

Investigating the Relationship between Teachers' Organizational Identity Perceptions and Accountability Levels in School Climate and School Development Dimensions

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Abstract

This study aimed to unravel the complex dynamics among accountability, school climate, and teachers' organizational identity perceptions in three different types of schools: elementary, middle, and high schools. Structural Equation Modeling (SEM) was employed to examine the relationships among accountability, school climate, and teachers' perceptions of organizational identity. The analysis was conducted using the lavaan package in R. The proposed model included direct paths from accountability and school climate to organizational identity, with school climate also being influenced by accountability. Additionally, indirect effects of accountability on organizational identity through school climate were evaluated. The findings revealed that accountability has a differential impact on organizational identity across these school levels, with the strongest direct effect observed among elementary school teachers. School climate plays a significant mediating role in the relationship between accountability and organizational identity, with middle school teachers experiencing the strongest indirect effect.

Keywords: Organizational Identity, Accountability, Educational Accountability, School Climate, School Development

Introduction

To comprehend the concept of organizational identity, it is essential to grasp the notion of identity. Identity pertains to how individuals express and define themselves in response to questions such as “Who am I?” or “Who are we?” (Taşdan, 2010). In another perspective, identity signifies an understanding of the collaboration among organizational members (Patchen, 1970). The concept of organizational identity was initially introduced by Foote (1951) to describe the adjustments individuals make within the social world. The first comprehensive study on organizational identity was conducted by March and Simon (1958) (cited in Riketta, 2005). Approximately 20 years after Foote, Brown (1969) carried out an experimental study defining identity within organizations. Over the ensuing years, various researchers explored the concept of organizational identity (Brown, 1969; Lee, 1969; Patchen, 1970; Rotondi, 1975a, 1975b). Individual perceptions of organizational identity serve as a pathway to emotional attachment and

contribute to the connectedness among individuals within the organization ([Walter & Bruch, 2008](#)).

A positive organizational identity perception not only enhances individuals' physical and emotional attachment to the organization but also enhances both individual and organizational success ([Chang & Bangsri, 2020](#)). Organizational identity perception is unique to each organization and cannot be transferred to another. Employees with a strong organizational identity perception tend to develop a stronger sense of belonging than organizational commitment. The natural outcomes of a strong organizational identity perception manifest as organizational commitment and organizational citizenship behavior ([Duman et al., 2013](#)). [Nagar \(2012\)](#) found that organizational identity and organizational commitment increase job satisfaction and reduce professional burnout. Organizational identification is negatively related to turnover intentions and positively related to organizational citizenship behaviors ([Olkkonen & Lipponen, 2006](#)). Several studies have been conducted on organizational identity, and scale development efforts have been made by researchers such as [Taşdan \(2010, 2013\)](#), [Tabak and Boyacı \(2019\)](#), and [Çetin & Çelebi \(2020\)](#). [Demir and Yaşbay-Kobal \(2021\)](#) found a positively moderate relationship between hospital employees' organizational identity perception and organizational commitment, emotional commitment, continuance commitment, and normative commitment. They also concluded that organizational identity perception positively influences organizational commitment, emotional commitment, continuance commitment, and normative commitment.

In the field of education, organizational identity perception signifies the cognitive and emotional relationship between employees and the school where they work. Employees' perceptions are related to both formal and informal characteristics that differentiate their school from others. Organizational identity represents a concept that showcases the strength of a school, enables predictions about the school, and reflects the school's morale ([Taşdan, 2015](#)). In their research, [Polat et al., \(2022\)](#) identified significant differences in organizational identity perceptions of preschool teachers concerning age, educational level, and school type.

Organizational Climate

Organizational climate comprises the distinctive qualities that set one organization apart from others; thus, each organization possesses its own organizational climate ([Cağlayan, 2014](#)). Organizational climate encompasses how employees feel within the organization, how they communicate about it to others, and what aspects they like and dislike. It encapsulates their internal feelings, approaches, and behaviors ([Özçer, 2005](#)). [Balcı \(2011\)](#) describes organizational climate as the reflection of the level at which organizational expectations of employees are met, observable behaviors and attitudes within the organization, and the atmosphere that influences the behaviors of individuals within the organization.

