

## THE EFFECTS OF EDUCATIONAL ADMINISTRATORS' SOCIAL CAPITAL LEVELS ON ORGANIZATIONAL IDENTIFICATION PERCEPTIONS

Eğitim Yöneticilerinin Sosyal Sermaye Düzeylerinin Örgütsel Özdeşleşme Algıları Üzerine Etkisi

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### ABSTRACT

In this study, it was carried out to determine the effect of social capital on organizational identification. The data of the research were collected from the education managers working in educational organizations. In this context, questionnaire forms containing scales were sent to 193 education managers working in Isparta city center and 185 questionnaire forms were returned. The data obtained were subjected to regression analysis. In the research, a model was introduced to explain the effect of social capital on organizational identification. According to the findings, it has been understood that educational administrators have a positive and significant effect on their organizational capital levels and their perceptions of organizational identification. As a result of the research, it is evaluated that revealing the effect between the organizational capitals of educational managers and their perceptions of organizational identification is an important contribution to the literature. The findings were discussed in line with the literature and suggestions were made for future studies

**Key Words:** Social Capital, Organizational Identification, Education Managers

### ÖZET

Bu çalışmada, sosyal sermayenin örgütsel özdeşleşme üzerinde etkisinin tespiti amacıyla yapılmıştır. Araştırmanın verileri eğitim örgütlerinde görev yapan eğitim yöneticilerinden toplanmıştır. Bu kapsamda Isparta il merkezinde görev yapan 193 eğitim yöneticisine ölçekleri içeren anket formları gönderilmiş, 185 anket formu geri dönmüştür. Elde edilen veriler regresyon analizine tabi tutulmuştur. Araştırmada, sosyal sermayenin, örgütsel özdeşleşme üzerine etkisini açıklamaya yönelik bir model ortaya konulmuştur. Elde edilen bulgulara göre, eğitim yöneticilerinin örgütsel sermaye düzeyleri örgütsel özdeşleşme algıları üzerinde pozitif ve anlamlı bir etkiye sahip olduğu anlaşılmıştır. Araştırma neticesinde, eğitim yöneticilerinin örgütsel sermayeleri ile örgütsel özdeşleşme algıları arasındaki etkinin ortaya konulmasının, alanyazına önemli bir katkı sağladığı değerlendirilmektedir. Ulaşılan bulgular literatür doğrultusunda tartışılmış ve gelecek çalışmalar için önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Sosyal Sermaye, Örgütsel Özdeşleşme, Eğitim Yöneticileri

### 1. INTRODUCTION

Social capital value forms the focus of the individual's relations with other actors (individual / group / organization) as an essential element of organizations. Considering social capital as the key to organizational success, Field (2006) thinks that the wealth of social capital is proportional to the number of individuals' acquaintances and the common worldview. On the other hand, the trust-based relationships, collaboration and friendships established by individuals who come together for the same purposes in organizations have an important value for organizational success. For organizations, the intensity of these relationships points to the strength of social capital wealth.

Social capital at different levels in organizations is composed of social networks, cooperation, trust, loyalty, norms and participation in the creation of organizational wealth. Social capital is a situation that people create a value with a common purpose and understanding. As a matter of fact, the development of the organization is possible by improving the social capital value in the organization. Into the field research,

Nahapiet and Ghoshal (1998) defined social capital by categorizing it into structural, relational and cognitive dimensions. Structural capital is called the social interaction link and is expressed as the impersonal form of connections between the individual, group or organization (Chang & Chuang, 2011, Nahapiet & Ghoshal, 1998, Tsai & Ghoshal, 1998.). Therefore, the quality and hierarchy of the work in the organizational structure has an impact on social capital (Hodson, 1996.). Relationships between individuals and special relationships such as respect and friendship created by individuals constitute the relational dimension of social capital (Tsai & Ghoshal, 1998). The combination of trust, mutual norm, common values and behaviors, which provide connections between individuals and are based on cooperation, constitute relational social capital (Cohen & Prusak, 2001). The cognitive dimension of social capital includes the shared vision of the organization and the ceremonies, stories and heroisms in the organization (Chua, 2002, Nahapiet & Ghoshal, 1998).

On the other hand, elements such as belonging, commitment, participation and cultural memory also contribute to the formation of social capital. As a matter of fact, Lee and Croninger (2001) counted commitment and organizational identification among the elements of social capital and stated that cooperation, trust and mutual understanding can develop with identification. Similarly, Kilpatrick, Johns and Mulford (2010) listed the determinants of social capital as voluntary participation, shared vision, attitude and norms, the scope and structure of networks, organizational identification.

According to Balçı (2003), commitment, which is one of the elements of social capital, is related to the identification of the individual with the organization and joining the organization. According to Balçı it can be explained with organizational identity that the individual believes in organizational goals and values, is willing to strive for the organization and strongly desires the continuation of the membership of the organization.

