The Relationship BetweenTeachers' Organizational Image Perceptions and Their Level of Psychological Well-Being

Research Article

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ARTICLE INFO	ABSTRACT
Article History: Received:30.11.2018 Available online: 20.02.2019	This study aimed to explore the relationship between secondary school teachers' organizational image perceptions and their level of psychological well-being. Correlational survey model method, which is a descriptive survey model, was used in the study. Study universe consisted of 1656 secondary school teachers employed in 12 Şubat District of Kahramanmaraş Province during 2016-2017 school year. Research sample was composed of 302 secondary school teachers selected from among the universe by using "Simple Random Sampling" method. "Organizational Image Perception Scale" developed by Gürbüz (2008) was utilized in the study along with "Psychological Well-being Scale" which was adapted into Turkish by Akın (2008). A low-level, linear and positive significant relationship was identified between secondary school teachers' organizational image perceptions and their level of psychological well-being. It was determined that secondary school teachers' level of organizational image perception and psychological well-being were high. In addition, findings indicate that while male and female teachers' opinions on organizational image perceptions and psychological well - being were similar, their opinions on organizational image perceptions and psychological well - being differed according to seniority. **Keywords:** Organizational image, psychological well-being, secondary school teachers

Introduction

The Concept of Image

The concept of image, which is frequently used in daily life with meanings that change from one person to another, is a concept that has found its place in literature since the 1980's (Kılıçaslan, 2011). The word of image is originally French with many definitions. This concept is addressed in various dimensions and has

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been interpreted by many researchers by focusing on its different aspects. Turkish Language Association (2017) defines image as the conscious reflection of the counterparts of objects that are perceived by the senses in the external world, or in other words, objects or events that appear in consciousness without a stimulus and are perceived by the senses. According to Aktaş (2010), image is the manner how people or institutions are perceived by the masses, as well as the manner how people or institutions express themselves to target groups. According to Okay (2000), the origins of the concept of image are based on social psychology and image is the impressions and thoughts of a person about another person, group or organization; or in other words, image is a person's thoughts on an object, an institution or another individual. Çorakçı (2007) defines image as the mentally and emotionally embedded interpretation and perception about a person or thing by an individual. That is to say, image is a construct established by reasoning and combining all imagined and real evidence and the concept is influenced and grows by beliefs, ideas and emotions. According to Bolat (2006), the image is related to opinions that a person or an institution willingly or unwillingly leaves in the minds of other institutions. These impressions that are created in minds may be about products, staff of the organization or the physical structure of the institution. According to Erdoğan, Develioğlu, Gönüllüoğlu and Özkaya (2006), the concept of image is also expressed as the conscious or unintentional impressions of individuals or organizations about one another. Çil (2002) reports that the concept of image is a complex, dynamic, evolving and flexible system composed of many dimensions because the image is reality. Hence, the image is formed as a result of behaviors and reveals only the existing facts like a mirror. In his definition, Şentürk (2007) interprets the concept of image as an element that is influenced by many things and affects many things. More explicitly; image is the interpretation of existent knowledge and data by individuals as a result of being influenced from different channels, including advertisements, natural relationships, the cultural climate of society and even the existing prejudices.

When we think of image, a concept that embraces all the dimensions of shape, thought and notion comes to mind and certainly, everyone or every institution has an image. In other words, this existing image is emergent when a conscious or unconscious effort is made or even when no effort is made, and an image is created everywhere or in every mind (Çakmak, 2008). In fact, creation of images begins with thinking about a particular object that exists in the world and a mental image is created for that object. These mental images are connected to each other and resemble a map stored in the person's memory (Schuler, 2004). For this reason, each person has a personal and unique mental image of the same object unlike that of others. Thanks to this image, the person makes decisions about the object and acts on these decisions (Taslak and Akın, 2005).

Image is very important to demonstrate a positive view in the internal and external environment and eliminate negative thoughts because when we talk of image we do not only mean products, but individuals, institutions or even a country. Therefore, the significance of creating an image is ever increasing (Akay, 2005).

