

# Organizational Image Perceptions of University Teaching Staff Members (A Case Study)

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## **Abstract**

The purpose of this study is to determine if the organizational image of Uludag University changes according to the gender, title, service length and age of the teaching staff based on the opinions of the staff working at Education Faculty. In this case study both quantitative and qualitative data were obtained. The population of the study was 168 teaching staff working in the spring semester of the 2012-2013 academic year. The quantitative instrument was composed of two sections, included the Personal Information Form that was prepared to collect personal data and second section included 68 items aiming to determine the university's organizational image perception. t-test and ANOVA test were used for the data analysis. The qualitative data was obtained through a form composed of 5 open-ended questions and analysed by descriptive analysis. According to the teaching staff members the organizational image level of the university was "middle". While recognition, one of the sub-dimensions of the organizational image belonging to the university, was perceived by the teaching staff members at the highest level, this was followed by the images of social responsibility, organizational culture, provided services, view and physical infrastructure respectively.

**Key Words:** Organizational image, higher education, teaching staff member, education faculty, case study

## **1. Introduction**

It is very important for organization managements to develop themselves continuously and, thanks to this, cope with the cutthroat competition lived every day. Today one of the most important factors affecting the field of higher education is the competition's gradually becoming globalized in every field. Global competition has become an element of pressure on universities' becoming competitive and increasing their organizational performance both at national and international levels. According to the report of the World Economic Forum (DBF, 2013), the ideal university renewing itself is a learner-centered institution having completed its integration with the world, making upper level scientific studies, financially, administratively and academically autonomous, employing qualified and motivated academic and non-academic staff, learning, developing and dynamic, leading the society, maintaining international relations and having completed substructure and physical conditions. Global competition pressure forces universities to review themselves in terms of goals, structure, process and outputs and brings new initiatives about how universities should be managed (Flavian et

al.,2005).For the last decade, the Turkish higher education sector, like in the USA and European examples, has undergone very big changes. As a result of these changes, higher education institutions have been left no choice but to give service in a cutthroat market and with decreasing economic resources and, while giving this service, meet the expectations of potential teaching staff members and students giving their choices more rationally at maximum level.

Image is a dynamic, developing, flexible, complex and multi-dimensional process formed as a result of an individual's kneading thoughts, emotions, knowledge and perceived messages about an institution or its elements based on his/her personal experiences acquired in a planned or unplanned way depending on social, historical and concrete factors in that organization (Okay, 2000; Erdoğan andetal., 2006; Bayramoğlu, 2007, Köktürk et al., 2008). However, organizational image can be defined as the sum of the quality of products and services produced, activities organized and successes achieved by an organization since its establishment until present day, and behaviors in the member-manager relations, relations with the environment and responsibilities felt against the society, personal experiences about the organization, people's level of being informed about the organization, intra-organizational communication, people's experience and works and effects left by the organization on the target audience (Wilson, 2001; Zorlu, 2000; Avşar, 2002; Bolat, 2006; Doğan, 2006, Çakmak, 2008). Organizational image is the total of thoughts, emotions and perceptions resulting from clear result of information formed in the minds of stakeholders as a result of communication with the institution about that institution and its elements (Köktürk, Yalçın and Çobanoğlu, 2008:29). When these perceptions are positive, satisfaction and loyalty will be achieved as a result of the formation of confidence element and its advantages to the organization will be in the form of increasing number of customers. When the organizational image is negative, it will lead to decrease in the customer potential of the organization and the organization will lose its reliability. Organizational image does not only develop based on tangible and physical elements related to appearance, but it is also affected by visual, auditory and behavioral elements (Gemlik and Sıgı, 2007; Biçer, 2006). Not only individuals' behaviors and attitudes about their organization but also their information level and judgments about the organization and possibilities and services provided by the organization play a role in the formation of organizational image(Tolungüç, 2000).

Image perception should be attached importance in terms of its having the power to affect the performance of its employees and attitude and behaviors of its own stakeholders and the relationship which the individual is to set up with the organization. Organizations in the business world are continuously on the prowl for creating a positive image in order to protect their current positions or come to a better place (Dinçer, 2001:1-2).

Studies indicated that organizational image was positively related with job satisfaction and motivation (Gadot, 2003). It was also found that there was a positive significant relationship between organizational image perception and organizational commitment and performance but there was a negative significant relationship between the intention of turnover and business cycle (Vigoda, 2004). Positive organizational image provides the organization with some advantages such as creating demand for and confidence in the organization and its

outputs, attracting quality workforce to the organization and motivating personnel (Peltekoglu, 2004). It is observed that interest in studies on the organizational images of universities has been gradually increasing starting from the 1990s on both outside (Theus, 1993; Parameswaran & Glowacka, 1995; Ivy, 2001; Kazoleas, Kim & Moffitt, 2001; Nguyen & LeBlanc, 2001; Palacio et al., 2002; Arpan et al., 2003; Melewer & Akel, 2005; Paden & Stell, 2006; Chandler et al., 2007) and inside Turkey (Saracel et al., 2001; Örs, 2003; Bakan & Büyükbeşe, 2004; Cerit, 2006; Örer, 2006; Erkmen & Çerik, 2007). Studies aiming to determine organizational image in universities in Turkey are limited.

