



Examining the Relations between Organisational Attraction, Organisational Image and Organisational Loyalty: An Investigation with Teachers *

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Abstract

In this research, the relations between organisational attractiveness, organisational image and organisational loyalty were examined based on the teachers' opinions. The sample of the research consists of 494 teachers located in nine districts of Ankara. Organizational Attractiveness Scale (OAS), Organizational Image Perception Scale (OIPS) and Organizational Loyalty Scale (OLS) were used in the study. Research data were analyzed by arithmetic mean, standard deviation, correlation analysis, confirmatory factor analysis (DFA) and path analysis. According to findings, teachers' perception of organizational attractiveness is moderate. Also, teachers' perceptions of organizational image and organizational loyalty were high. It was observed that there is a positive, moderate or high and significant correlations between the variables. As a result of path analysis, it has been determined that organizational attractiveness has a partial mediating effect between organizational image and organizational loyalty.

Keywords

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Introduction

Having qualified teachers and maintaining it is considered as an important component for schools in generating effective schools. The quality of correlations between schools and teachers can be regarded as the key to achievement. Therefore, organisations wish to work with individuals who have high levels of commitment, who are capable and faithful and to keep them at hand (Currivan, 2000). However, several studies are available indicating that teachers today struggle with various problems in their school, they are unhappy and that they suffer from burnout (Adıgüzelli, 2015; Avcı & Seferoğlu, 2011; Çağlar, 2011; Kurt, 2016; Öztürk, 2016; Sleeter, Montecinos, & Jiménez, 2016; Sutchter, Darling-Hammond, & Carver-Thomas, 2015). Such problems as burnout, lack of confidence, motivation and support to school affect teachers' professional commitment in negative ways and thus they can harm the process of instilling the values and efficacies which are on the foundation of teaching profession and which should be instilled in society. Moreover, they can also cause perceptions that teaching is a profession performed only for financial benefits. Research conducted by educational unions found that

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some of the teachers suffered from psychological problems and that they could quit the profession if they found a job in which they could earn more money (haberler.com, 2015; mebpersonel.com, 2015). This situation makes us think that teachers- who are the driving force of education- are at a perturbative point in terms of professional continuity. Thus, it may be predicted that it will be difficult for teachers to perform effective education due to the fact that they spend all their energy for the solution of the problems they encounter. In consequence, it can be stated that the system of education is drifted into a dilemma. Problems teachers encounter can be influenced by such factors as physical inadequacies of schools, negative relations between employees, unfair, managerial approaches and unavailability of labour autonomy. Besides, the existence of those factors can also cause teachers not to find their school attractive.

Organisational attraction has been a remarkable concept in recent years (Güler & Basım, 2015; Lambert, Basuil, Bell, & Marquardt, 2017; Lievens, Van Hoyer, & Schreurs, 2005; Nolan & Harold, 2010; Stockman, Van Hoyer, & Carpentier, 2017). Organisations' strengthening their potential employee candidates' and their employees' desire to continue working in those organisations is associated with the perception of attraction felt for the organisations. Properties organisations have, opportunities they can and cannot offer their employees and the impressions make in employees' inner world can influence the attraction of an organisation in positive or negative ways. Schneider (1987) points out that each individual has different interests, needs and desires as special entities. Accordingly, the properties of schools can also attract teachers' attention from different aspects and thus can affect their willingness to work and continuity. Those properties can be classified as *instrumental* and *symbolic properties*. The properties through which schools affect teachers can be considered in those categories. According to Lievens and Highhouse (2003), instrumental properties evaluate organisations in terms of concrete elements whereas symbolic properties are considered to be associated with individuals' perceptions (subjective) of an organisation. The instrumental properties of schools include such properties as interpersonal relations, wages policy, the educational structure of a school, social interactions, the socio-economic level of the area where the school is located, student discipline problems and opportunities for professional development. Symbolic properties, on the other hand, include such subjective properties as teachers' being proud of their school, their happiness and excitement in workplace environment.

Impressions that instrumental and symbolic properties make on both internal and external stakeholders are closely related to the image of an organisation. Kotler (1973) defines organisational image as the sum total of society's beliefs and thoughts about an organisation. A strong organisational image also influences the relative attraction level of an organisation and the continuity of its employees (Gregory, 2004; Highhouse, Lievens, & Sinar, 2003; Lievens & Highhouse, 2003). Every organisation has an image. Primarily employees can be thought to have an important role in the perception of the image as good or bad. It may be said that employees' competence and their identification with their school are important for a school to have a remarkable image. Forming a strong foundation that is strong, stable and reflects the values of the school for image and creating an internal and external image in a school shapes society's perceptions about the school. Abstract image, which is available in the process of image formation, influences stakeholders' feelings and reinforces permanence of an image. A strong image can make internal and external stakeholders to find a school relatively attractive. This can also affect stakeholders' perceptions of loyalty to a school in positive ways.