The individual identified with the organization sees herself/himself and her/his work as valuable, so the sense of alienation in the organization decreases. He/she accepts the success and failures of the organization as its own success and failure. Organizational identification is the employee's bond with the organization and is the most important way to understand employee requests, complaints and satisfaction. The individual perceives herself/himself as a real or symbolic member of the group. The individual identified with the organization adopts the goals, objectives and values of the organization and therefore tries to voluntarily disseminate the positive image of the organization.

The fact that the education manager uses a possessive "us language" while talking about the school, is closely related to the success of the educational organization, enjoys working for the educational organization and sees its problems as its own problems. In this context, the social capital level of the educational manager contributes positively to the formation of organizational identification.

If there is a strong and close relationship in the relations of the employees at the organization level with each other and with their managers, in other words, there are strong ties, the level of trust and communication between the members of the organization with these ties increases and it becomes possible to provide cooperation among the members. The fact that social networks have such features within the organization where the individual is located affects the individual's attitude towards her/his job much more positively. Because, trust-based relationships within the organization affect organizational identity positively.

The basic components of social capital strengthen the relationship between social capital and organizational identification. There is good will and willingness to help each other at the heart of social capital. Group solidarity not only makes the job of the individual more meaningful, but also identifies him/her with the job (Hodson, 1997, Özdemir, 2008).

In this study, it is aimed to determine the effects of social capital on organizational identification, which is an attitude factor that can be considered as an important variable for organizational functioning and success. Accordingly, the main problem of the research is to examine the effect of educational managers' social capital levels on the perception of organizational identification. This research is thought to contribute to the literature, as it will reveal the current situation regarding the social capital levels and organizational identifications of educational managers.

## 2. CONCEPTUAL FRAMEWORK

### 2.1. The Concept Of Social Capital

The concept of social capital was first mentioned by Jane Jacobs in "The Death and Life of Great American Cities" (Öğüt and Erbil, 2009). Since 1970's, Bourdieu's serious contributions to the concept can be mentioned. The greatest contribution to the conceptual framework of the concept was made by James Coleman in his work *The American Journal of Sociology*. While Coleman bases social capital as a broad and inclusive concept in this study, he stated that it contains a number of elements that are inherent in family relations and the social organization of the community and also useful for the cognitive and social development of children and youth (Coleman, 1990).

Bourdieu mentioned that the concept of capital cannot be limited only by an economic unity of integrity, but its four basic dimensions, economic, cultural, social and symbolic (Bourdieu, 1986). Economic capital is capital that can be converted into money directly and institutionalized in the formation of property rights. Cultural capital is capital that can be converted into economic capital, as it plays a role in the formation of educational quality and contributes to the institutionalization of the quality of education. Social capital includes social obligations and connections that can be converted into economic capital and institutionalized in the formation of basic skills by enabling cooperation opportunities. Symbolic capital, on the other hand, corresponds to the entire social role, status and rituals regarding cognitive perception.

Social capital arises through changes in relationships that facilitate action between individuals. In this context, it is a less tangible form of capital than it exists in relations between people. Social capital can also be evaluated as the contribution of trust-based relationships between individuals in achieving the goals or objectives that bring individuals together. In this context, Fowler evaluated social capital as an expression of mutual expectations and obligations among individuals, knowledge accumulated by social networks and the expression of effective group norms (Töremen and Ersözlu, 2010).

Bourdieu believes that social capital is the sum of the resources that have relationship networks consisting of institutionalized reciprocal relations and provide the support of its members. In this sense, Bourdieu draws attention to the importance of human relations and suggests that through relationships developed over time, people can work together to realize that they will not be able to do it on their own or they can achieve it with difficulty (Field, 2008).

On the other hand, Woolcock and Narayan (2000) state that social capital refers to "norms" and "networks" that enable people to act together. Fukuyama (2002) states that social capital is shared norms and values that support social cooperation, it manifests itself in the social relations realized and in this respect, social capital is a method of utilitarian approach to culture. Fukuyama describes social capital as a value that derives from trust in a community or among its members and contributes to individuals working together in groups or organizations for common purposes (Portes, 2000, Kapu, 2008, Glover and Hemingway, 2005 ).

Bourdieu thinks that social capital consists of the resources of the individual or group due to its long-lasting communication network based on mutual recognition and recognition in social life. In other words, the total of individuals' actual or potential resources constitutes the ability to mobilize these resources through their membership in social networks and organizations. Bourdieu stated that individuals are constantly competing to maintain their positions within the social structure, that social capital has a very important and determining role in the competition, and that individuals who are strong in social capital are in an advantageous position (Bourdieu, 1989). Because social capital is a basic factor that enables individuals to mobilize their economic and cultural capitals.