Image creation requires a certain process at the end of which the positive image that is created can provide many benefits to the individual or the institution. There are various types of images, some of which can be listed as personal image, existing image, perceived image, product image, positive image, organizational image etc. This study focused on organizational image among the various image types. Organizational image is a global representation that addresses all parts of the organization. Therefore, organizational image management is a crucial element for the organization to create and maintain the desired image (Hatch and Schultz, 1997). In addition, the organizational image is a required element for all institutions today. Hence, organizations are obliged to manage the image of their organizations. Otherwise, the organizational image will be shaped by factors external to the organization (Aksoy and Bayramoğlu, 2008). Organizational image is a requirement for an effective organization and has a direct impact on the success organizations. A consistent organizational image must be well integrated into all parts of the organization with the help of a well-structured organizational image management, (Demiröz, 2014). In addition, the

organizational image is an investment that enables the organization to achieve value and competitive advantage in the future to ensure success and if it is not managed properly, it will lose value like other investments. Therefore, organizational image management is very important for the future of the organization (Akbulut, 2015). Organizational image is related to the mental thoughts that people have about organizations. These are the thoughts, i.e., the image of the organization envisioned in the mind when the name of the organization is uttered or its logo comes to mind (Gray and Balmer, 1998). Organizational image can be defined as the values that create a good impression for the staff of the organization and the organization's target groups (Çil, 2002) and all perceptions related to the organization (Altıntaş, 2005); in short, it can be defined as the manner the organization is perceived of by the target group outside the organization and the organizational profile that is created in the minds of people (Eres, 2012). In defining the concept of image, VigodaGadot, Vinarski-Peretz and Ben-Zion (2003) cited the stability and reputation of the organization, the quality of its products and outputs, and the organization's perception of its position as an employer or service provider compared to other competing organizations. Moffitt (1994) defined the image as a complex and multifaceted process, which is the product of organizational, social and personal factors and emphasized that the organizational image may be effective, targeted, undesired positive, negative, strong or weak. Schuler (2004) defined image as a concept that incorporates cognitive, influential and emotional information and stated that when one thought of the core of the image, one or more thoughts would come into mind. Organizational image is one of the key elements in the competitive environment and in the ongoing process that organizations should benefit from (Akbulut, 2015). Organizations are not expected to have single, ordinary and consistent organizational images since there are various stakeholders with various backgrounds, goals and levels of commitment (Markwick and Fill, 1997). Different words are used for this concept in literature, (Alvesson, 1990; Hatch and Schultz, 1997) such as corporate image and organizational image. According to Arpan, Raney and Zivnuska (2003), organizational image includes three categories. These are addressed as:

- Studies that examine the source of an organization's image

- Research on the possibility of image change among stakeholder groups

- Definition of the elements of a multi-dimensional image.

All organizations have to strive to create good images and be better known within the scope of public relations because organizational image has become a very important concern for all sectors, professions and administrators around the world in the twentieth century (VigodaGadot, 2003). In addition, organizations will ensure a certain degree of respect and trust in the community with the help of the image created by the organization (Akay, 2005). Organizational image comes into play at this point and its scope is quite broad since it includes all visual, verbal and behavioral elements of that institution (Güzelcik, 1999). Also, organizational image has a certain reality and images are the carriers of knowledge (Çil, 2002). Organizational image is one of the critical elements for an organization. With the help of organizational image, members of the organization can understand how the organization is perceived by others and judge themselves (Dutton and Dukerich, 1991). According to Hatch and Schultz (1997), the image is influenced not only by external observers but also by members of the organization and by the interactions between these two groups. Therefore, the totality of the thoughts about how the organization is perceived by the members of the organization and by other people can be expressed as all the organizational qualities that the people outside the organization use to differentiate the organization (Dutton and Dukerich, 1991).

Organizational image is a symbol, a person, a quality, an opinion, any single cultural factor and an element so complex that it cannot be identified by the organization itself or by others. Therefore, the organizational image is not a single concept but rather a multi-faceted process that includes multiple concepts and individual, historical and cultural factors (Moffitt, 1994). In other words, organizational image is formed by the combination of many elements such as the quality of organization's products or services, its activities,

its achievements, its communication, and its sensitivity towards the environment (Markwick and Fill, 1997). In addition, organizational image is a structure held in the minds of members of the organization (Dutton and Dukerich, 1991). Hence, these images kept in mind cannot be directly managed. However, organizations can reposition or change the image in the minds by means of various activities (Markwick and Fill, 1997).