According to Kazaules, Kim and Moffitt (2001), individuals do not have a single organizational image perception for an organization. Every organization has both a perceived image and a desired image. Desired image is the image which organization managers think ideal and desire to reach. However, perceived image is the image formed on the basis of perceptions of individuals affected by activities of the organization about the organization (Roberts, 2005). In the first step, organizational image requires stakeholders of the organization to know about the organizational image of the organization in the management process.

Image of a university can be defined as the sum of emotions, beliefs and thoughts toward the university (Landrum et al., 1998; Palacio et al., 2002; Arpan et al., 2003) and this image can be interpreted as positive, negative and neutral (Kazoleas et al., 2001; Taslak & Akin, 2005). Parameswaran and Glowacka (1995) determined that universities are on the prowl for enhancing their images to make themselves more advantageous in the gradually increasing competition environment and Palacio et al. (2002) determined that universities spend serious amounts of resources to increase their quality and images. To create a successful image, it is necessary to ask organization stakeholders for their comments and determine a communication strategy accordingly. If an organization does not follow its stakeholders continuously and receive feedback regularly at appropriate times and become unsuccessful, it is not possible to create a desired image in stakeholders. Starting from here, it can be stated that university administrators should determine the current image and follow it continuously. There are many studies reporting that measuring organizational image increases both individual and organizational achievements (Köktürk et al., 2008; Polat, 2011, Melewar & Akel, 2005). Universities are the institutions which constitute the intellectual capital of a society, lead a society and train workforce of the future. A university image having necessary infrastructure, physical places appropriate for education, social service units to contribute to socialization and qualified teaching staff members will affect the whole society directly.

To determine the quality of an organization, perceptions of those who work for the organization are important. An institution's image reflects the total image of that institution. According to Whetten and Markey (2002), organizational image serves an important bridge between internal and external customers. This image carries a symbolic value for external factors related to the meaning of the organization and for members of the organization related to members' individual identities and the image of the organization outside (Cited by Gürbüz, 2010). When the concept of image is defined from the viewpoint of organization members, it

denotes the evaluation about how they think about and perceive themselves as a member of the organization (Karabey and Iscan, 2007). In our country, a great many of higher education activities are undertaken by state universities. However, the number of foundation universities is rapidly increasing as well. In the gradually increasing competition environment, in order to meet demands coming from students and other stakeholders, it has become an obligation for higher education organizations to protect quality. For this reason, measuring image in organizations will provide important information for directing organizational strategies (Köktürk et al., 2008). At the same time, people make up their thoughts about the organization greatly as a result of their interactions with the organization. For this reason, in the determination of the organizational image level of an organization, it is necessary to get information from people who are in intensive relationship with the organization (Cerit, 2006). When the literature was reviewed, it was observed that studies investigated into images of higher education institutions generally according to perceptions of students or surrounding communities. Since this study measured the organizational image of the university according to the opinions of the teaching staff members working at the faculty of education, it is hoped that it will contribute and bring a new viewpoint to the field where there are limited number of studies making the image measuring based on the perceptions of teaching staff members. In this respect, it is considered that organizational image perceptions of teaching staff members who are responsible for giving educational services and carrying out research and development activities at universities about institutions where they work are important.

## **2.Purpose**

The purpose of this study is to determine if the organizational image of Uludag university measured on the basis of the opinions of the teaching staff members working at Education Faculty changes according to the variables of gender, title, length of service and age. In this study, it was aimed to determine the organizational image level of the university based on the opinions of the teaching staff members. For this purpose, answers were sought for the following questions:

1. At what level are the organizational image perceptions of the teaching staff members in relation to the university?
2. Is there a relationship between the organizational image perceptions of the teaching staff members in relation to the university and the demographic variables of gender, age, title and service length?

The study is limited to the opinions of the teaching staff members working at Education Faculty of Uludag University.

## **3.Method**

In this case study, which was designed according to the relational screening method, both quantitative and qualitative data were collected. The population of the study was composed of a total of 168 teaching staff members working at the Education Faculty of Uludag University in the spring semester of the 2012-2013 academic year. In this study, it was not aimed to take a sample but to reach the whole population instead. Since the scale had been prepared in Turkish, 10 teaching staff members of foreign nationality working at the faculty were excluded

from the population of the study. The quantitative part of the research tool prepared by the researcher was filled by 124 and the qualitative part was filled by 71 teaching staff members.