In educational organizations, climate plays a crucial role because it shapes the cultural values, norms, and beliefs that form the hidden face of the school ([Şahin, 2022](#)). A strong school climate and culture are considered prerequisites for school effectiveness ([Balcı, 2011](#)). [Hoy and Miskel \(2010\)](#) categorized school climates into two types: open climate, characterized by mutual respect and collaboration among teachers and between the principal and teachers, and closed climate, characterized by a lack of such attributes. A closed climate features controlling and rigid leadership from principals, leading to mistrust among teachers. Closed climate schools are characterized by ineffective, controlling leadership and a lack of commitment from teachers. In their research, [Çetinkaya & Koşar \(2022\)](#) and [Gök & Tarayan \(2023\)](#) found that teachers believed that their school's climate was primarily influenced by school management, communication among colleagues, and the school's environment. Additionally, factors such as communication with parents, the physical infrastructure of the school, school rules, teacher turnover, and students' social and academic skills directly impact the school's climate. According to [Karakurt et al., \(2022\)](#), participants ranked achievement as the top factor in their views on school climate, followed by trust, cooperation, and sincerity. Teachers generally perceived communication and trust between the school principal and school management as significant in the school climate.

School Development

The traditional organizational development cycle is described as “Plan-Do-Check/Study-Act,” where “Plan” involves identifying opportunities for change; “Do” involves implementing the change; “Check/Study” involves analyzing results and determining if the process has made a difference; and “Act” involves either scaling up successful changes or restarting the cycle if the change was unsuccessful (Bernhardt, 2017, cited in Taşdan, 2023). School improvement, based on the philosophy of enhancing student success through a focus on the teaching and learning process, should be planned, systematic, and sustainable (Balci, 2011). School development can be characterized as a systematic effort to modify learning conditions and internal factors to improve student learning, student development, and the achievement of school goals (Şahin, 2015). School development aims to enhance learning and teaching in the classroom, increase overall school achievements, and address inequalities in student success (Jederlund, 2021). Collaboration is a fundamental aspect of school development, encompassing parent-school collaboration, community-school collaboration, and a functional school culture (Kahramanoğlu, 2017).

Various stages of school development include (Rolf, cited in 2007; Parlar, 2014):

- School development is a deliberate and systematic process that schools must engage in.
- School development aims to enable schools to organize themselves and establish their own monitoring systems.
- Effective support and encouragement should be provided for school development, creating an evaluation process through self-coordination.

In summary, this manuscript delves into the interplay between teachers’ perceptions of organizational identity, school climate, and school development. It emphasizes the importance of understanding organizational identity as a precursor to comprehending the broader dynamics within educational institutions and how it contributes to fostering a positive work environment and school improvement.

Accountability

Accountability can be defined as the obligation of an individual to provide explanations regarding their work to the organization they work for, to the organizations affected by their work, and to individuals. In education, accountability is the system where the quality of services provided by educational organizations is presented for public and societal approval (Balci, 2011). In the field of education, there are primarily three types of accountability systems: compliance with regulations, adherence to professional norms, and performance-based work (Gong et al., 2002; Anderson, 2005). Accountability in education has three main components: standards, assessments, and outcomes. Standards are established, assessments are conducted, and outcomes are reported. Accountability systems crystallize the values and goals prevailing in society (Anderson, 2005). The purpose of accountability systems in schools should be to provide better education for all students (Parkes & Stevens, 2003). Jones (2004) suggests that schools should be accountable for ensuring that “all students have equal opportunities to learn.”

Accountability systems in education serve specific purposes (Gong et al., 2002). These systems focus on the school, student performance, and reporting performance related to state-mandated standards. Additionally, they provide a legal and reliable assessment system and make school performance results public, enabling rewards or sanctions. In this regard, schools should be accountable for several aspects (Jones, 2004): students’ physical and emotional well-being, student learning, teachers’ professional development, equal opportunities and justice, and improvement.

Teachers in schools are accountable for the following areas (Liethwood et al., 1999, p. 19): organizational effectiveness, meeting criteria for professional knowledge and skills, meeting ethical behavior criteria, performing at their best in specific tasks or professional practices, and skillful use of organizational processes believed to contribute to the success of change. Türkoğlu and Aypay (2015) found in their research that teacher accountability in schools stemmed from high expectations within the school and the internal accountability system. Teacher

accountability was defined as the responsibility to monitor, evaluate, reward, or penalize teachers based on the obligations stipulated in an annual teacher contract between the school and the teacher.

[Calmaşur and Uğurlu \(2021\)](#) found in their research that teachers and administrators primarily reported information to the school management and parents regarding school accountability. Teachers and administrators perceived schools as accountable in situations such as collaboration with stakeholders, problem-solving, accountability, effective communication, efficient work, justice, and positive discipline.