Organizational image consists of many elements, but organizational image perceptions of individuals are not constant, they are variable. In other words, organizational image perceptions can change over time. Therefore, organizational images of organizations should be assessed time to timeand studies should be conducted for low levels identified in image perceptions (Kazaoles, Kim and Moffitt 2001). The image of the organization serves as a mirror (Dutton and Dukerich, 1991), reflecting the characteristics of the organization (VigodaGadot, 2003).

Strong organizational image provides several advantages to the organization (Gray and Balmer, 1998); it facilitates understanding of the organization by insiders as well as outsiders (Hatch and Schultz, 1997), it keeps qualified workforce in the organization (Nguyen and LeBlanc, 2001) and each individual communication with the organization contributes to the image that the individual creates about this organization (Schultz, 2004). Image management enables the establishment of a dialogue that allows the institution to express its language, tradition, behavior and the institution itself in any way (Şentürk, 2007). Gray and Balmer (1998) argue that a strong image can be created with a planned image creation campaign that includes the organization's brand name, logo, signage, corporate advertising and public relations by way of organizational image management and report that a consistent performance for years is necessary as the recognition for the organization increases; that media news affect the image and the image could be strengthened with positive communication.

Psychological Well-Being

The concept of well-being includes several concepts which are not completely identical in meaning but largely related to wellness, subjective well-being, psychological well-being, life satisfaction, quality of life and happiness (Keyes, Shmotkin and Ryff, 2002; Deci and Ryan; 2008; Gülaçtı, 2009). Although these emerging concepts can be used interchangeably, subjective well-being and psychological well-being are considered as two different concepts based on different theoretical foundations (Eşigül, 2013). According to Deci and Ryan (2008), well-being is defined as accepting life "as is" and focusing on living in a manner that provides meaningful satisfaction. This concept is also called psychological well-being. According to Keyes, Smothing and Ryff (2002), subjective well-being, which first appeared in the 1950s and focused on general life satisfaction and happiness is now expressed as psychological well-being that provides formulas aimed at overcoming problems related to existence following the theory of the 1980's that focused on human development an potential.

Psychological well-being should not be regarded as one-dimensional on a linear basis because this concept is not one-dimensional and it has many aspects and different dimensions (Akın, 2008; Ryff, 1989; 1995). The concept of psychological well-being means positive self-perceptions, forming secure relationships with others, making decisions without being dependent on other people or on things, shaping the environment to realize personal needs and desires and feeling that life has meaning (Demirtaş, 2016). Psychological well-being can be expressed as a concept which assesses whether the individuals pursue goals in their lives, are aware of their own potentials, are committed to the their communities and realize their responsibilities in life (Ryff and Keyes, 1995).

In other words, psychological well-being has various characteristics. These are:

• Regarding the self as positive,

- Feeling satisfied although one is aware of shortcomings,

- Creating healthy and secure relationships with others,

- Living a life that is meaningful life for the self,

- Being aware of one's own personality and striving to develop the self (Demirtaş, 2016).

Psychological well-being can be expressed as being aware of own limits, feeling good, establishing warm and secure relationships, developing personal needs and desires, establishing personal authority in the sense of maintaining individuality, striving against the difficulties of life and improving personal abilities and capacity (Keyes, Shmotkin and Ryff, 2002). Psychological well-being is not a concept which is only related to feelings of happiness, but associated with goodness, productivity, giving meaning to life and humanism (Ertürk, Keskinkılıç-Kara and Zafer-Güneş, 2016). The model of psychological well-being was based on positive psychology and the model was explored in six dimensions. These six dimensions that are addressed as one construct are accepting one's self and past life and becoming aware of own limits (self acceptance); having a sense of continuous growth and development as an individual (personal growth); having the belief that one's life is purposeful and meaningful (purpose in life); positive relationships with others (positive relations); the capacity to manage own life an environment (environmental mastery) and self-determination (autonomy) (Ryff, 1989, 1995; Ryff and Keyes, 1995; Keyes, Shmotkin and Ryff, 2002). This six factor model was established on the basis of various developmental theories and considers positive psychology and psychological functionality as the main factors (Ryff, 1995).