The organizational image perceptions of the teaching staff members of the Education Faculty in relation to the university were determined through a tool developed by the researcher based on the questionnaire developed by Kazoleas, Kim and Moffitt (2001) and Polat (2011) with the aim of measuring images of higher education institutions and by taking into consideration the related literature and the dynamics of Uludag University. When preparing the data collection tool, it was examined by a specialist group of 4 composed of three teaching staff members and the researcher in terms of readability, understandability and grammar; then it was revised and necessary corrections were made. After having evaluated the items in the data collection tool one by one in the direction of the specialists' opinions, necessary modifications were made and the tool was made ready to use. To measure the items in the tool, 5-point Likert type grading was used. The tool was composed of two sections. The first section included the Personal Information Form prepared to collect personal info about the teaching staff members and the second section included 68 statements aiming to determine the organizational image perception of the university. In the study, in order to determine the factor structure, the exploratory factor analysis technique was used. Moreover, for the whole of the scale, the Cronbach's Alpha reliability coefficient was determined to be .921. Furthermore, the factor loads of the items included in the scale were calculated through using the varimax method and they were found to vary between .62 and .84. In the factor analysis employed, the image scale was gathered under 8 dimensions. These are organizational identity, provided services, social responsibility, organizational culture, communication, recognition, general view and physical infrastructure and quality. Moreover, the reliability coefficients belonging to the sub-dimensions of the scale were determined as  $\alpha = .743$  for organizational identity,  $\alpha = .925$  for provided services,  $\alpha = .902$  for social responsibility,  $\alpha = .820$  for organizational culture,  $\alpha = .812$  for communication,  $\alpha = .936$  for recognition,  $\alpha = .871$  for general view and physical infrastructure and  $\alpha = .786$  for quality.

The qualitative data was obtained through a form composed of 5 open-ended questions. In terms of implementation ease and saving of time, the data collection tool was transferred into electronic environment and after getting necessary legal permissions from the rector's office, the scale was sent to e-mail addresses of all the teaching staff members. The data obtained from the measurement tool was transferred into the SPSS program. In the study, in order to determine the organizational image level according to the teaching staff members' perceptions, arithmetic means were looked in and when interpreting the means, the intervals were evaluated as follows: 1.00–1.79 "very low", 1.80–2.59 "low", 2.60–3.39 "middle", 3.40–4.19 "high" and 4.20–5.00 "very high". Moreover, in order to test if the organizational image perception of the university varied according to the variables, t-test and ANOVA test were applied. The significance of the difference between the groups was looked in through Tukey HSD test.

The qualitative data was obtained by means of a form composed of 5 open-ended questions. In the analysis of the data obtained for the qualitative section of the study, descriptive analysis

was used. Descriptive analysis is more frequently used in studies where the conceptual structure of a study is determined clearly beforehand. With the aim of strikingly reflecting the opinions of the individuals interviewed in the descriptive analysis, direct quotations are given frequently. The answers given to the questions included in the interview form were examined meticulously by the researchers and, with an inductive approach, coding was made by remaining loyal to the essence of the statements without a pre-determined coding content. When coding, attention was paid to determine the frequency of statements. After having gathered the codes, similarities and differences between them were determined and themes were obtained. Later, the data was reviewed and the codes and the themes determined by the researcher were compared. Based on the specialists' opinions, the final version of the codes and the themes were determined and written in a language which readers could understand. Since it is possible to reduce qualitative data to numbers to a certain degree, the frequencies related to the codes and themes were calculated. In the presentation of the findings, some of the statements uttered by the participants individually were given. The obtained data were examined in terms of cause-effect relationships and some judgments were reached (Yıldırım and Simsek, 2011).

In qualitative research studies, validity means accuracy (Neuman, 2010). In qualitative research studies, the concepts of "credibility" and "transferability" are preferred in place of "internal validity" and "external validity" respectively. Asking those who have general knowledge about the subject of a research study and are expert at qualitative research methods to examine the study from various dimensions is one of the strategies to increase credibility. Moreover, participants' confirming results and interpretations reached by a researcher is another strategy increasing the credibility (Yıldırım and Simsek, 2011). In this study, in order to increase the credibility, the specialists were asked for their opinions. Moreover, the research results and interpretations were shared with some teaching staff members and it was aimed to increase the credibility by taking the participants' confirmation through interpretations. The transferrability of qualitative research results depends on the description of data at sufficient level. Detailed description is transferring data to the reader in a way which is organized according to appearing concept and themes without adding any comments and by remaining loyal to the nature of data as much as possible (Yıldırım and Simsek, 2011). For this purpose, direct quotations were included frequently in the study. In qualitative studies, reliability means consistency and validity (Neuman, 2010, p. 286). In qualitative studies, in place of "internal reliability" is used the concept of "consistency" and in place of "external reliability" is used the concept of "confirmability" (Yıldırım and Simsek, 2011). With the aim of achieving internal reliability, the analysis of the research data was made by two researchers independently from each other. If classification is made by more than one person, reliability can be evaluated. With the aim of achieving external reliability, all the data collection tools, raw data, codes obtained in the data analysis stage, notes and inferences were kept by thinking that a researcher might demand in the future or comparisons with a similar future study could be made. When reporting the direct quotations during the presentation of the findings, coding was made for the teaching staff members and they were coded as T1, T2, T3.