Organizational Identity, School Climate, School Development, and Accountability

Organizational identity, school climate, school development, and accountability are essential dynamics for an organization's existence and continuity. Each concept is crucial on its own, but their combination is even more critical for an organization. Organizational identity allows for the formation of a psychological bond and coordination between organizational employees and the organization. This bond fosters trust and a sense of cooperation among organizational employees, enabling them to demonstrate the necessary diligence in achieving organizational goals ([Tüzün & Çağlar, 2008](#)).

Organizational identity, as the qualities that give an organization its unique identity and that influence the behavior of individuals who make up the organization, can be seen as the psychological side of the organization ([Ertekin, 1978](#)). [Balci \(2011\)](#) defines school development as the process of making the school more effective in order to improve both academic outcomes and the social and cultural well-being of children and adults in the school. The concept of accountability is generally closely related to the concept of organizational effectiveness ([Hoy & Miskel, 2010](#)). Accountability includes answering questions about the use of resources, the impact on organizational effectiveness and efficiency, and achieving results ([O'Day, 2002](#)).

Strong accountability systems derive their strength from school development reforms, while strong school development systems are believed

to derive their strength from well-prepared school development plans ([Ertan-Kantos, 2013](#)). States create accountability systems based on educational policies, and as accountability systems are established, school development strategies are also determined. Accountability and school development share the same purpose: to enhance school and student success. Access to education is not enough; every individual has the right to quality education. Accountability in schools is necessary to establish the belief that each individual can learn, and the roadmap for learning should be tailored to each individual ([Ertan-Kantos, 2023](#)).

In summary, organizational identity, climate, development, and accountability are often researched separately in the literature. However, there is no research that examines the relationship between these four concepts. Therefore, this research is expected to make a significant contribution to the literature by exploring the interplay between these four concepts. The main objective of this research is to determine the level of organizational identity perception of teachers regarding the school where they work and their accountability levels. Additionally, this study aims to investigate whether the demographic characteristics of teachers serve as predictors of their accountability levels in connection with their perceptions of organizational identity.

To achieve this main objective, the following sub-questions were explored:

- What are the differences in the impact of accountability and school climate on teachers' perceptions of organizational identity between elementary, secondary, and high school teachers?
- How do individual teacher characteristics, such as gender and years of professional experience, interact with accountability, school climate, and organizational identity in educational settings?
- Do teachers' demographic characteristics lead to significant differences in their organizational identity perceptions?
- Do teachers' accountability levels differ significantly based on demographic variables?

Methodology

This research employs a relational survey model, examining the relationship between teachers'

perceptions of organizational identity, school development, and accountability levels.

Data Collection Instruments

In this study, the “Organizational Identity Perception Scale in Primary Schools,” developed by [Taşdan \(2013\)](#), and the “Accountability Scale in Schools” developed by [Ertan-Kantos \(2010\)](#) were used.

The “Organizational Identity Scale in Primary Schools” [Taşdan \(2013\)](#) consists of 48 items. The first factor is labeled “Identification,” the second factor is “Purpose and Value Sharing,” the third factor is “Communication,” and the fourth factor is “Image”. Together, these four factors account for 69.53% of the total variance. A total variance explained by 69.53% is considered an appropriate value for the social sciences ([Büyüköztürk, 2002](#)). The Cronbach Alpha internal consistency coefficient for the first factor was .97, for the second factor was .94, for the third factor was .95, and for the fourth factor was .94. The overall Cronbach Alpha coefficient for the scale was .98.

The “Accountability Scale” developed by [Ertan-Kantos \(2010\)](#) consists of six sub-dimensions. In this research, items related to the “School Development” and “School Climate” dimensions were used. The measurement instrument of the research is comprised of the structure and content of the developed accountability model. The measurement tool consists of six sub-dimensions. These are: student achievement (7 items), social justice (8 items), social responsibility (from item 16 to 20), school development (from item 21 to 26), school climate (from item 27 to 34), and relationships with families (from item 35 to 41). Each sub-dimension is based on questions such as “Who should be held accountable?”, “To whom should accountability be provided?”, “Why should accountability be provided?”, and “How should accountability be provided?” The content validity of the measurement tool was tested by consulting experts after the interviews. Since the prepared scale was ordinal, its validity and reliability level were tested by interviewing 15 teachers, 15 administrators, and 15 parents.

Statistical Analysis

Structural Equation Modeling (SEM) was employed to examine the relationships among accountability, school climate, and teachers’ perceptions of organizational identity. The analysis was conducted using the lavaan package in R. The proposed model included direct paths from accountability and school climate to organizational identity, with school climate also being influenced by accountability. Additionally, indirect effects of accountability on organizational identity through school climate were evaluated.