Method

Research Model

Since this descriptive study aimed to explore the relationship between secondary school teachers' organizational image perceptions and their level of psychological well-being, quantitative research methods and techniques were utilized. Correlational survey model method, which is a descriptive survey model, was used in the study. Survey studies identify participants' opinions on a subject or event or participant characteristics such as their interests, skills, abilities or attitudes and they are conducted by gathering information on a select group to determine some aspects or characteristics of a specific group (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2015; Fraenkel & Wallen, 2006). Correlational survey model is included among general survey models and it is a research model which aims to determine the existence of change between two or more variables (Karasar, 1994).

Universe and Sample

Study universe consisted of 1656 secondary school teachers employed in 12 Şubat District of Kahramanmaraş Province during 2016-2017 school year. Research sample was composed of 302 secondary school teachers selected from among the universe by using "Simple Random Sampling" method. The identified sample has the power to represent the universe since the minimum and the maximum numbers for the sample size to be selected from a universe of 1000-2000 are 278 and 400 respectively (Büyüköztürk et al., 2015). Table 4.1 shows the distribution of data in regards to the demographic characteristics of participating teachers.

Table 1. Data Distribution Based on Teachers' Demographic Characteristics

Variables	Groups	n	%
Gender	Female	149	%49
	Male	153	%51
Subject Matter	Mathematics and Science	93	%31
	Social Sciences	209	%69
Seniority	5 years and under	89	%29
	Between 6-10 years	69	%23
	Between 11-15 years	83	%28
	16 years and over	61	%20
	Undergraduate	268	%89
Level of Education	Post graduate	34	%11
	Total	**302**	**100**

Data Collection Tools

"Organizational Image Perception Scale" developed by Gürbüz (2008) was utilized in the study to determine secondary school teachers' organizational image perceptions for their schools (ANNEX-2). The scale developed by Gürbüz (2008) has two parts to be used separately by parents and administrators and teachers. This study utilized the part of the scale that focused on teachers. Organizational Image Perception Scale is a 5-point Likert type scale (1=completely disagree, 2=somewhat agree, 3=moderately agree, 4=strongly agree, 5=completely agree) (Gürbüz, 2008). Based on factor analysis conducted by Gürbüz (2008), the Organizational Image Perception Scale has 7 sub scales with 46 items. The variance, factor values and Cronbach alpha internal reliability coefficients for the subscales according to Gürbüz (2008) are provided below:

According to these values; 62,9% of the variance was explained by the scale items in *Quality of service* sub scale, factor values were found to change between .72 and .84 and Cronbach alpha internal reliability coefficient was identified to be .91. In *Quality of administration* sub scale, 68,4% of the variance was explained by the scale items, factor values were found to change between .74 and .87 and Cronbach alpha internal reliability coefficient was identified to be .88. In *Financial soundness* sub scale 59% of the variance was explained, factor values were found to change between .60 and .85 and Cronbach alpha internal reliability coefficient was identified to be .81. In *Work environment* sub scale, 66,9% of the variance was explained, factor values were found to change between .73 and .85 and Cronbach alpha internal reliability coefficient was .91. In *Social responsibility* sub scale, 63,7% of the variance was explained, factor values were found to change between .70 and .84 and Cronbach alpha internal reliability coefficient was .80. In *Emotional attractiveness* sub scale, 63% of the variance was explained, factor values were found to change between .45 and .88 and Cronbach alpha internal reliability coefficient was .94. Last of all, in *Organizational ethics* sub scale 75% of the variance was explained, factor values were found to change between .84 and .88 and Cronbach alpha internal reliability coefficient was .88 (Gürbüz, 2008). In the current study, Cronbach alpha internal reliability coefficient was identified to be .96.

"Psychological Well-being Scale" was used in this study to determine the psychological well-being of secondary school teachers. The 84-item scale was developed by Ryff (1989) and adapted to Turkish by Akın (2008) who also undertook the validity and reliability analyzes of the scale. The 84-item long form was later converted into a short form by Akın, Demirci, Yildiz, Gediksiz and Eroglu (2012). The 42-item (short form) Psychological Well-being Scale (PWBS) was used in this study.