This study is limited to the sub-dimensions of recognition, social responsibility, organizational culture, provided services and general view and physical infrastructure belonging to the measurement tool. The teaching staff members tended to generalize positive or negative features which they lived, observed at their departments or faculties or in their personal relationships to the university. That each department has their own conditions and dynamics might have had effect on the teaching staff members' different image perceptions related to the university.

#### **4. Findings and Discussions**

The findings of the study was given in two parts. In the first part the quantitative analysis results and in the second part the qualitative findings will be presented.

##### **4.1. Quantitative Results**

According to the teaching staff members of the Faculty of Education, the organizational image of Uludag University was at "middle" level ( $X=2.62$ ;  $sd=0.56$ ). The teaching staff members perceived the "recognition" sub-dimension of the organizational image belonging to the university at the highest level ( $X=3.21$ ) and this was followed, in order of frequency, by the images of social responsibility ( $X=3.15$ ), organizational culture ( $X=3.00$ ), provided services ( $X=2.45$ ) and general view and physical infrastructure ( $X=2.30$ ).

##### **4.1.1. Organizational Image-Gender**

No significant difference was found between the female and male teaching staff members' organizational image perceptions related to the university in the sub-dimensions of provided services ( $t= -0.302$ ;  $p>.05$ ), social responsibility ( $t= -0.816$ ;  $p>.05$ ), recognition ( $t= -0.023$ ;  $p >.05$ ), general view and physical infrastructure ( $t= -0.177$ ;  $p>.05$ ). However, significant difference was found in the sub-dimensions of organizational culture ( $t=0.289$ ;  $p=.010$ ). While the male teaching staff members ( $X=3.29$ ) were more satisfied with the organizational image and culture of the university (Female  $X=2.97$ ) (Male  $X=3.04$ ) compared to their female counterparts ( $X=3.19$ ), the female teaching staff members ( $X=3.12$ ) found the communication image of the university relatively higher than their male counterparts ( $X=3.06$ ). Similarly, in the studies made by Uğurlu and Ceylan (2013), Polat (2011) and Cerit (2006), the organizational image perception did not vary according to gender.

##### **4.1.2. Organizational Image-Title**

Since Levene Test indicated that there was not a significant difference between the variances of the score series of the title groups, from the result of the one-way analysis of variance, it was determined that the title groups had no significant effect on social responsibility [ $F_{(6-117)}=1,749$ ,  $p>.05$ ], organizational culture [ $F_{(6-117)}= 1,388$ ,  $p>.05$ ] and recognition [ $F_{(6-117)}= 0,554$ ,  $p>.05$ ]. On the other hand, the title factor had a significant effect on general view and physical infrastructure [ $F_{(6-117)}= 2,537$ ,  $p<.05$ ]. According to Tukey multiple comparison test, the significant difference was found between the professors' score mean ( $X=3.26$ ) and the research assistants' score mean ( $X=2.61$ ) [ $p=0,031$ ]. It was determined that the title variable had a significant effect on provided services [ $F_{(6-117)}=2,088$ ,  $p<.05$ ], too. According to the multiple comparison test, a significant difference was determined between the professors' score mean

( $X=3,27$ ) and the research assistants' score mean ( $X=2,40$ ) [ $p=0,007$ ]. Moreover, a significant difference was determined between the associate professors' score mean ( $X=3,11$ ) and the assistant professors' score mean ( $X=2,98$ ) [ $p=0,005$ ].

#### **4.1.3. Organizational Image-Length of Service**

The service length factor did not have a significant effect on the sub-dimensions of social responsibility [ $F_{(5-117)}=0,667$ ,  $p>0.05$ ], organizational culture [ $F_{(5-117)}=1,169$ ,  $p>0.05$ ], recognition [ $F_{(5-117)}=0,930$ ,  $p>0.05$ ], general view and physical infrastructure [ $F_{(5-117)}=1,114$ ,  $p>0.05$ ]. However, service length had a significant effect on provided services [ $F_{(5-117)}=2,409$ ,  $p<0.05$ ]. According to the result of TUKEY multiple comparison test, the score mean of the participants with a service length of 16-20 years ( $X=3,14$ ) was significantly higher than that of the participants with a service length of 6-10 years ( $X=2,69$ ), [ $p=0,040$ ].