Social capital, unlike other forms of capital, is a value that cannot be obtained through individuals, but can be revealed in interpersonal relationships, resulting from mutual trust, expectations and solidarity within this framework. Accordingly, all factors such as trust, obligations, expectations, norms, relationships and information sharing determine the quality of social capital. Because these elements are the ones that develop and source common and interpersonal cooperation and communication shared by members in the social structure (Ekinci, 2010). In the literature, there are studies which state that social capital positively affects organizational development (Nahapiet & Ghosal, 1998), job satisfaction (Ersözlu, 2008), employee motivation (Turan, 2014), school success (Coleman, 1993) and innovation (Turgut & Begirbaş, 2014).

Tsai and Ghosal (1998) state that communication networks within the organization, the intensity of the interaction between the actors, affects the process of the formation and spread of innovation.

## 2.2. Elements of Social Capital

Social capital elements are the resources that enable the creation and development of social capital and interact with each other, as well as the facts that can be the result of social capital.

Offe and Fuchs (2002) mention about three basic elements of social capital. These elements are attention, trust, and associability. It is a whole consisting of trust, mutual understanding and common values and behaviors that connect active relationships between people and human networks and groups and enable cooperation (Cohen, Prusak, 2001).

Putnam thinks that social capital enables individuals to solve problems more easily through cooperation, facilitates trust and interaction in society, increases emotional connections between people, allows information to flow in organizational structures, and enables them to overcome difficulties more easily through inter-individual assistance against life's difficulties.

According to Putnam, social capital is within the network of relationships, but it is activated by the individual. Thus, both individual and social benefits are achieved through individual acquisition and external benefits. People in an individual's relationship network provide connections with other relationship networks. With this growth, social trust and mutual responsibility develop, norms strengthen, and values are shared to a greater extent, all of which form stronger communities and healthier individuals (Johnsn et al., 2011).

According to Putnam, social capital consists of the characteristics of social organization such as trust, social norms and networks that enable actors to cooperate effectively and effectively in order to achieve common goals.

## 3. ORGANIZATIONAL IDENTIFICATION

While social identification is defined as the perception of belonging to a certain group, the individual sees herself/himself as a symbolic or real member of the group (Ashforth & Mael, 1989).

Organizational identification, on the other hand, is a sense of belonging to the organization in which the individual works, unlike social identification. Organizational identification is the dimension of social identification within the organization and helps explain the relationship between the organization and the individual (Cheney and Tompkins, 1985).

In this context, organizational identification is defined as; Perception of belonging to the organization and unity in the event of the organization's success or failure (Asforth & Mael, 1989), the individual's identity characteristics and the degree of self-integration (Dutton et al. 1994), the degree of cognitive bond that the individual uses in self-expression (Dutton et al. 1994), the individual's psychological organization as a part of himself (Scoth & Lane, 2000), the individual's membership of the group and emotional commitment (Tajfel, 1978) after this stage.

### 3.1. The Importance of Organizational Identification

The importance of this concept in organizational behavior literature is increasing. Among the reasons for the interest in the concept of organizational identification, it is possible that the concept has an integrity that can explain and predict the working attitude and behavior.

When it comes to organizational identification, the defined goals of the organization become the targets of employees, and employees who are strongly identified with their organization can be guided more easily to achieve these goals (Edwards, 2005). When employees feel as part of the organization they work for, they want to express themselves with their organizations (Katrinli et al. 2009).

As the employee identifies with her/his organization, she/he combines the values, norms and interests of the organization with the concept of selfness (Van Knippenberg and Sleebos 2006).

Organizational identification and many positive employee behavior can be associated. These behaviors include collaborating with other employees, performing more than needed and expected, and being determined to remain a member of the organization under all circumstances (Reade, 2001).



### 3.2. Dimensions of Organizational Identification

In this literature, it is accepted that organizational identification consists of cognitive, emotional and behavioral elements (Cheney & Tompkins, 1987). In addition, it was stated that behavioral dimension should be added in addition to these dimensions (Van Dick, 2004). Therefore, the more the individual establishes a relationship with the organization in expressing herself/himself since the moment she/he is included in the organization, the more she/he identifies with the organization and her/his affective, cognitive and behavioral bond increases. Ashforth and Mael (1992) found a significant negative relationship between competition and the level of organizational identification between groups perceived within the organization. Under the same upper group, the perceived competition between the groups will decrease the level of identification towards the upper group and increase the identification with the lower group (Tüzün and Çağlar, 2008).

Cognitive dimension, which is among the dimensions of organizational identification, can be expressed as information that the individual is a member of a certain group. The emotional dimension is that the individual feels emotionally close to the group to which he is a member. The evaluative dimension is the association of values with the group coming from inside or outside the group (Erkutlu, 2015).