Based on the factor analyses conducted by Akın, Demirci, Yıldız, Gediksiz and Eroğlu (2012), the scale was found to have 6 dimensions: Autonym, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self acceptance. Results of the Confirmatory Factor Analysis conducted to validate PWBS 42-item short form demonstrated good fit as was the case in the original form (x²=2689.13, sd=791, p=0.00000, RMSEA=.048, NFI=.92, NNFI=94, CFI=.95, IFI=.95, RFI=.92, GFI=.90 and SRMR=.048). The Cronbach alpha internal reliability coefficient of the Psychological Well-being Scale was identified to be .87 (Akın, Demirci, Yıldız, Gediksizand Eroğlu, 2012). In the current study, Cronbach alpha internal reliability coefficient of the Psychological Well-being Scale was found to be .77.

Data Processing and Analysis

After data collection tools were implemented, each data was checked by the researcher and then transferred to computer environment. During this process, missing data were identified in the forms filled by 3 of the teachers and therefore they excluded from the study. Statistical analyzes were performed on the data transferred to computer environment. Level of significance was taken as 0.05 during of statistical operations. Score intervals for the data collection tools are provided in Table 2. The increase in the scores from 1 to 5 in the data collection tools indicates increases in teachers' perceptions of organizational image and psychological well-being.

Table2. ScoreIntervalsforLikertType Scales

Organizational Image Perception	Psychological Well-being	Scoreinterval
completely disagree	completely disagree	1.00-1.79
somewhat agree	disagree	1,80-2,59
moderately agree	unsure	2,60-3,39
strongly agree	agree	3,40-4,19
completely agree	completely agree	4,20-5,00

It was found that the data showed normal distribution (p> 0.05) as a result of the analyses. Kolmogorov-Simirnov test, conducted on both scales and their sub scales to determine whether the data showed normal distribution, demonstrated a significance value higher than 0.05.

Findings

Table 3presents the scores obtained by teachers from Organizational Image Perception Scale scores from the sub scales "Quality of service, Quality of administration, Financial soundness, Work environment, Social responsibility, Emotional attractiveness, Organizational ethics".

Table 3. Descriptive Values for Teachers' Opinions on Organizational Image Perception

Scale/Subscales	n	$\bar{X}$	SS	Rank
Organizational Image Perception Scale	302	3,61	,60	
Quality of service	302	3,59	,608	5
Quality of administration	302	3,63	,746	3
Financial soundness	302	3,61	,777	4
Work environment	302	3,68	,688	2
Social responsibility	302	3,54	,748	7
Emotional attractiveness	302	3,55	,689	6

Organizational ethics	302	3,89	,653	1

Table 3 demonstrates that the arithmetic means of the total scores obtained by teachers from the Organizational Image Perception Scale was (X= 3,61). Secondary school teachers were identified to "strongly agree" to Organizational Image Perception Scale items with a mean of (X= 3,61). The mean of total scores obtained from the sub scale Quality of service (X= 3,59) and quality of administration (X= 3,63) were found to demonstrate that teachers strongly agreed to these sub scale items. Also, teachers were found to strongly agree to the items in the following sub scales: Financial soundness, Work environment, Social responsibility, Emotional attractiveness and Organizational ethics.

Table 4 demonstrates the scores obtained by teachers from the Autonomy, Environmental Mastery, Personal Growth, Positive Relations with OthersPurpose in Life and Self-acceptance sub scales of the Psychological Well-being Scale implemented to determine the levels of psychological well-being of the teachers working in the secondary school,

Table 4. Descriptive Values of Teachers' Psychological Well-being Levels

Scale/Sub scales	n	$\overline{X}$	SS	rank
Psychological Well-being Scale	302	3,67	0,30	
Autonomy	302	3,46	0,46	6
Environmental Mastery	302	3,66	0,47	3
PersonalGrowth	302	3,63	0,39	4
PositiveRelationswithOthers	302	3,77	0,42	2
Purpose in Life	302	3,90	0,57	1
Self-acceptance	302	3,61	0,38	5

According to Table 4, teachers' mean scores on the psychological well-being scale was (X= 3,67). Mean scores for the subscales were as follows: autonomy (X= 3,46), environmental mastery (X= 3,66), personal growth (X= 3,63), positive relations with others (X= 3,77), purpose in life (X= 3,90), and self-acceptance (X= 3,61). These findings show that teachers were found to "agree" to the items in the psychological well-being scale.