#### **4.1.4. Organizational Image-Age**

The analysis results indicated that the age groups did not have a significant effect on social responsibility [ $F_{(6-117)}=0,995$ ,  $p>0.05$ ]. On the other hand, a significant difference was obtained in the sub-dimensions of organizational culture [ $F_{(6-117)}=1,812$ ,  $p<0.05$ ], provided services [ $F_{(6-117)}=2,995$ ,  $p<0.05$ ] and general view and physical infrastructure [ $F_{(6-117)}=2,105$ ,  $p<0.05$ ], recognition [ $F_{(6-117)}=1,615$ ,  $p<0.05$ ] depending on the age groups. According to the multiple comparison test, in the recognition sub-dimension, significant differences were obtained between the age groups of 25-30 ( $X=2,18$ ), 31-40 ( $X=3,03$ ) [ $p=0,005$ ], 41-50 ( $X=2,78$ ) [ $p=0,034$ ] and 51-67 ( $X=3,96$ ) [ $p=0,046$ ]. In the organizational culture sub-dimension, the teaching staff members in the age group of 51-65 ( $X=3,95$ ) stated more positive opinions compared to those who were in the age group of 41-50 ( $X=3,02$ ) [ $p=0,015$ ] and those who were in the age group of 25-30 ( $X=2,92$ ) [ $p=0,031$ ]. In the provided services sub-dimension, those who were in the age group of 41-50 ( $X=3,12$ ) stated more satisfaction compared to those who were in the age group of 25-30 ( $X=2,59$ ) [ $p=0,014$ ]. In the general view and physical infrastructure sub-dimension, since Levene test indicated that there was not a significant difference between the variances of the score series of the groups ( $L=0,674$ ,  $p=0,671$ ,  $p>0,05$ ), according to the result of one-way analysis of variance, there was a significant difference between the score means of the age groups [ $F_{(6-117)}=2,323$ ,  $p<0.05$ ]. According to the result of LSD multiple comparison test, the score mean of the participants in the age group of 31-40 ( $X=2,58$ ) was significantly lower than that of the participants in the age group of 51-67 ( $X=3,30$ ) [ $p=0,005$ ]. The findings of this study are similar to those obtained from the study where Çakmak (2008) found that as the age of the participants increased, so did their positive perceptions related to the image.

## **4.2. Qualitative Results**

In this section of the study, the quantitative data obtained from the teaching staff members will be discussed with the qualitative data.

### **4.2.1. General View and Physical Possibilities**

The image perception related to the general view and physical infrastructure is based on such factors as size and landscape of campus, architecture of buildings, earthquake resistance states of buildings, offices, suitability of teaching places (classroom, gym, laboratory and library sub-



structure), traffic, safety and cleanliness. The teaching staff members perceived the image related to the general view and physical infrastructure of the university as insufficient regardless of their gender and length of service.

**Table 1: Opinions of Teaching Staff Members about the Dimension of General View and Physical Infrastructure**

<b>General View and Physical Infrastructure Factors</b>	<b>Number of the Teaching Staff Member</b>	<b>n</b>
<b>Earthquake</b>	T2, T5, T9, T10, T13, T15, T17, T21, T24, T25, T28, T33, T37, T39, T42, T47, T48, T50, , T53, T58, T61, T62, T64, T65, T68, T70	26
<b>Views and Aesthetics of Buildings</b>	T8, T11, T14, T17, T24, T31, T37, T43, T46, T50, T51, T56, T66, T68, T71	11
<b>Size</b>	T1, T12, T19, T27, T30 T67	6
<b>Landscaping</b>	T1, T2, T5, T8, T9, T11, T13, T20, T22, T24, T25, T30, T32, T35, T36 , T30, T32, T35, T36, T39, T40, T42, T44, T45, T48, T51, T52, T54, T56, T59, T60, T62, T64, T65	30
<b>Teaching Equipment</b>	<b>Place</b> T2, T4, T16, T28, T34, T37, T43, T55, T56, T57, T59, T60, T63, T66	14
<b>Office Equipment</b>	T2, T7, T9, T34, T41, T55, T57, T59, T61, T66, T70	11
<b>Traffic &amp; Safety</b>	T3, T6, T7 T14, T23, T27, T38, T41, T45, T49, T67	13
<b>Cleanliness</b>	T713, T21, T28, T41, T50, T65,	6

When the qualitative data was examined, younger teaching staff members, that is to say, research assistants, instructors and assistant professors, used more negative statements about the organizational image in the general view and physical possibilities dimension. The teaching staff members' statements and similar ones were used by 48 participant teaching staff members from various departments, ages, genders and titles. According to the results of the study made by Önem et al., (2009), insufficiency of physical possibilities was mentioned among the most important problems lived in higher education. This finding overlaps with the results of the study.

*"Insufficient physical conditions make students more uninterested and affect them negatively. This lessens the quality of lessons and activities."* T 37

*"I'd like physical spaces be made sufficient and buildings more useful; we're trying to carry out our work under really bad and insufficient conditions ."* T41

*"Ugly buildings", "an empty campus area", "there are buildings deprived of aesthetic", "Buildings do not have an architectural integrity"* T46

*"narrow driveways and roads with no pavements and carpark problem is blemishing the physical equipment and view of the campus." T45*

*"lack of control at the entrance to university" T67*

*"transportation, safety, use of buildings are the most basic problems of the university" T23, T65*

*"We are teaching in inappropriate buildings and classrooms and, what's more, they are not safe; I do not know what will happen in the event of an earthquake." T5*