The behavioral dimension was evaluated as an output rather than the necessary elements of identification. Scoot and others (1998) pointed out that organizational identification may be at the individual, group or professional level. Dick Andıç' the others (2004) stated that in the determinations they based on the researches in the literature, individuals evaluate themselves in 3 dimensions as personal, middle and upper level in terms of identification. The dominant emphasis of high-level identification is the identification with the organization. In this context, Kreiner and Ashforth displayed a different approach in terms of their identification approaches and dimensions. Kreiner and Asforth (2004) stated that individuals can identify with their jobs, friends, organizations and a feature of their organizations.

Within the framework of individual organization identification, the individual can develop identity with smaller groups. In other words, the tendency and degree of the individual to identify with the group is stronger than the identification with the organization. According to Knippenberg and Schie (2000), the degree of identification with the groups within the organization is higher than the degree of identification with the organization due to the similarities in the perception of the organization.

Intragroup identification, which has an important role in organizational identification, is the internalization of the individual's passion for the group, the success and failures of the group. The individual's identification with the organization is that the individual carries some value judgments and feelings of the organization.

When the studies on organizational identification are examined, it has been observed that there are studies to determine the relationship with such concepts ; social psychology (Van Dick, 2001), business relations (Sluss & Ashforth, 2007), organizational cynicism (Sezgin Nartgün & Kalay, 2014), organizational support (Sezgin Nartgün & Kalay, 2014; Shen et al., 2014), organizational commitment (Gautam, Van Dick and Wagner, 2004), organizational communication (Yıldız, 2013), organizational socialization (Balcı, Baltacı, Fidan, Cereci & Acar, 2012), intention to leave work (Kurtmuş & Karabıyık, 2016) and organizational image Dukerich and others., 2002).

## 4. SOCIAL CAPITAL AND ORGANIZATIONAL IDENTIFICATION RELATIONSHIP

If there is a close relationship, or in other words, strong ties in the relations of the employees with each other and their managers, there is a high level of trust, strong communication networks and cooperation among the members of the organization with these ties. The fact that the social networks in the organization where the individual is located has such features affects the individual's attitude towards her/his job much more positively.

Along with trust and social support, which are components of social capital, group solidarity also strengthens the relationship between social capital and organizational identity. There is good will and willingness to help each other at the heart of social capital. Organizational solidarity not only makes the job of the individual more meaningful but also identifies it with the job.

Bourdieu believes that while social capital is a potential in social settings and organizational structures, it also requires an effort to activate this accumulation and use it for purposes. An important prerequisite for

the development of social capital and its purpose as a surplus value in educational environments and processes is the need for the presence of educational managers who will make their elements effective by being aware of social capital.

In educational organizations with strong and dense social networks, where the relations are based on trust, values and norms that will serve their goals, the desired cooperation and the development of qualified relations between the parties will provide important opportunities in achieving corporate goals. Social capital, which is the determinant of the effectiveness of an educational organization, and trust and cooperation among the employees in the educational organization can be developed, while organizational identification can be achieved among stakeholders.

In education organizations, the most important responsibility belongs to educational administrators in strengthening social capital elements such as trust-based, cooperative relations and organizational belonging and loyalty.

Educational organizations are important organizations in terms of the social system. Communication networks of training managers to be established with stakeholders can directly affect the entire organization. In addition, it is thought that managers' approach to employees with a collaborative attitude also facilitates the identification of employees with their organizations (Dukerich, Golden & Shortell, 2002).

Education administrators are at the center of all kinds of academic and administrative activities carried out in the school. Therefore, the high level of organizational identification of educational administrators depending on their organizational capital levels is also important for the quality of educational activities. Because social capital levels constitute the focus of the relationship of education managers with other actors (individual / group / organization). Considering social capital as the key to organizational success, Field (2006) thinks that social capital is proportional to the wealth of individuals, the number of people they know, and the common worldview. On the other hand, the trust-based relationships, collaboration and friendships established by individuals who come together for the same purposes in organizations have an important value for organizational success.

For organizations, the intensity of these elements points to the strength of social capital wealth. Social capital at different levels in organizations is composed of social networks, cooperation, trust, loyalty, norms and participation in the creation of organizational wealth.

Social capital is a situation that people create a value with a common purpose and understanding. As a matter of fact, the development of the organization is possible by improving the social capital value in the organization. In to the field research, Nahapiet and Ghoshal (1998) defined social capital by categorizing it into structural, relational and cognitive dimensions. Structural capital has been called the social interaction link and is expressed as the impersonal form of connections between the individual, group or organization (Chang and Chuang, 2011, Nahapiet & Ghoshal, 1998, Tsai & Ghoshal, 1998).