Path coefficients were interpreted based on their statistical significance and effect size. Effect sizes were categorized as small (β around 0.1), medium (β around 0.3), and large (β 0.5 or greater), following conventions in social science research.

Model Specification

The hypothesized model was as follows:

- Organizational identity was regressed on accountability and school climate.
- School climate was regressed on accountability.
- Indirect effects were postulated from accountability to organizational identity through school climate.
- Both organizational identity and school climate were controlled for gender and years of service.

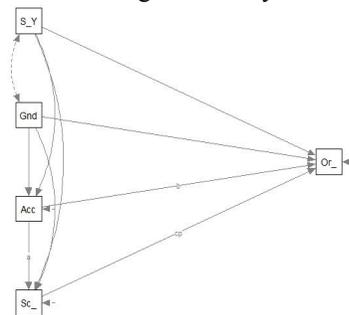


Figure 1 Path Diagram for the Tested Model

This diagram visually represents the relationships in the SEM path model. It outlines the direct and indirect paths between accountability, school climate, and organizational identity, also highlighting the role of control variables like gender and years of service.

Results

Table 1 displays the SEM path analysis outcomes for elementary school teachers, detailing the effects of accountability and school climate on their

perceptions of organizational identity. The results are presented with estimates, standardized coefficients, effect sizes, standard errors, z-values, and p-values.

Table 1 SEM Path Model Results for Elementary School Teachers

Path/Effect	Estimate (B)	Standardized (β)	Effect Size	Std. Error	z-value	P-value
Direct Effects						
Accountability → Organizational_identity	1.747	0.650	Large	0.375	4.657	<0.001
School_climate → Organizational_identity	0.166	0.088	Small	0.264	0.629	0.529
Accountability→ School_climate	1.283	0.902	Large	0.052	24.509	<0.001
Indirect and Total Effects						
Indirect Effect (acp)	0.213	0.079	Small	0.276	0.629	0.530
Total Effect	0.380	0.167	Small	0.603	0.629	0.529

The direct effect of accountability on organizational identity is significant ($p < 0.001$) and strong. A one-unit increase in accountability is associated with a 1.747-unit increase in organizational identity. The standardized coefficient (0.650) further suggests a strong positive association between accountability and organizational identity for elementary school teachers. School climate has a moderate and significant positive effect on organizational identity ($p = 0.016$), with a standardized coefficient of 0.336. On the other hand, accountability has a strong and significant positive effect on school climate ($p < 0.001$), with a standardized coefficient of 0.787.

For indirect and total effects, the indirect effect of accountability on organizational identity through school climate is significant ($p = 0.018$) with a moderate effect size (standardized coefficient = 0.265). The total effect of accountability on organizational identity, considering both direct and indirect paths, is significant ($p = 0.016$) with a notable effect size (standardized coefficient = 0.601). When

it comes to the control variables, neither gender nor service years significantly affect organizational identity, accountability and school climate among elementary school teachers.

Both accountability & school climate significantly influence elementary school teachers' perceptions of organizational identity. While accountability has a direct effect, it also indirectly affects organizational identity through school climate. Among the control variables, neither gender nor service years play a significant role in determining perceptions of organizational identity, school climate, or accountability among elementary school teachers. However, service years show a trend towards significance in its relationship with school climate.

Highlighting results for secondary school teachers, Table 2 showcases how accountability and school climate impact teachers' perceptions. It provides estimates, standardized coefficients, and associated statistical values for each relationship.

Table 2 SEM Path Model Results for Secondary School Teachers

Path/Effect	Estimate (B)	Standardized (β)	Effect Size	Std. Error	z-value	P-value
Direct Effects						
Accountability → Organizational_identity	0.040	0.016	Small	0.401	0.101	0.920
School_climate → Organizational_identity	1.520	0.816	Large	0.300	5.071	<0.001
Accountability → School_climate	1.240	0.932	Large	0.056	22.258	<0.001
Indirect and Total Effects						
Indirect Effect (acp)	1.885	0.760	Large	0.381	4.944	<0.001
Total Effect	3.405	1.576	Large	0.677	5.031	<0.001

The direct effect of accountability on organizational identity is not significant ($p=0.920$). Given the large standard error and small z-value, this relationship is not statistically significant for the group of secondary school teachers. School climate has a significant and strong positive effect on organizational identity ($p<0.001$). This suggests that a one standard deviation increase in school climate is associated with a 0.816 standard deviation increase in organizational identity. Accountability has a strong positive effect on school climate ($p<0.001$), with a standardized coefficient of 0.932. This is a significant relationship. When it comes to the indirect and total effects, the indirect effect of accountability on organizational identity through school climate is significant ($p<0.001$) and positive, with a standardized coefficient of 0.760. Additionally, the total effect of accountability on organizational identity, considering both direct and indirect paths, is significant ($p<0.001$) and positive. The effects of

gender and service years on organizational identity, school climate, and accountability are not statistically significant at the 0.05 level, except for the effect of gender on accountability, which is significant ($p=0.048$).