*"it's definitely necessary that the campus area be used more effectively and aesthetically. A campus entrance gate should be built primarily" T11*

*"safety is insufficient inside the campus and in-campus transportation is very weak" T38*

*"we do not have a pedestrian-lover campus" T49*

*"environmental cleaning is not cared very much" T65*

*"after evening classes, safety of students and teaching staff members cannot be achieved" T42, T49*

*"If there were quality classrooms, course materials, research environments, I would produce more". T43*

On the other hand, 13 teaching staff members from different departments, genders, ages and titles stated having perceived the image related to the view and physical infrastructure sub-dimension of the campus positively with the following statements:

*"As a settlement area, a campus in greenery" T50*

*"The campus is magnificently big and has endless greenery" T39*

*"A campus having a lot of land and expanding on a large area" T40.*

These positive statements were more frequently uttered by the female teaching staff members and those who were over 50 years of age. Based on these findings, it is considered that paying attention not to give harm to the green and large area image of the campus when constructing new buildings will help to strengthen the infrastructure and physical view image of the university. At the Education Faculty of Uludag University, associate professors and professors use their working offices individually. However, other teaching staff members share their offices with other teaching staff members according to the rooms' suitability for use. It is important that the characteristics of the profession of academics should be considered and offices should be designed in a way that teaching staff members can use individually when constructing faculty buildings and traffic should be regulated with a pedestrian-lover understanding in the campus. In the campus, seismic retrofitting should be made in proportional to the budget. Works being carried out in cooperation with the central and local governments should be quickened and finished as soon as possible.

With the awareness that organizational image is an important resource in the competition environment, important steps should be taken in all the units and the campus environmental planning, works having credibility and architectural and aesthetic integrity should be carried out rapidly; what's more, to achieve safety in the campus, importance should be attached to the matters of employing additional personnel and technical equipment by allocating budget.

#### **4.2.2. Recognition**

The teaching staff members stated that they perceived the recognition image of the university at middle level. The teaching staff members' image perception related to recognition were based on such factors as website, social media, national and international ranking lists and fame.

**Table 2: Opinions of Teaching Staff Members about the Dimension of Recognition**

<b>Recognition Factors</b>	<b>Number of the Teaching Staff Member</b>	<b>n</b>
<b>Web Site</b>	T2, T3, T4, T6, T10, T15, T18, T20, T23, T26, T31, T34, T36, T47, T49, T58, T61	17
<b>Social Media</b>	T4, T5, T9, T11, T18, T23, T25, T34, T37, T39, T42, T45, T49, T53, T57, T60	16
<b>National and International Listing</b>	T4, T11, T23, T32, T45	5
<b>Fame</b>	T11, T13, T28, T33, T42, T58, T64	7

When the image perception of the university related to recognition was considered, it was determined that the teaching staff members gave similar answers regardless of gender, title and service length. However, the teaching staff members who were aged 30 and below and between 41 and 50 used more negative statements compared to those who were in the other age groups. The majority of the teaching staff members under the age of 30 years were the research assistants coming from different universities within the scope of the Teaching Staff Training (TST) program. Before they came, they had examined all the universities in the country in detail and acquired detailed information about recognition levels of universities. On the other hand, the teaching staff members included in the group of 41-50 had found the opportunity to get to know other universities thanks to both the Erasmus mobility program and national and international congresses they had attended. In this respect, it is considered that their having the perception that Uludag University was relatively less known both abroad and in our country might have affected the obtained results. The following criticisms were made by 24 teaching staff members under 50:

*"We should have a more up-to-date and attractive website" T4, T6, T18*

*"We do not appear in cyber media very often" T4, T18, T39*

*"An ordinary state university" T1*

*"What is our place in the lists of best universities and those making most research studies published every year?" T45.*

These teaching staff members differed in gender, title and service length. Such positive statements about the recognition of the university as:

*"Web page layout of the university is good" T61*

*"Everybody in Bursa knows it." T28*

*"Fame of some of the faculties has spread all over Turkey" T33*

*"I'm proud of working in an institution known by everybody" T58, T64* were used by 18 male and female teaching staff members over 50. It is important that higher education institutions should spend great time and effort on image works to become more preferable and so increase their inputs in the competition environment. Administrators aiming to create an impressive and positive university image should consider the expectations and needs of the society and institution employees and carry out recognition works by using technological tools. The most basic condition for this is using a user-friendly webpage. Moreover, they should use social media tools such as facebook, twitter, instagram, vine, etc. to reach target audience and increase their organizational image. Moreover, both at social media and mass communication means, such image enhancing works as publication and broadcasting of informative articles/programs about the university, sharing of the results of original studies or a interesting practice carried out at the university will enhance the recognition of the university. Mass communication means do not continuously give place to positive image elements about universities. Negative image elements affect the environmental images of universities in a negative way. For this reason, university administrators should follow mass communication means continuously and be in quest of preventing negative image elements from giving too much harm to universities. For example, they can prevent or correct misinformative or disinformative pieces of news, give additional information or mask previous pieces of news or information out through providing more original news (Schuler, 2004; Polat, 2011). One of the important resources achieving the objective evaluation of performance and development levels of universities is ranking of universities. Being able to take part in both national and international rankings will undoubtedly make an important contribution to the image of the university. For this reason, university higher managements should prepare action plans to take entrepreneurial and modernist university index into consideration when preparing strategical plans.