The concept of organisational loyalty is described as the psychological state set up between employees and their organisation (Turkyilmaz, Akman, Ozkan, & Pastuszek, 2011). This situation emerges as an important variable in employees' decision to continue or not to continue in their organisation. Barnard (1966, p. 83) points out that "willingness" underlies the concept of loyalty. In schools- which are organisations of education- on the other hand, the development of teachers' loyalty behaviour and the continuity of that behaviour are considered to be closely associated with the

performance of a school (Mohsan, Nawaz, Khan, Shaukat, & Aslam, 2011). In other words, loyalty affects the efficiency and quality of an organisation in positive ways. Loyalty is seen as one of the concepts related to the performance and motivation of teachers especially in interpersonal relations. Thus, teachers' interactions with school administrators, colleagues and with students can also play significant roles in the development of teachers' sense of loyalty to school. School directors' fair practices, opportunities they provide for professional development and their affection and respect based approaches towards all the staff can cause teachers to adopt their school. Besides, sincere relations set up with colleagues and students can also facilitate teachers to perceive their school as an indispensable work environment. The properties mentioned can affect the image of a school in positive ways and thus can turn a school into a centre of attraction for teachers.

A review of relevant literature has indicated that various studies analysing the correlations between organisational attractiveness, organisational loyalty and organisational image are available. Those studies found that organisational image had important effects on the attractiveness of an organisation (Chapman, Uggerslev, Carroll, Piasentin, & Jones, 2005; Lievens et al., 2005; Rynes & Barber, 1990). They also found that organisational image was an important element in strengthening organisational loyalty and in the continuity of organisational loyalty (Aityan & Gupta, 2012; Ishaq, Mazhar, Bhutta, Rizwan, & Nazia, 2014; Nguyen & LeBlanc, 1998). In a similar vein, Withey and Cooper (1989) also pointed to the fact that the attraction of an organisation was a variable that could not be neglected in the development of loyalty. Yet, no studies are available in the literature analysing the relevant variables altogether and focussing on how they look in schools. The significance of binary relations between concepts found in previous studies can be the indicator of the existence of significant correlations between organisational image, organisational attraction and organisational loyalty. This study analyses the correlations between variables. In addition to that, this study also tests whether or not school attraction has a mediating role in the correlations between school image and teacher's loyalty. Considering the significant correlations between organisational attraction and organisational loyalty and the effects of organisational attraction on organisational loyalty, it is thought that school attraction has mediating effect on the correlations between school image and teacher's loyalty. On the other hand, analysing the correlations between variables on the basis of teachers' views can facilitate the implementation of forming effective schools. Thus, school attraction can be expected to be influenced by attractive school image in positive ways and then teachers' perceptions of loyalty can be expected to develop. In line with this, the current study aims to analyse the correlations between organisational attraction, organisational image and organisational loyalty according to teachers' views.

Conceptual Framework

Organisational Attraction

The concept of organisational attraction is based on an organisation's current and potential workers' perceptions of an attractive work place. It is the reflection of individuals' positive thoughts as willingness and liking. Berthon, Ewing and Hah (2005) describe organisational attraction as benefits that individuals obtain from an organisation. In this context, *instrumental* and *symbolic properties* capable of influencing teachers to perceive schools as attractive can be said to exist. While the instrumental properties schools have are more concrete qualities such as relations between employees, academic achievement of a school, wages, the physical possibilities of a school and work hours; symbolic properties are connected with such feelings as excitement, pride, comfort, security and happiness that are caused by teachers' work in a school. According to Dutton, Dukerich, and Harquail (1994), symbolic properties are more remarkable than instrumental properties in determining perceptions of attraction. Lievens and Highhouse (2003) also emphasise that symbolic properties cause important differences. In a similar vein, Lievens (2007) states that symbolic properties are as effective as instrumental properties in individuals' participation in an organisation and in their continuity in the context of attraction. Teachers' positive feelings about their school reinforce their willingness to work in their school and prevent their desire to go to another school. In this way, the probability of frequent changes in the

teaching staff can be eliminated with teachers' continuity. In this process, teachers' and students' getting acquainted with each other more closely and their sharing with each other can improve the effectiveness of instruction. According to Ingersoll and Smith (2003), a situation contrary to that will have negative effects on educational system and will result in uncertainty and instability.

It is pointed out in the literature that various approaches underlie the perceptions about an organisation as attractive. Ehrhart and Ziegert (2005) consider perceptions of attraction in three main theories. *The main theory of environmental process* investigates the formation and development of subjective responses caused by the objective properties of an organisation. *The main theory of interactional process* puts individuals' compliance with the environment into the basis. *The main theory of essential process*, on the other hand, states that individuals' self-esteem, self-efficacy and internal efficacy are influential. Considering these theories as a whole in the school context, the perceived administrative structure in the school, the quality of interpersonal relations, the resources provided to the employees, and the physical features of the school can affect the performance and motivation of teachers. In particular, they can increase their individual and collective competences by ensuring that teachers are happy, adopt the school and be more coherent with the environment.