The relationship between the organizational image perceptions and psychological well-being levels of the teachers was explored to answer the sub problem of the study: Is there a relationship between secondary school teachers' organizational image perceptions and their psychological well-being levels? In this context, Pearson Correlation Analysis was used due to the normal distribution of data. Table 5 presents the descriptive values for the variables and the sub scales.

Table 5. Teachers' Opinions based on the Relationship between their Organizational Image Perceptions and Psychological Well-being

		Organizational Image	Psychological Well-being
Organizational Image	Pearson R	1	0,208**
	p		0,000
	N	302	302
Quality of service	Pearson R	1	0,185
Quality of administration	p		0,001
	N	302	302
	Pearson R	1	0,160
	p		0,005
	N	302	302
Financial soundness	Pearson R	1	0,203**
	p		0,000
	N	302	302

Work environment	Pearson R	1	0,135
	p		0,019
	N	302	302
Social responsibility	Pearson R	1	0,152
	p		0,008
	N	302	302
Emotional attractiveness	Pearson R	1	0,222**
	p		0,000
	N	302	302
Organizational ethics	Pearson R	1	0,189
	p		0,001
	N	302	302
Psychological Well-being	Pearson R	0,208**	1
	p	0,000	
	N	302	302
Autonomy	Pearson R	0,018	1
	p	0,756	
	N	302	302
EnvironmentalMastery	Pearson R	0,174	1
	p	0,002	
	N	302	302
PersonalGrowth	Pearson R	0,231**	1
	p	0,000	
	N	302	302
PositiveRelationswithOthers	Pearson R	0,107	1
	p	0,064	
	N	302	302
Purpose in Life	Pearson R	0,135	1
	p	0,019	
	N	302	302
Self-acceptance	Pearson R	0,202**	1
	p	0,000	
	N	302	302

Examination of Table 5 shows a low level, linear and positive significant relationship between teachers' organizational image perceptions and their psychological well-being levels is (Pearson R = 0,208; p = 0.000 <0.001]. According to this; increases in secondary school teachers' organizational image perceptions resulted in increases in their psychological well-being levels and when their organizational image perceptions decreased, their psychological well-being levels decreased as well.

When the sub scales of the organizational image perception was explored, no relationship was identified between the quality of service and teachers' psychological well-being levels. Also, no relationship was identified between quality of administrationsubscaleand teachers' psychological well-being levels. The relationship between financial soundness sub scale and their level of psychological well-being was found to be low level, linear and positive (Pearson R = 0.203; p = 0.000 <0.001]. Based on this finding, it was identified that increases in secondary school teachers' financial soundness resulted in increases in their psychological well-being levels while decreases in financial soundness also caused decreases in their psychological well-being levels. No relationships were identified between work environment sub scale of organizational image and the level of psychological well-being of the teachers. No relationship was identified between teachers' social responsibility perceptions and their levels of psychological well-being. The relationship between emotional attractiveness and psychological well-being levels was low, linear and positive (Pearson R = 0.222; p = 0.000 <0.001]. According to this finding; the level of teachers' psychological well-being increased when emotional attractiveness perceptions increased while their level of psychological well-being decreased as their

emotional attractiveness perceptions decreased. No relationship was detected between organizational ethics sub scale of organizational image perceptions and teachers' level of psychological well-being.