Therefore, the organizational structure, the nature and hierarchy of the work in the organization have an impact on social capital (Hodson, 1996). Relationships between individuals and special relationships such as respect and friendship created by individuals constitute the relational dimension of social capital (Tsai & Ghoshal, 1998). The combination of trust, mutual norm, common values and behaviors, which provide connections between individuals and are based on cooperation, constitutes relational social capital (Cohen and Prusak, 2001). The cognitive dimension of social capital includes the shared vision of the organization and the ceremonies, stories and heroisms in the organization (Chua, 2002, Nahapiet & Ghoshal, 1998)

According to Balcı (2003), commitment, which is one of the elements of social capital, is related to the identification of the individual with the organization and joining the organization. According to him, it can be explained with organizational identity that the individual believes in organizational goals and values, is willing to strive for the organization and strongly desires the continuation of the membership of the organization.

The individual identified with the organization, on the other hand, sees herself/himself and her/his work as valuable, and the individual's sense of alienation decreases.

She/he accepts the success and failures of the organization as her/his own success and failure. Organizational identification is the employee's bond with the organization and is the most important way to

understand employee requests, complaints and satisfaction. The individual perceives himself/herself as a real or symbolic member of the group. The individual identified with the organization; adopts the goals, objectives and values of the organization and therefore tries to voluntarily disseminate the positive image of the organization. It is a result of the educational manager's use of a proprietary "us language" while talking about the school, being closely related to the success of the educational organization, enjoying working for the educational organization, and seeing the problems of the organization they work with as their own problems. The social capital level of the educational manager contributes positively to the formation of organizational identification. If there is a close relationship and strong ties in the relations of the employees at the organization level with each other and their managers, the level of trust and communication between the members of the organization with these ties increases and it becomes possible to ensure cooperation among the members. The fact that social networks have such features within the organization where the individual is located affects the individual's attitude towards her/his job much more positively. Because trust-based relationships within the organization affect organizational identity positively. The basic components of social capital strengthen the relationship between social capital and organizational identification. There is good will and willingness to help each other at the heart of social capital. Group solidarity not only makes the job of the individual more meaningful but also identifies it with the job (Hodson, 1997, Özdemir, 2008).

In this study, it is aimed to determine the effects of social capital on organizational identification, which is an attitude factor that can be considered as an important variable for organizational functioning and success.

Accordingly, the hypotheses for the research are formed as follows(above)

H1: Social capital levels of school administrators affect organizational identification positively and significantly.

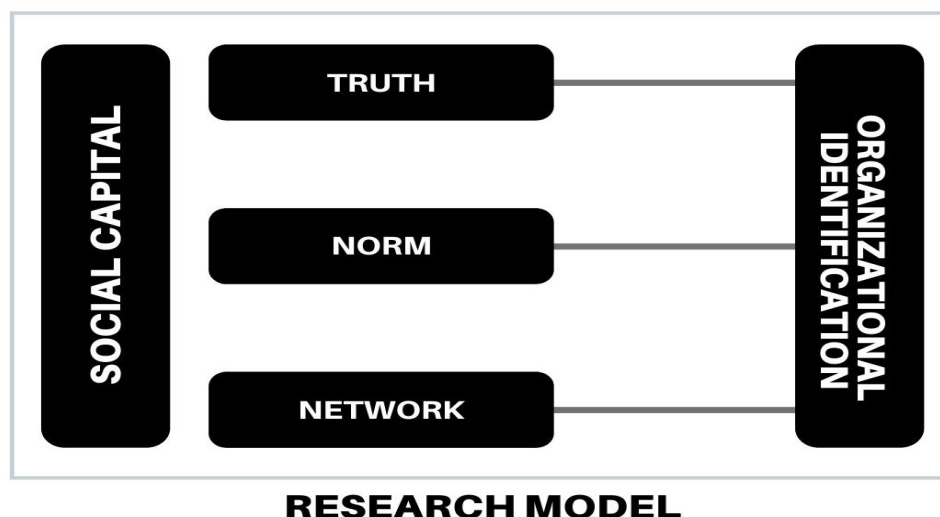
H2: The level of social capital of school administrators significantly affects organizational identification.

## 5. THE METHOD OF THE RESEARCH

In this section, information about the purpose and model of the research, the universe and the sample of the research and the scales used in the study will be given.

### 5.1. Purpose and Model of the Research

The purpose of this study is to determine the role of educational managers in the social capital levels' perception of organizational identification. The working model created for this purpose is shown in Figure 1.



Within the scope of the research model, it is aimed to test the hypotheses created in the study.

## 5.2. The Universe and the Sample of the Research

The universe of the research is composed of education managers who work in primary and secondary schools in Isparta. First of all, Isparta Provincial Directorate of National Education was contacted and the necessary permission was obtained to carry out the work. Afterwards, questionnaire forms were sent to 193 education employees, who are the entire research universe, and 185 questionnaires were returned. In this context, the survey return rate was calculated as 96%. It was determined that 8 questionnaire forms were not filled in the required quality and there was a lot of lost data and these questionnaire forms were not included in the study. As a result, analyzes were made on 177 valid questionnaire forms.