It was observed that the majority of studies focusing on organisational attraction were performed in private businesses apart from educational institutions (Lambert et al., 2017; Pilvinyte, 2013; Stockman et al., 2017; Wei, Chang, Lin, & Liang, 2016). In national literature, however, it was found that a small number of studies about relatively how attractive school attraction was or about its correlations with various concepts was available. Of those studies, Dural, Aslan, Alınç, and Araza (2014) made a scale adaptation for measuring the perceptions of organisational attraction. Güler and Basım (2015), on the other hand, focused on the effects of organisational attraction on participants' intention to join in an organisation. In another study, Yıldız (2013) found that there were correlations between organisational attraction, applying for a job, recognition, image of an institution and individual-organisation compliance.

Organisational Image

Image is a concept which is analysed in such diverse areas as management, philosophy and psychology and which is still considered to be up to date and open to development in the literature. Everything- individuals, objects, brands or organisations- has an image. Cornelissen (2000) points to a large network of meanings available in mind while describing image. Organisational image, on the other hand, emerged in consequence of the interaction of psychological aspect- which lays emphasis on individuals' feelings as well as on the concrete properties of an organisation (Barich & Kotler, 1991). Andreassen and Lindestad (1998a) describe it as the reflections of all accumulation of experience of an organisation into individuals.

Academic achievement is not sufficient on its own to label a school as successful today, as is done traditionally. Effective image is also necessary (Oplatka, 2009). The positive perception of a school's image by internal and external stakeholders can influence the prestige and achievement of a school. Thus, it may be thought that a school with a successful image can be an organisation attracting the attention of and desired by people in the neighbourhood. In addition to that, Andreassen and Lindestad (1988b) also point out that image affects individuals' pleasure. They stress that this situation would cause positive attitudes towards an organisation. Dutton and Dukerich (1991) state that positive image would lead to an increase in support given to an organisation. Additionally, the development of a process of efficient communication between stake holders is also considered to be associated with image (Aaker & Keller, 1990). Several studies influencing the image of schools are available in the literature (Bakioğlu & Bahçeci, 2010; Balcı, 2001, p. 83; Gürbüz, 2008, p. 68; Zheng, 2005). Those studies mention such elements as the environment, the quality of the curriculum, effective communication, social events, school culture, the physical conditions of schools, the quality of management, relations between school, parents and non-governmental organisations which influence the image of a school.

School image is composed of seven components labelled as “quality of service”, “quality of management”, “financial solidity”, “work environment”, “social responsibility”, “emotional attraction” and “institutional ethics” (Gürbüz, 2008). *Quality of service* is the perception that a school is educationally and academically successful and that it offers employees the opportunities they wish to have. The *quality of management* indicates the skills employees have and the quality of their implementations. *Financial solidity* stresses the financial adequacy of a school. *Work environment* represents the physical properties of a school and the quality of relations between employees. *Social responsibility* refers to the fact that the responsibility of a school is about the solution of environmental problems. *Emotional attraction* is the indicator of teachers’ feelings about a school. *Institutional ethics* means displaying a moral attitude in in-school functioning and the dominance of a justice and respect-based atmosphere. Those components can be regarded as the key elements affecting internal and external stakeholders’ perceptions about schools.

Organisational Loyalty

For an organisation to achieve success depend of a number of elements. One of those elements is employees’ loyalty to their organisation. Organisational loyalty has been analysed since the 1960s as a concept attracting the interest of academicians. It can be defined as emotional devotion (Allen & Mayer, 1990) on whose basis is individual willingness (Barnard, 1966, p. 83). In this context, loyalty to school can be considered as teachers’ willingness to keep their relations with their school, or as loyalty to the school and participation in the school. It may be said that this is one of the most important human resources influencing teachers who are faithful to their school in attaining their goals. According to Rusbult, Farrel, Rogers, and Mainous (1988) loyalty stresses that employees not only take part in an organisation but that they also display constructive behaviours with self-sacrifice.