Examining the relationship for the autonomy sub scale of psychological well-being pointed to no relationships between teachers' autonomy levels and their organizational image perceptions. The relationship between the environmental mastery sub scale of psychological well-being and organizational image perceptions identified no relationship between environmental mastery levels and organizational image perceptions. The relationship between teachers' personal growth levels and their organizational image perceptions was found to be low, linear and positive (Pearson R = 0.231; p = 0.000 <0.001]. According to this finding; as secondary school teachers' personal growth levels increased, their organizational image perceptions increased and when secondary school teachers' organizational image perceptions decreased, their personal growth levels decreased as well. Examining the relationship for the positive relations with others sub scale of psychological well-being pointed to no relationships between teachers' positive relations with others and their organizational image perceptions. Also, no relationship was identified between purpose in life sub scale of psychological well-being and teachers' organizational image perceptions. The relationship between self-acceptance levels of teachers and organizational image perceptions was found to be low, linear and positive (Pearson R = 0.202; p = 0.000 <0.001]. According to this finding, secondary school teachers' higher self-acceptance levels resulted in higher organizational image perceptions levels while decreased organizational image perceptions resulted in lower self-acceptance levels.

The study explored whether teachers' organizational image perceptions and their   psychological well-being levels significantly differed based on gender by using one way MANOVA. Table 6 presents the descriptive values for the variables and the results of one way MANOVA.

Table6.Teachers' Opinions on Organizational Image Perception and Psychological Well-being Based on Gender

Scale	Gender	n	$\overline{X}$	sd	Wilk's Lambda	F	p
Organizational Image Perception	Female	149	3,53	0,589			
	Male	153	3,68	0,619	0,986	,069	0,12
Psychological Well-being	Female	149	3,66	0,308			
	Male	153	3,68	0,305			

Secondary school teachers' organizational image perceptions and their psychological well-being levels were examined according to gender and no significant relationship was found between them (Wilk's Lambda= .986, F= 2.069,   p>.05). Therefore, female and male teachers' organizational image perceptions and psychological well-being levels were similar. There was no difference in favor of any groups, female or male.

The study explored whether teachers' organizational image perceptions and their   psychological well-being levels significantly differed based on subject matter by using one way MANOVA. Table 7 presents the descriptive values for the variables and the results of one way MANOVA

Table 7. Teachers' Opinions on Organizational Image Perception and Psychological Well-being Based on Subject Matter

Scale	Subject matter	n	$\overline{X}$	sd	Wilk's Lambda	F	p
Organizational Image Perception	Mathematics and Science	93	3,65	0,62			
	Social Sciences	209	3,59	0,59	0,996	0,595	0,55
Psychological Well-being	Mathematics and Science	93	3,69	0,28			
	Social Sciences	209	3,66	0,31			

Secondary school teachers' organizational image perceptions and their psychological well-being levels were examined according to subject matter and no significant relationship was found between them

(Wilk'sLambda= .996, F= 0,595, p>.05). Therefore, Mathematics and Science and Social Sciences teachers' organizational image perceptions and psychological well-being levels were similar.

The study explored whether teachers' organizational image perceptions and their psychological well-being levels significantly differed based on seniority by using one way MANOVA. Table 8 presents the descriptive values for the variables and the results of one way MANOVA

Table 8. Teachers' Opinions on Organizational Image Perception and Psychological Well-being Based on Seniority

Scale	Seniority	N	$\overline{X}$	sd	Wilk's Lambda	F	p
Organizational Image Perception	5 years and under	89	3,38	,600			
	Between 6-10 years	69	3,55	,647			
	Between 11-15 years	83	3,72	,496			
	16 years and over	61	3,85	,596	0,903	5,158	0,00
Psychological Well-being	5 years and under	89	3,70	,313			
	Between 6-10 years	69	3,64	,310			
	Between 11-15 years	83	3,65	,319			
	16 years and over	61	3,69	,275			

Secondary school teachers' organizational image perceptions and their psychological well-being levels were examined according to seniority and a significant relationship was found between them (Wilk's Lambda= .903, F= 5,158, p <0,5). Accordingly, there were differences in teachers' opinions on organizational image perceptions and their psychological well-being levels based on their seniority (5 years and under, between 6-10 years, between 11-15 years and 16 years and over).

The study explored whether teachers' organizational image perceptions and their psychological well-being levels significantly differed based on level of education by using one way MANOVA. Table 9 presents the descriptive values for the variables and the results of one way MANOVA.

