significant relationship with the level of organizational social capital. These variables together explain approximately 68% of the total variance in organizational social capital. On the other hand, it is understood that, among the predictor variables, only emotional organizational identification, trust in the manager, and trust in the organization are significant predictors of organizational social capital. In other words, as emotional organizational identification increases, levels of organizational social capital increase, and as trust in the manager and trust in the organization levels increase, levels of organizational social capital also increase. No research examining the effects of organizational identification and organizational trust levels on the level of organizational social capital was found in the relevant literature.

The study revealed that academicians in institutions providing sports education have high perceptions regarding trust in their supervisors, cooperation, communication, unity of purpose, honesty and openness with colleagues, collaboration, mutual assistance, trust, exchange of ideas, and informal meetings. In this context, the results indicate high perceptions regarding the allocation of time and effort to social projects, contributions to organizing social activities, and participation in ceremonies, meetings, and social events. The findings suggest that increasing emotional attachment, perceiving the institution as excellent, embracing, owning, seeing it as a family, and believing in the accuracy of their intermediate-level communication with the institution would enhance their identification with the organization.

The study indicates that academicians in institutions providing sports education have high perceptions regarding trust in their supervisors, cooperation, communication, unity of purpose, honesty and openness with colleagues, collaboration, mutual assistance, trust, exchange of ideas, and informal meetings. In this context, there is a high perception of contributing time and effort to social projects, contributing to the organization of social activities, and participating in ceremonies, meetings, and social events. From these results, it can be interpreted that having confidence in their managers, perceiving them as competent, capable of making correct and logical decisions, trusting in the accuracy of their words, having confidence in their managers, perceiving the institution as just, and having trust in their colleagues would increase the level of trust in the institution, considering working in the organization as a duty, and believing it is right to show trust in the institution.

The study reveals that academicians in institutions providing sports education have high perceptions regarding their organization, perceiving it as excellent, aligning their goals with the organization's goals, enhancing their image in society, commitment, ownership, considering it as a family, feeling responsible for

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success and failure. In this context, it is believed that increasing identifications such as considering managers as competent, capable of making correct decisions, having comprehension skills, making logical decisions, trusting in the accuracy of their words, having trust in their managers, perceiving the institution as just, trust among colleagues, considering working in the organization as a duty, and believing it is right to show trust in the institution would enhance organizational identification.

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