It is thought that organisational loyalty increases the effectiveness of an organisation. Ali, Krishnan and Azim (1997) state that devoted employees adopt the values and vision of their organisation and thus they work harder. Besides, it was also observed that devoted employees had positive effects on customer loyalty (Reichheld, 1993). Accordingly, it may be predicted that teachers who work with self-sacrifice can attract internal and external stakeholders’ attention and they can ensure that stakeholders are identified with the school. According to Chen (2001), employees who work in their organisation with loyalty serve to organisational effectiveness by sharing their knowledge, by offering guidance, by playing roles in the solution of problems and by motivating. Mowday, Porter, and Steers (1982) also state that individuals working with faithfulness to their organisation tend to argue for the service and efficacies their school offers. In the context of a school, this situation emerges in the form of teachers defending and supporting their administrators and colleagues and protecting their students. Meyer, Allen, and Smith (1993) point out that faithful employees tend to accept everything as they are and the researchers consider this as a more intensive feeling than loyalty. Moreover, Hart and Thompson (2007) emphasise that faithful employees prioritise organisational benefits over their own benefits.

Components important in developing organisational loyalty also include the relations between administrators and employees. It may be said that such behaviours as right to speak given to teachers by administrators in school administration, taking teachers’ demands into account, appreciating them, being polite to them can increase teachers’ motivation and develop loyalty and thus increase the efficiency of a school. According to Tatum (2006), elements to develop and strengthen employees’ loyalty can be listed as having open channels of communication, interpersonal relations, respect and rewards. Matzler and Renzl (2006) state that having confidence and respect based relations between administrators and employees also increases loyalty.

Organisational loyalty has three dimensions labelled as “loyalty to the administrator”, “loyalty to colleagues” and “loyalty to students” (Akman, 2017). *Loyalty to the administrator* is considered as teachers’ unconditional loyalty to the administrator’s wishes, working with self-sacrifice so as to fulfil their duty properly and as support given to the administrator. *Loyalty to colleagues* is the behaviours signalling that solidarity will occur in case of negative conditions and that support will be provided

against criticism. *Loyalty to students*, on the other hand, means supporting students in any case, sharing failure and showing affection to students on any condition.

Correlations between Organisational Attraction, Organisational Image and Organisational Loyalty

Literature analysing the correlations between organisational attraction, organisational image and organisational loyalty were reviewed within the scope of this study. Consequently, studies focusing on how three variables look in school environment were not found in the literature. It was seen that the variables had been analysed with differing samples as educational institutions, private enterprises, public institutions and non-governmental organizations. It was pointed out that a strong image underlay organisations as an important element in perception of organisations by employees as attractive. Besides, it was also found that positive image influenced employees' intention to continue working in an organisation (Highhouse et al., 2003; Turban & Greening, 1996). Devoted employees' behaviour of leaving an organisation can be thought to be related to the image of the organisation. It is also known that the job and the organisational properties are the variables important in the formation of organisational image. Those variables' relations with the perception of organisational attraction (Barber, 1998; Chapman et al., 2005)) can also point to the interaction between organisational attraction and organisational image. Withey and Cooper (1989) state that there are four basic behaviours employees can develop towards their organisation. It was emphasised that loyalty, one of those behaviours, could not be independent of organisational attraction.

Purpose

This study aims to analyse the correlations between organisational attraction, organisational image and organisational loyalty on the basis of teachers' views. In line with this purpose, it seeks answers to the following questions:

1. What is teachers' perception about organisational attraction, organisational image and organisational loyalty?
2. Are there any significant correlations between organisational attraction, organisational image and organisational loyalty?
3. Does organisational attraction have any mediating effects on the relations between organisational image and organisational loyalty?

Method

This study, which analyses the relationships between organisational attraction, organisational image and organisational loyalty according to teachers' views, was designed in *relational survey model*. The study tests a model testing the mediating role of organisational attraction in the relation between organisational image and organisational loyalty.

Population and Sample

The research population was composed of 15165 teachers teaching in 418 public secondary schools located in nine districts (Çankaya, Etimesgut, Altındağ, Mamak, Yenimahalle, Keçiören, Sincan, Gölbaşı and Pursaklar) of Ankara in 2016-2017 academic year. It is considered sufficient for a sample representing a population of 10,000-25,000 range to be in 370-378 range with 5% ratio of error in the table of sample determining (Yazıcıoğlu & Erdoğan, 2004, p. 50). The 50 secondary schools intended to be reached in this research were determined through proportional cluster sampling method by taking the number of public secondary schools in the districts into consideration. The research was conducted in 45 public secondary schools and it was found that 494 scales fitted data analysis. An examination of the data set showed that 299 (60.5%) of the teachers were female while 195 (39.5%) were male. In addition to that, 181 (36.6%) of them had 1-10 year teaching experience whereas 226 (45.7%) had 11-20 year experience and 87 (27.6%) had teaching experience of 21 years or more. Of them 432 (87.4%) held bachelor's degree while 62 (12.6%) of the teachers held postgraduate degree. As to years of teaching in their school, 339 teachers (68.6%) had been teaching for 1-5 years, 97 teachers (19.6%) had been teaching for 6-10 years and 58 teachers (11.7%) had been teaching for 11 years or more in their school. And finally, 398 (80.6%) of them were married while 96 (19.4%) of them were single.