Table 9. Teachers' Opinions on Organizational Image Perception and Psychological Well-being Based on Level of Education

Scale	Level of Educatio	n	$\overline{X}$	sd	Wilk's Lambda	F	p
Organizational Image Perception	Undergraduate	268	3,58	,619			
	Post graduate	34	3,79	,479	0,984	2,411	0,09
Psychological Well-being	Undergraduate	268	3,68	,306			
	Post graduate	34	3,63	,307			

Secondary school teachers' organizational image perceptions and their psychological well-being levels were examined according to level of education and no significant relationship was found between them (Wilk'sLambda= .984, F= 2.411, p>.05). Therefore, teachers' organizational image perceptions and psychological well-being levels were similar regardless of their level of education (Undergraduate or Post graduate).

Result, Discussıion and Suggestions

Secondary school teachers' organizational image perceptions were determined to be high in this study. Many studies conducted in the field of organizational image also demonstrated that teachers have a high level

of organizational image perception (Akbulut, 2015; Demiröz, 2014; Kılıçaslan, 2011). However, some studies conducted in the field of organizational image found teachers' organizational image perceptions to be moderate (Gençay, 2014; Uğurlu and Ceylan, 2013; Şanlı and Arabacı, 2016). Gençay (2014) examined primary school teachers' organizational image perceptions and demonstrated that they had moderate organizational image perceptions. In their study that examined teachers' organizational image perceptions for their schools, Uğurlu and Ceylan (2013) found moderate organizational image perceptions. The findings of Uğurlu and Ceylan (2013) and Gençay (2014) are not parallel with the results of the current study. The fact that schools where participating teachers in this study were employed were located in the central district and they were above the expectations of teachers may have affected teachers' organizational image perceptions positively. High image perceptions affect the image of the institution to a large extent (Markwick and Fill, 1997).

The study found that secondary school teachers' psychological well-being levels were high. In their study on primary and secondary teachers, Ertürk, Keskinkılıç-Kara and Zafer-Güneş (2016) found similar and high psychological well-being levels. In contrast to this result, in his study on physical education teachers, Karaçam (2016) found good levels of psychological well-being. Although the results of Karaçam (2016) support the results of the current study, the psychological well-being of the teachers was found to be lower compared to the current study. The findings of the current study that secondary school teachers' had high psychological well-being levels is a positive outcome because high psychological well-being levels indicate that teachers' life satisfaction, benevolence and adaptation levels are also high. In this respect, Telef, Uzman and Ergün (2013) identified a positive correlation between psychological well-being and achievement, hedonism, self-orientation, universalism, benevolence, compliance and security. High psychological well-being levels may allow teachers to feel better, enjoy their professions and do their jobs in the best manner possible and look at life more positively.

A low, linear and positive significant relationship was found in this study between teachers' organizational image perceptions and their psychological well-being levels were. According to this, it was determined that secondary school teachers' psychological well-being levels increased as their organizational image perception increased and their psychological well-being levels decreased as their organizational image perceptions decreased. We are unable to compare this finding with those of other studies due to the absence of prior studies that examine teachers' organizational image perceptions and their psychological well-being levels. However, examination of the relationship between teachers' organizational image perceptions and their job satisfaction levels demonstrates a positive, strong and statistically significant relationship (Akbulut, 2015). Secondary school teachers' organizational image perceptions and their psychological well-being levels were examined based on gender, subject matter and level of education and no significant relationships were identified based on these variables. However, the relationship between secondary school teachers' organizational image perceptions and their psychological well-being levels was significant based on seniority variable.

Some suggestions are provided based on the results of the current research:

• Since a difference was detected in favor of secondary school teachers with post graduate education in terms of quality of service and social responsibility sub scales of organizational image perceptions, post graduate training can be encouraged for teachers and they can be presented with opportunities to pursue higher education in their fields.

• A significant difference was detected in favor of secondary school teachers who taught Mathematics and Science in terms of workenvironment sub scale of organizational image perceptions. In this context, social science teachers can be provided with opportunities to equip their own classrooms. Social science classes can be equipped and provided for teachers just like science labs.

• Physical structures at schools can be renovated to meet teachers' and students' needs better. For example; vivid colors can be used at schools instead of cold and bland colors.

• School management can allow students and teachers to use the products generated by students and teachers (wall paintings, posters, specifically designed corners for each class etc.).

• More emphasis can be placed on arts and sports activities at schools.

• Activities can be carried out in schools to create a spirit of unity and cooperation.

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