#### **4.2.3. Organizational Culture**

At a university, the actual thing is culture. Academic and ethical values, respectful relationships carried out with interpersonal love, respect and politeness, the existence of a cultural environment provoking the difference and awareness is the cultural environment which a university needs. Such matters as whether university administrators and staff behave in accordance with regulations and ethical rules or not, whether political thoughts are lived at the university or not and whether these groups are treated equally or not and the university's position in relation to democratic practices occupy an important place in university teaching staff members' organizational culture image perceptions. The teaching staff members stated that they perceived the organizational culture image of the university at middle level. The teaching staff members' organizational culture image perceptions are based on such factors as ceremonies and stories, equality, ethics, discrimination, respect for differences.

**Table 3: Opinions of Teaching Staff Members about the Dimension of Organizational Culture**

<b>Organizational Factors</b>	<b>Culture</b>	<b>Number of the Teaching Staff Member</b>	<b>n</b>
<b>Ceremony, story</b>		T1, T9, T16, T28, T37, T40, T43, T56,	8
<b>Equality</b>		T2, T3, T9, T19, T22, T27, T43, T56, T62, T68	11
<b>Ethic</b>		T9, T12, T19, T20, T28, T31, T46, T51, T56	9
<b>Favoritism</b>		T4, T6, T8, T9, T14, T19, T20, T31, T35, T39, T43, T47, T51, T55, T59, T60	16
<b>Respect for Differences</b>		T10, T17, T21, T43, T51,	5

Institutionalization is one of the areas on which faculty teaching members focus commonly and intensively. Regardless of differences in title, age and service length, the teaching staff members uttered the following statements related to the organizational culture.

*"no ceremonies, stories to enhance my sense of belonging"*T16

*"our organizational culture is based on separation such that we hold our graduation ceremonies on different dates at different places"*T37

*"they claim we are equal but the appointment criteria of the faculties are different"*T19

*"Faculties detached from one another in every respect"*T62

*"Scientific co-working tradition is very weak,"*T62, T31

*"There are serious imbalances and discriminations between faculties."*T43

*"This university has started to learn to show respect to differences."*T51

*"We are all equal but some are more equal."*"Always the same people are assigned tasks" T21

*"so-called promised equality: the same rights are mentioned for everybody but tasks are not assigned equally"*T56

*"I'm expecting a more upright position to eliminate ethical and moral problems and problems in our country"*T31

9 teaching staff members uttered this statement: *"as in many places, there is person-specific behavior and discrimination and this is affecting interpersonal communications negatively"*.

The following statements:

*"An administration treating everybody equally"*T68

*"I'd like each teaching staff member to be told that they are of particular importance to this institution and this be shown in behaviors"*T9 and similar ones were used by the male teaching staff members.

#### **4.2.4. Social Responsibility**

Another element of creating an image is spending effort to become an organization having social responsibility. The basic reason for this is that the society's expectations from organizations are increasing with every passing day and consumers should take organizations' performance levels in relation to the social dimension into account when they are making their

decisions (Balmer and Gray, 1999:173). For this reason, organizations are left no choice but to change their attitudes and behaviors toward society and undertake or revise their social responsibilities (Sabuncuoğlu, 2004, 14). The teaching staff members stated that they perceived the image related to social responsibility at middle level. The teaching staff members' social responsibility image perceptions are based on the factor of community service.

**Table 5: Opinions of Teaching Staff Members about the Dimension of Social Responsibility**

Social Responsibility Factors	Number of the Teaching Staff Member	n
<b>Community Service</b>	T1, T5, T11, T13, T17, T22, T23, T26, T33, T35, T37, T40, T41, T46, T53, T56, T57, T58, T60, T65, T67, T70, T71,	23

The basic condition for universities to be able to perform their social functions and contribute to the economic, social and cultural development of the environment in which they are situated depends on its ability to become integrated with the environment. Otherwise, it is inevitable that they will detach from the society and assume a marginal structure. The most important problem of Turkish universities is that relationships between universities and the society have not been established sufficiently yet. A healthily functioning, continuous relationship will help universities become integrated with the society and thus enhance the reputation and positive image of universities in the eye of public. 23 participant teaching staff members uttered rather positive statements about 2 matters.