Data Collection Tools

The research data were collected with Organisational Attraction Scale (OAS) and Organisational Loyalty Scale (OLS) developed by Akman (2017) and with Organisational Image Perception Scale (OIPS) developed by Gürbüz (2008).

OAS contained had one factor structure with 11 items. (A sample item: *"I believe that most teachers around me would like to work in this school"*). The scale is a five-pointed Likert type scale and it contains statements ranging between "absolutely disagree" and "absolutely agree". As a result of the scale development analyzes in a study group of 140 participant, OAS explained 64.542% of the total variance. Cronbach Alpha was calculated as .94 for the scale. Scale validity was tested through confirmatory factor analysis (CFA). The findings obtained with CFA were as in the following: $\chi^2/df=2.11$, $RMSEA=.11$, $GFI=.78$, $CFI=.98$, $NFI=.98$ and $NNFI=.97$. The reliability and validity of OAS were also analysed with the data set available. Accordingly, Cronbach's Alpha was found to be .95 for OAS. Besides, following CFA, the following values were found: $\chi^2/df=4.36$, $RMSEA .07$, $GFI .91$, $CFI .99$, $NFI .98$ and $NNFI .98$. These findings also show that reliability and validity are ensured with the existing data set.

OLS has a three factor structure with 11 items. The scale is in five-pointed Likert type containing statements ranging between "absolutely disagree" and "absolutely agree". Total variance explained by OLS which developed on a study group of 140 participants, was found as 63.145 and total Cronbach's Alpha was found as .81. The first factor called "loyalty to the administrator" contained 4 items. (A sample item: *"When someone says a bad thing about the manager, I defend him"*). Cronbach's Alpha for the factor was calculated as .85. The second factor of OLS was labelled as "loyalty to colleagues" and contained 3 items. (A sample item: *"I cannot be indifferent to criticisms to my colleagues"*). Cronbach's Alpha was found to be .65 for this factor. The third factor of OLS was labelled as "loyalty to students" and contained 3 items. (A sample item: *"I love the students of this school even if there is no personal gain for this"*). Cronbach's Alpha was calculated as .74 for this factor. The reliability and validity of OLS was also analysed with the data set available. An examination of the values of Cronbach's Alpha showed that it was .89 in total, .83 for "loyalty to the administrator", .73 for "loyalty to colleagues" and .86 for "loyalty to students". Besides, the following values were found in consequence of CFA: $\chi^2/df=4.56$, $RMSEA .08$, $GFI .89$, $CFI .97$, $NFI .96$ and $NNFI .95$. These values indicated that OLS was a reliable and valid instrument for data collection. These findings also show that reliability and validity are ensured with the existing data set. In the interpretation of the CFA values, χ^2/df ratio between 3 and 5 indicates "moderate" fit. Also, $RMSEA$ ration between .05 and .08 indicates "good" fit. In addition, GFI , CFI , NFI and $NNFI$ values between .90 and .95 are considered as good indicators of fit (Çokluk, Şekercioğlu, & Büyüköztürk., 2012, p. 277).

OIPS contained 46 items in 7 factors. The scale is in five-pointed Likert type and it contains statements ranging between "totally disagree" and "totally agree". Cronbach's Alpha values OIPS took on were .91 for "quality of service", .88 for "quality of management", .81 for "financial solidity", .91 for "work environment", .80 for "social responsibility", .94 for "emotional attraction" and .88 for "institutional ethics". Validity and reliability analyses were repeated with the current data set. Accordingly, it was found that the seven-factor structure of OIPS explained 70.35% of the total variance. It was also found that the Cronbach's Alpha value was .86 for the factor of quality of service, .90 for the factor of quality of management, .80 for the factor of financial solidity, .86 for the factor of "work environment", .81 for the factor of social responsibility, .94 for the factor of emotional attraction and .79 for the factor of institutional ethics. Following the CFA, it was found that χ^2/df was 4.48, $RMSEA .08$, $GFI .84$, $CFI .97$, $NFI .95$ and $NNFI .96$ ($N=494$). On examining validity and reliability, it was concluded that OIPS was adequate as a data collection tool for use in the research. In addition, the permits of the scale were obtained from the persons who developed the scale through e-mail.