## 5.3. Data Collection Technique and Scales

In this study, data were collected using the survey method. The questionnaire consists of 3 parts, and in the first part, there are 6 questions regarding the demographic characteristics of the participants. Detailed information about the scales in the other 2 parts of the questionnaire is given below. An improved organizational identification scale was used in the research by Mael and Ashforth (1995). The scale consists of 6 items and one dimension. Cronbach calculated the  $\alpha$  internal consistency coefficient as .69. The World Values Questionnaire (DDA), developed by Grootaert, Narayan, Jones and Woolcock (2004) for the World Bank, to measure social capital, was used and the questionnaire consisted of 3 dimensions and 20 items. Cronbach  $\alpha$  internal consistency coefficient of the scale was calculated as .775.

Both scales have a 5-point Likert type rating as "1: strongly disagree" and "5: strongly agree". There are no reverse scored items in the scales.

## 5.4. Statistical Methods Used in Research

SPSS 22 statistical program was used in the analysis of the data obtained from the research. In order to test the validity of the scales, the Amos 22 program was used. In this context, the validity of the scales was tested with the confirmatory factor analysis. In order to measure the reliability of the scales, the internal consistency coefficient was preferred. Correlation and regression analysis were used to test the relationships and effects between the variables used in the research.

## 6. FINDINGS

The findings obtained within the scope of the research were evaluated in the form of titles.

### 6.1. Demographic Findings

The demographic characteristics of the participants participating in the research are given in Table 1.

**Table 1. Demographic Data For The Participants**

		Number	Percent
Gender	Female	65	36.7
	Male	112	63.3
Marital Status	Married	148	84.1
	Single	28	15.9
Education level	License	135	76.3
	Master	41	23.2
	PhD	1	0.6
Status	Principal	51	28.8
	Assistant director	126	71.2
Age	21-30	11	6.2
	31-40	74	41.8
	41-50	92	52
Seniority	1-10 Yıl	20	11.3
	11-20 Yıl	78	44.1
	20 +	79	44.6

As seen in Table 1, the majority of the education managers in the research group consist of men. The rate of female education managers is 36.7%. The rate of married employees is higher than single employees. In terms of education level, 23.2% of the participants have a graduate level. It has been determined that the



majority of education managers have professional seniority of 10 years and over, and their age distribution is over 31 years of age.

## 6.2. Validity and Reliability Analysis of Scales

Confirmatory factor analysis (DFA) was used to test the structural validity of the scales used in the research. In addition, internal consistency coefficients were examined in order to measure the reliability of the scales. The results obtained for the construct validity are given in Table 2.

**Table 2.** Goodness of Fit Values of the Scales

Variable	#	$\chi^2/df$	CFI	NFI	NNFI	GFI	AGFI	SRMR	RMSEA
Social Capital	20	2.96	.93	.92	.96	.85	.83	.076	.069
Organizational Identification	6	2.11	.91	.94	.91	.89	.85	.067	.071
Acceptable Compliance *		$\leq 5$	$>.90$	$>.90$	$>.90$	$>.85$	$>.80$	$<.08$	$<.08$
<b>Good Fit *</b>		$\leq 3$	$>.97$	$>.95$	$>.97$	$>.90$	$>.85$	$<.05$	$<.05$

\*Joreskog ve Sörbom, (1993); Kline, (1998); Anderson ve Gerbing, (1984).

Considering Table 2, goodness of fit values in both scales were found to be at good level of fit. As in the original studies, the 3-dimensional structure of the Social Capital scale and the one-dimensional structure of the organizational identification scale were confirmed.

The reliability analysis results of the scales are given in Table 3.

**Table 3.** Internal Consistency Coefficients of the Scales

Variable	Item Number	$\alpha$
Social Capital	20	.77
Organizational Identification	6	.71

Considering the results in Table 3, it is determined that the internal consistency coefficients are above .70, which is generally accepted in the literature. According to this result, the scales used were evaluated to be reliable (Nunnally, 1978).

## 6.3. Findings on Relations Between Variables

Arithmetic mean, standard deviation and skew / kurtosis values of the variables are also given in Table 4.

**Table 4.** Descriptive Statistics and Relationships Between Variables

Variables (n=182)	Avarage	SS	Skew	Kurtosis
<b>Organizational Identity</b>	3,91	1,0556	,877	.278
<b>Social Capital</b>	3.51	0,80142	,698	,101

It was stated that the distortion and kurtosis coefficients should be within the  $\pm 1$  range to accept that the data obtained in the study showed normal distribution (Morgan et al. 2004, p.49). When Table 4 is examined, it is seen that the skewness and kurtosis coefficients of the variables are in the range of  $\pm 1$ . According to these results, parametric analysis techniques were used in the research.