*"We are giving support to the development of the city in every field but especially in the field of education". T5*

*"We are fulfilling the responsibilities assigned to us". T17*

*"Our hand is on the city" T53*

*"Our students are carrying out works in cooperation with NGOs" T60*

*"We are spending effort to give our helping hand to everybody". T17*

*"We are working voluntarily in many fields." T22, T26, T70*

Universities are obliged to contribute to every kind of development of the society in which they are. It is social and environmental responsibility projects that increase images of universities. According to Bolat (2006:13-14), positive impressions created by organizations which are managed and planned well, participant, charitable, doing works for the benefit of the society and sensitive to cultural, artistic and environmental issues will turn into a good organizational image and hence reputation for them in due course and bring them power, income and respectability. University authorities can enhance images of their universities in the eye of public by developing public relations, making announcements to their environments through advertising and organizing such activities as meetings, scientific festivals, plays, musical performances, shows, exhibitions, panels, symposiums, informative meetings and continuing education and life-long learning programs According to Avşar (2002), a strong image occurring especially through social responsibility is becoming an obligation for organizations to be able to enter the 21st century in first places. In the increasingly competitive environment, only quality

is no longer a sufficient factor making educational organizations different from one another. To have a good organizational image, it is necessary to have a social responsibility understanding.

**4.2.5. Provided Service and Social Possibilities**

The teaching staff members stated that they perceived the image of the university related to provided service and possibilities at insufficient level. The teaching staff members who had been working at the institution for more than 16 years and were aged above 40 stated having a positive perception about provided service and social possibilities. The most basic reason for this is that these teaching staff members know about the first establishment and earlier years of the university and can see the difference between past and today more clearly. The teaching staff members' image perceptions related to provided service and social possibilities are based on such factors as cafeteria, bus service, day-care center, social facilities, public transportation, social and cultural activities.

**Table 8: Opinions of Teaching Staff Members about the Dimension of Provided Services and Social Possibilities**

Provided Services and Social Possibilities	Number of the Teaching Staff Member	n
<b>Cafeteria</b>	T3, T7, T10, T12, T15, T16, T22, T23, T31, T36, T37, T40, T43, T57, T58, T69, T70, T71	18
<b>Service vehicles</b>	T5, T11, T14, T17, T38, T43, T50, T53	8
<b>Day Care Center</b>	T3, T4, T18, T29, T31	5
<b>Social facilities</b>	T3, T10, T12, T16, T22, T25, T27, T31, T34, T36, T37, T41, T45, T49, T51, T53, T54, T58, T60, T62, T64, T65, T69, T70, T71	25
<b>Socio-Cultural Activities</b>	T4, T17, T22, T31, T37, T54, T57, T65, T69, T70	10

The statements of *“There is lack of communication between teaching staff members and departments. The most basic reason for this is the lack of places and activities where teaching staff members can socialize”* were uttered by 14 teaching staff members.

*“Cafeteria is not suitable for the staff and the students”*T15

*“It would be better if we were provided with more facilities to meet our social and health-care needs. T 27, T31, T69*

*“day-care center is expensive and insufficient”*T31

*“I'd like the number of social facilities be increased”*T27, T65

*“increasing the number of socio-cultural activities”*T57

*“Changes should be made in the campus to meet any kinds of needs (food, clothing, hair dresser's, barber's, more playfields)”, T10, T41, T54*

*“Increasing the functionality of social possibilities for teaching staff members”*.T70

*"Lack of places where we can spend time together with our families". T62*

*"The campus should be made an attraction center by creating social and cultura areas and playfields" T71*

For these reasons, it can be stated that, on the one hand, a positive organizational image occurring as a result of positive perceptions about an institution provides an institution with various advantages (Tikveş, 2003; Penrose, 2000; Grayser, 1999); on the other hand, negative judgments about organizations might affect their success in a reverse direction even if they are specific to certain characteristics (Bakan, 2004). Besides the difficulty to eliminate negative judgments, these might neutralize or destroy many positive judgments, too (Varol, 1993). Organizations are obliged to tell, show and introduce themselves to target audience with their positive sides (Üzün, 2000) and create positive images (Garih, 2000). According to Markwick and Fill (1997), an image which an organization will create in the eye of its employees is of great importance. For an image perceived by an organization's employees affects external audience greatly, too. Schools should create a positive, consistent and sustainable image in the eye of their staff and reflect this consistency on target audience.

## **5. Suggestions**

Changing an organizational image is more difficult than creating a new image. An image which is perfect for a certain period of time might not keep up with changes and developments over time. In such cases, organizations should change their images. The best image change should be made by keeping and protecting good sides and changing bad sides of the old image (Saffir and Tarrant, 1992). In this respect, educational organizations should change their images in a way to regulate and improve their imperfections by searching for better images dynamically. The results of the study revealed that the organizational image at the Education Faculty of Uludağ University requires making attempts to increase all the dimensions of the organizational image. If image perceptions are positive at organizations, satisfaction and loyalty are achieved thanks to the element of confidence. A well-planned organizational image program has an organization acquire a high level of remarkability and reputation. For this reason, the organizational image of the university should be measured and evaluated continuously and appropriate image dimensions should be kept but undesirable organizational image characteristics should be repaired. Determining the kind of perception which employees have about an organization should be regarded by administrators as feedback and some changes and innovations should be made accordingly.

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