Procedures and Data Analysis

Before the data collection process, the Ethics Commission permission and legal permission was obtained from Province Directorate of National Education to implement the scales in the above mentioned public secondary schools. After that, school directors were visited and the scales were

distributed by the researcher to volunteering teachers at the specified time. It was observed that the scales were completed by the teachers in approximately ten minutes. The scales were checked one by one, and the ones which had more than one marking or which were marked incompletely and the ones which were not completed or physically damaged were excluded from evaluation. Thus, 56 out of 550 scales were eliminated. The data coming from 494 scales were put to computer and were analysed. Firstly, whether or not the data set had unidirectional and multidirectional normality assumption was analysed. The skewness and kurtosis values and the Q-Q chart were checked for this purpose. It was found that the values for organisational attraction (between -.43 and -.56), organisational loyalty (between -.87 and .86), and organisational image (-.54 and -.14) were within normal limits. According to Kalaycı (2014, p. 8), having skewness-kurtosis values between -2 and +2 indicates normal distribution. Besides, the data in the shape of an ellipse around the line with an angle of 45 degrees in the Q-Q chart also supported normality assumption. Finally, the existence of multi-connection problem was analysed with correlation values. Having correlation values below .85 between variables indicated that there was not a problem of multi-connection (Pallant, 2005). 1.00-1.80 interval was interpreted evaluated as “very low”, 1.81-2.60 interval as “low”, 2.61-3.40 interval as “medium”, 3.41-4.20 interval as “high” and 4.21-5.00 interval as “very high” in interpreting the arithmetic averages. In addition to that, .00-.30 interval was regarded as “low”, .31-.70 interval as “medium” and .71-1.00 interval as “high” correlations in interpreting the correlation analysis. The first research question was investigated with arithmetic average, the second question with Pearson’s Moments correlation analysis and the third question with structural equation model (SEM).

Results

This study investigated relatively how teachers perceived organisational attraction, organisational loyalty and organisational image on the basis of their views. In addition to that, the study also investigated the relationships between the variables and the mediating role of organisational attraction in the relations between organisational image and organisational loyalty. The arithmetic averages for the variables and the results of correlation analysis are shown in Table 1.

Table 1. Descriptive Statistics for Variables and sub-factors and the Results for Correlation Analysis

	\bar{X}	Sd	1	2	3	4	5	6	7	8	9	10	11	12	13
1	3.37	1.0	-												
2	3.92	.70	.64**	-											
3	3.94	.86	.63**	.87**	-										
4	3.83	.82	.45**	.78**	.56**	-									
5	3.98	.83	.50**	.84**	.57**	.49**	-								
6	3.65	.74	.72**	.53**	.55**	.35**	.41**	-							
7	3.67	.76	.62**	.49**	.49**	.33**	.38**	.92**	-						
8	3.70	.88	.64**	.51**	.55**	.30**	.38**	.90**	.80**	-					
9	3.49	.84	.60**	.40**	.39**	.33**	.27**	.83**	.73**	.68**	-				
10	3.73	.80	.61**	.44**	.45**	.30**	.32**	.91**	.85**	.78**	.75**	-			
11	3.60	.86	.61**	.41**	.45**	.24**	.31**	.90**	.82**	.83**	.72**	.78**	-		
12	3.61	.82	.76**	.54**	.56**	.34**	.44**	.96**	.84**	.85**	.77**	.83**	.85**	-	
13	3.86	.75	.63**	.56**	.54**	.39**	.45**	.86**	.75**	.84**	.62**	.77**	.76**	.82**	-

** $p < .001$; $N = 494$

1-Organisational Attractiveness	5-Loyalty to students	9- Financial solidity	13-Institutional ethics
2-Organisational Loyalty	6-Organisational Image	10-Work environment	
3-Loyalty to the administrator	7-Quality of Service	11-Social responsibility	
4-Loyalty to colleagues	8-Quality of Management	12-Emotional attraction	

As is clear from Table 1, teachers' perception of organisational attraction ($\bar{X}=3.37$) is relatively "medium" whereas their perception of organisational image ($\bar{X}=3.65$) and organisational loyalty ($\bar{X}=3.92$) are relatively "high". In consequence of correlation analysis, positive, high and significant correlations were found between organisational attraction and organisational image ($r=.72$; $p<.001$). Besides, positive, medium level and significant correlations were found between organisational attraction and organisational loyalty ($r=.64$; $p<.001$). And finally, positive, medium level and significant correlations were found between organisational image and organisational loyalty ($r=.53$; $p<.001$).

The mediating effect of organisational attraction on the relations between organisational image and organisational loyalty was considered within the framework of the model suggested by Holmbeck (1997). According to Holmbeck (1997), if there is a fall in the relations between variables on adding the variable whose mediating effect is investigated to a model, this situation indicates the mediating effect. When the model which is thought to have a mediating role is added to a model, insignificant relations between dependent and independent variables is evaluated as "complete mediation", but significant relations and a fall in the level of effect are evaluated as "partial mediation". This current study investigated whether or not organisational attraction had a mediating effect on the relations between organisational image (independent variable) and organisational loyalty (dependent variable). Prior to forming the model, direct and indirect effects between variables were analysed. The results for the analysis are shown in Table 2.