As can be seen from Table 4, the organizational identification and social capital levels of the participants are above the midpoint of 3. Organizational identity perceptions of the participants are higher than their social capital levels.

**Table 5.** Correlation Analysis of Variables

	Organizational Identity	Social Capital Trust Factor	Social Capital Norm Factor	Social Capital Network Element
Organizational Identity	1			
Social Capital Trust Factor	.131	1		
Social Capital Norm Factor	.398**	.324**	1	
Social Capital Network Element	.342**	.338**	.551**	1

$n=177$ , \*\* $p<.01$ , \* $p<.05$

As seen in Table 1, the highest correlation value is .55, and social capital is between the norm element and the network element size. It is observed that there is a moderate, positive and significant relationship

between organizational identity and the norm element of social capital ( $r = .39$   $p < .01$ ) and the network element of social capital ( $r = .34$   $p < .01$ ).

According to the results obtained, the perception of organizational identity increases as the norm element and network element levels of social capital increase.

#### 6.4. Findings Related to Hypothesis Testing

**Table 6.** Regression Analysis Results Related to the Level of Explaining Organizational Identity Perception of Social Capital Perception

	<b>B</b>	<b>Sd</b>	<b><math>\beta</math></b>	<b>t</b>	<b>p</b>	<b>Tolerans</b>	<b>VIF</b>
Trust Factor	-.04	.09	-.03	-.41	.68	.85	1.16
Norm Factor	.43	.11	.30	3.67	.00	.67	1.48
Network Element	.27	.12	.18	2.17	.03	.66	1.19

$p < .05$

When Table 6 is analyzed, it can be stated that the norm element and network element dimensions of social capital are significant predictive variables in the perception of organizational identity, but the trust factor size is not a significant predictive variable. It has been determined that the most important predictor is the perception of the norm element size, and then the perception of the network element size. It can be said that perceptions about the norm element dimension of social capital positively predict organizational identity perceptions ( $\beta = .30$ ;  $t = 3.67$ ;  $p < .05$ ). It can be stated that perceptions about the size of the network element of social capital predict organizational identity perceptions positively ( $\beta = .18$ ;  $t = 2.17$ ;  $p < .05$ ). It is determined that when there is a one-unit increase in the perceptions of the participants about the norm element dimension of social capital, their perceptions about organizational identity will increase by .43 units, and their perceptions about organizational identity will increase by .27 units when their perceptions of social capital are increased by one unit. According to these findings, it can be said that as the social capital levels of the participants increase, their perceptions about organizational identity will increase. Therefore, the H1 hypothesis of our study was accepted.

**Table 7.** The Prediction Level of Perception of Organizational Identity of Social Capital Perception

<b>R</b>	<b>R<sup>2</sup></b>	<b>Corrected R<sup>2</sup></b>	<b>Sd</b>	<b>Durbin-Watson</b>
.425	.181	.167	.607	2.011

$p < .01$ ,  $F = 12.744$   $p = .000$

When the value of R<sup>2</sup> is examined in Table 7, it is seen that the perceptions of the participants about trust, norm and network element regarding the sub-dimensions of social capital explain approximately 16 percent of their organizational identity perceptions. In other words, it can be said that the perception of social capital explains 16% of the variation in organizational identity. According to the results of the analysis, it can be said that the model  $F(3-173) = 12.74$ ,  $p = .00$  is statistically significant. According to this result, the H2 hypothesis of our study was accepted.

## 7. RESULTS

The concept of Social Capital emphasizes the connections and communication between the employees, the goals that the employees must achieve, establishing the norm and mutual trust. Social capital refers to the unity of norms dominated by sincerity, promoting coordination and cooperation between people.

Relationships developed between people are connected to trust, networks and norms, and this reveals the social capital of organizations. Thanks to social capital, it is seen that the employees of the organization act in cooperation by understanding each other. It can be thought that this approach adds value to the organization. When the individual believes that he will not be abused by his colleagues and the organization and that there will be no harm from them, he goes to the information sharing rather than using his knowledge as a force. The institutionalization of cooperation provides opportunities for organizational identification. In educational organizations with trust-based relationships, collaborative organizational behaviors, intense social networks and values and norms that will serve the goals, the level of social capital and organizational identity perceptions of educational administrators are determinative to achieve corporate goals. Therefore, the most important responsibility for the strengthening of social capital elements such as trust-based, cooperative relations and organizational belonging and loyalty in educational organizations falls on educational administrators.

In this research, a model is introduced to explain the effect of social capital on organizational identification. Within the framework of this model, the main purpose of the research is to determine the effect of organizational capital levels of educational managers on the perceptions of organizational identity.