Table 2. Effects between Variables and Significance

Structural Paths	Variables	β	T
Direct effects			
Organisational image →	Organisational attraction	.75	10.54*
Organisational image →	Organisational loyalty	.59	8.30*
Organisational attraction →	Organisational loyalty	.68	9.39*
Indirect effects			
Organisational image →	Organisational loyalty	.19	2.55*

* $p<.05$; $N=494$

As evident from Table 2, organisational image predicts organisational attraction ($\beta=.75$; $p<.05$) and organisational loyalty ($\beta=.59$; $p<.05$) significantly. In addition to that, organisational attraction also predicts organisational loyalty ($\beta=.68$; $p<.05$) in a significant way. The significance of regression values between the variables was interpreted as that the assumptions of mediation test were actualised. The mediating role that organisational attraction had in the relation between organisational image and organisational loyalty was analysed through path analysis. The results for the path analysis are shown in Figure 1.

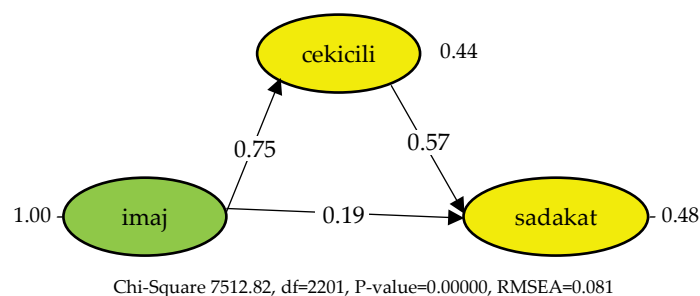


Figure 1. Path Diagram for the Research Model

As is clear from Figure 1, after adding organisational attraction as the mediating variable into the model, it was seen that the relation between organisational image (independent variable) and organisational loyalty (dependent variable) was significant ($\beta=.19$; $p<.05$). Yet, when the relations between variables occurred directly, the β value- which was .59 (see Table 2)- was observed to fall down to .19 (see Figure 1) when organisational attraction was added into the model. These findings show that organisational attraction plays partial mediation role in the relation between organisational image and organisational loyalty (Holmbeck, 1997). Besides, the goodness of fit values for the model were as in the following: $\chi^2=7512.82$; $df=2201$; $\chi^2/df=3.41$, $p<.001$; $RMSEA=.08$; $GFI=.82$; $CFI=.95$; $NFI=.95$; $NNFI=.97$]. In interpreting the values in the model, having χ^2/df value smaller than 5 indicated that the model was adequate and having $RMSEA$ value between .05 and .08 indicated that the model had "good" fit. GFI , CFI , NFI and $NNFI$ values yielding values above .95, on the other hand, indicated "perfect" fit. On examining the goodness of fit values as a whole, it may be said that the theoretical model is supported by the data set (Çokluk et al., 2012).

Discussion, Conclusion and Suggestions

This study analysed the levels of perception of organisational attraction, organisational image and organisational loyalty according to the views of 494 teachers working in 45 public secondary schools located in nine central districts of Ankara in 2016-2017 academic year. Additionally, it also analysed the mediating role that organisational attraction played in the relation between organisational image and organisational loyalty.

The findings obtained demonstrated that teachers' perceptions of organisational attraction were at relatively medium level. Review of literature showed that studies conducted with samples of teachers were not available. However, differing findings were obtained in studies conducted with various samples. Thus, in some studies university students' perceptions of organisational attraction were found to be relatively high (Dural et al., 2014; Yıldız, 2013) while in some others university students' perceptions were found to be relatively medium (Arbak & Yeşilada, 2003; Lambert et al., 2017; Nolan & Harold, 2010; Stockman et al., 2017). Güler and Basım (2015), on the other hand, found high school students' perceptions of organisational attraction to be relatively high. Considering the studies as a whole, it may be stated that the differentiation in perception levels of organisational attraction stem from the variation in samples. Teachers' medium level perceptions of organisational attraction about schools in this study made us think that schools were not attractive enough to work in in teachers' opinion. It may also be thought from another perspective that schools do not have instrumental properties to make them attractive to teachers. In other words, it may be said that symbolic properties such as excitement, loyalty, pride and happiness that teachers can feel about schools are not independent of instrumental properties. In the same vein, Lievens (2007) also states that instrumental and symbolic properties are influential in employees' perceptions of organisations and that those properties interact with each other.