Considering the hypotheses of the research, the following conclusions were reached;

According to the results obtained from the research, it is determined that the norm element of social capital affects organizational identification at the level of .30, and the network element of social capital affects organizational identification at the level of .18. This result shows the correctness of the H1 hypothesis that “the social capital levels of school administrators affect organizational identification positively and significantly”.

On the other hand, it was determined that the effect of social capital explained 16% of the perception of organizational identification. In other words, 16% of the change in educational administrators' organizational identification perceptions depends on the level of social capital. According to the result obtained, our hypothesis H2 “Social capital levels of school administrators significantly affect organizational identification” has been confirmed.

### 7.1. Discussion

According to the research results we have reached, it has been understood that educational administrators have a positive and significant effect on organizational capital levels perceptions of organizational identification. As a result of the research, it is evaluated that revealing the effect between the organizational capitals of educational managers and their perceptions of organizational identification is an important contribution to the literature.

In this part of the research, the results of the hypotheses we have created by scanning the literature for the variables that are the subject of the research and other research related to the subject have been compared and discussed.

In the literature, no study has been encountered in the national and international literature, which takes into account the relationship between the level of social capital and organizational identification. However, it has been found studies that social capital level is handled with different variables such as job satisfaction. On the other hand, it has been shown by various studies that the power of organizational identification is related to positive organizational behavior. It has been determined by various studies that organizational identification is associated with positive behaviors such as organizational commitment, decreased intention to quit, increased job satisfaction, creating a positive corporate image and organizational citizenship.

The results of the research were consistent with the results of Chazon's (2009) and Erözlü's (2008) studies in which teachers examined the effects of social capital level on job satisfaction, while the results of Rostami, Hematali, Farmani and Saraei's (2013) studies has been observed to be compatible with the results in their studies.

In the literature, it is stated that social capital positively affects organizational development (Nahapiet & Ghosal, 1998), job satisfaction (Ersözlü, 2008), employee motivation (Turan, 2014), school success (Coleman, 1993) and innovation (Turgut & Begirbaş, 2014). There are studies. Tsai and Ghosal (1998) state that communication networks within the organization, the intensity of the interaction between the actors, affects the process of the formation and spread of innovation.

When the studies on organizational identification are examined; social psychology (Van Dick, 2001), business relations (Sluss & Ashforth, 2007), organizational cynicism (Sezgin Nartgün & Kalay, 2014), organizational support (Sezgin Nartgün & Kalay, 2014; Shen et al., 2014), organizational commitment (Gautam, Van Dick and Wagner, 2004), organizational communication (Yıldız, 2013), organizational socialization (Balci, Baltacı, Fidan, Cerci & Acar, 2012), intention to leave work (Kurtmuş & Karabıyık, 2016) and organizational image (Dukerich et al. ., 2002), it has been observed that there are studies to determine its relation with concepts.

The results obtained in this study show that social capital significantly affects and explains the perception of organizational identification. In other words, it has been determined that social capital is an important predictor of organizational identification. Therefore, it can be stated that a positive or negative change in the social capital levels of educational administrators will affect their perception of organizational identity

in the same way. Attempts to increase social capital levels of managers in educational organizations will also be effective in increasing their organizational identification levels.

In line with the results of this research, which deals with the impact of organizational social capital level of educational administrators on the perception of organizational identification, the following suggestions have been developed.

In the light of these results, policy makers who have an impact on educational organizations should develop policies to take and support organizational and environmental measures to improve the social capital levels of educational managers in order to improve and maintain the effectiveness of educational organizations.

Especially education managers should be prevented from facing responsibilities other than their job descriptions, and a management approach and organizational policies should be implemented in which education and training is central. While this approach positively affects educational managers' social capital levels within their duties, they will contribute positively to their perceptions of organizational identification. It should be encouraged with the organizational reward system to strengthen the social capital of education managers. The awards given with the incentive system will also strengthen the communication networks for the organization because educational organizations are important organizations in terms of social system. Communication networks that training managers will establish with their colleagues and stakeholders can affect the entire organization.

This study has been taken into account the managers of educational organizations working in public educational organizations. A similar study should be made by making comparisons on the perceptions of social capital levels of educational managers working in private sector educational organizations on organizational identification. On the other hand, conducting studies using qualitative research methods on the subject of the research may contribute to obtaining different findings and present new perspectives.

There are some limitations in the research. Firstly, the absence of a study that takes into account the variables we evaluated in our study did not allow to compare the results of the research. The most basic constraint in the research is to conduct research only with education managers working in Isparta province. Another constraint is that education managers collect data based on self-assessment and create a research design in cross-sectional fashion. It is considered that this situation may cause common method bias. In addition to all these suggestions, it is beneficial to repeat the research on different samples of education managers working in public and private sectors working in other provinces in order to generalize the results of the research.

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