Another finding obtained in this study was that teachers' perceptions of school image were relatively high. This was a finding supported by the findings of various studies. In a study investigating teachers' organisational image, organisational citizenship and students' achievement, for instance, Demiröz (2014) found that perceptions in relation to school were relatively high. In a similar way, Erdoğan, Umurkan, and Kuru (2013) also demonstrated that teachers' perceptions of school image were relatively high. Some studies, however, found relatively medium level perceptions (Akbulut, 2015; Şanlı & Arabacı, 2016). On reviewing studies concerning organisational image, it may be inferred that teachers have positive perceptions about school image (Demiröz, 2014; Erdoğan et al., 2013). The differences in perceptions can be due to the fact that the studies had been conducted in different types of schools such as primary schools, secondary schools and high schools and the views of teachers

working in those different types of schools had been consulted. Teachers' positive perceptions may stem from various factors. Factors such as relations between school administration and employees can be influential in perceptions. Accordingly, relations based on trust, justice and understanding were seen to increase teachers' willingness to continue working in their school (Brill & McCartney, 2008; Kukla-Acevedo, 2009). Ingersoll (2001) also states that teachers tend to work in schools with administrator competence and support. Another reason can be the quality of service a school offers and the attractiveness of work environment. Borman and Dowling (2006) say that the teachers of successful schools have high motivation and they stress that those teachers' intention to quit their job is low. Similarly, development opportunities offered to teachers in schools (Trank, Raynes, & Bretz, 2002), work autonomy, support for involvement in decisions and social activities can also influence teachers' perceptions in positive ways. Considering all these elements as a whole, they can be seen as an indicator of the impression a school makes.

The findings indicated that teachers' perceptions of organisational loyalty were relatively high. Studies investigating teachers' views on organisational loyalty were not encountered in educational sciences literature. Yet, it was found that there were findings consistent with studies conducted with different study groups. In a study investigating employees' performance and flexibility in work environment, Siller (2014) found that participants' perceptions of organisational loyalty were relatively high. In a similar way, Kai Li and Hung Hung (2009) also stated that parents had positive perceptions of loyalty to schools. In their study conducted in a private business company Nisar, Shaheen, and Bhatti (2016) also found that participants had relatively high perceptions of organisational loyalty. Another finding was that there were positive and significant correlations between organisational attraction, organisational image and organisational loyalty. Breaugh and Starke (2000) stressed that there were positive correlations between organisational properties influencing image perception and organisational attraction. Similarly, Rynes and Barber (1990) suggested that organisational attraction and change of image could not be thought to be independent of organisational properties. Moreover, Ishaq et al. (2014) emphasised that employees' loyalty to their organisation was influenced by levels of perceived image. Aityan and Gupta (2012), on the other hand, pointed out that the adequacy of work conditions which were related to organisational attraction and loyalty was an important element.

Finally, this study investigated the mediating effect of organisational attraction on the relation between organisational image and organisational loyalty. The findings obtained in consequence indicated that the effect of organisational image on teachers' loyalty to school was *partially* through organisational attraction. In other words, it was found that positive organisational image increased the attractiveness of schools, and that teachers' loyalty to their school was consequently affected in positive ways. Therefore, interpretation for this could be that creating a remarkable and strong image affects the attractiveness of a school positively and thus it can develop further loyalty to the school. Thus, practices for perceiving schools as attractive work environments can be made so as to improve teachers' loyalty to schools. In this context, Withey and Cooper (1989) highlight the relations between employees' loyalty and organisational attraction. Ateg, Andersson and Rosen (2009) also support this finding. Accordingly, the researchers found that the elements influencing attraction also improved organisational loyalty. Apart from that, Van Hoye and Saks (2011) also found that instrumental and symbolic image perceptions predicted organisational attraction. This finding could be interpreted as that there is no concern for job security in schools, that work environment satisfies expectations, managerial adequacy is available and financial returns are obtained on time and that those components enliven such components as work excitement, willingness and participation. In another study, Kaur and Sock (2013) found that there were significant correlations between organisational image and organisational loyalty. Similarly, Izci and Saydan (2013) also highlight the positive interaction between variables.

As a result: (i) Teachers had relatively medium level perceptions of organisational attraction. (ii) Teachers had relatively high perceptions of organisational image and loyalty. (iii) There were positive, medium level and high and significant correlations between organisational attraction, organisational image and organisational loyalty. (iv) Organisational attraction played mediating role in the relation between organisational image and organisational loyalty.

In accordance with the findings obtained in this study, the following recommendations can be made to researchers: (i) the levels of variables in different types of schools (primary schools, secondary schools, high schools) and the relations between them can be analysed. (ii) Studies with different samples could be performed in relation to the variables. (iii) Different studies on types of leadership which are thought to be related to the variables could also be conducted. (iv) The variables can be analysed in a deeper perspective in qualitative or mixed research methods. These can also be suggested based on the results obtained: (i) Schools can be financially strengthened to eliminate infrastructure deficiencies (ii) by providing in-service trainings or by encouraging graduate education, the leadership competencies of school administrators can be improved (iii) relationships between managers, teachers, parents and students can be organized in order to create a positive school climate by organizing social activities inside and outside the school.

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