For secondary school teachers, school climate plays a crucial role in shaping their perceptions of organizational identity. While accountability directly influences school climate, its direct effect on organizational identity is not significant. However, accountability indirectly impacts organizational identity through school climate. Among the control variables, only gender has a significant influence on accountability.

Table 3 presents the SEM path analysis for high school teachers, focusing on the interplay between accountability, school climate, and perceptions of organizational identity. Key statistical values for each path are provided.

Table 3 SEM Path Model Results for High School Teachers

Path/Effect	Estimate (B)	Standardized (β)	Effect Size	Std. Error	z-value	P-value
Direct Effects						
Accountability → Organizational_identity	0.866	0.351	Medium	0.342	2.536	0.011
School_climate → Organizational_identity	0.567	0.336	Medium	0.235	2.417	0.016
Accountability → School_climate	1.152	0.787	Large	0.099	11.670	<0.001
Indirect and Total Effects						
Indirect Effect (acp)	0.654	0.265	Medium	0.276	2.366	0.018
Total Effect	1.221	0.601	Large	0.508	2.402	0.016

The direct effect of accountability on organizational identity is significant ($p=0.011$). A one-unit increase in accountability is associated with a 0.866-unit increase in organizational identity. The standardized coefficient (0.351) indicates a moderate positive association between accountability and organizational identity for high school teachers. The relationship between school climate and organizational identity is significant ($p=0.016$) with a moderate effect size (standardized coefficient = 0.336). This means that school climate does have a direct effect on high school teachers' perceptions of organizational identity. Moreover, accountability has a strong and significant positive effect on school climate ($p<0.001$), with a standardized coefficient of 0.787. This indicates that for high school teachers,

higher accountability is associated with a more positive school climate. For control variables, neither gender nor service years have a significant effect on organizational identity, accountability and school climate among high school teachers.

When it comes to the indirect and total effects defined by model, indirect effect of accountability on organizational identity through school climate is significant ($p=0.018$) with a moderate effect size (standardized coefficient = 0.265). The total effect of accountability on organizational identity, considering both direct and indirect paths, is significant ($p=0.016$) with a notable effect size (standardized coefficient = 0.601).

These results indicate that both accountability and school climate significantly influence high

school teachers' perceptions of organizational identity. While accountability has a direct effect, it also indirectly affects organizational identity through school climate. Among the control variables, neither gender nor service years play a significant role in determining perceptions of organizational identity, school climate, or accountability among high school teachers. The presence of both direct and indirect effects of accountability on organizational identity is especially notable, emphasizing the importance of both accountability and school climate in shaping high school teachers' perceptions.

Discussion and Conclusion

This study aimed to unravel the complex dynamics among accountability, school climate, and teachers' organizational identity perceptions in three different types of schools: elementary, middle, and high schools. The results obtained through Structural Equation Modeling (SEM) analyses provide rich insights into these dynamics.

Organizational identity is generally viewed as the degree to which organizational members define themselves in terms of their organizational membership ([Ashforth & Mael, 1989](#)). In other words, it is a concept that reflects the perceived alignment between an individual's self and the values, interests, and norms of the organization ([Van Dick et al., 2004, p.353](#)). As individuals identify more strongly with the organization, their fate and identity become more connected to those of the organization, turning the organization into a "microcosm" ([Ashforth et al., 2008](#)). Organizational identity is considered a "powerful concept" in explaining employee behavior ([Van Dick et al., 2004, p. 352](#)). It helps fulfill a range of needs such as security, belongingness, and self-development. It also contributes to employees' self-definition and fosters a sense of unity with the organization, enabling employees to embrace the organization's goals as their own ([Van Dick et al., 2004; Mostafa, 2018](#)).

When reviewing the literature, it is evident that organizational identity perception has been examined in various dimensions along with its antecedents and outcomes. Researchers such as [Scott et al. \(1998\)](#); [Meyer et al. \(2006\)](#); [Cheney and Tompkins \(1987\)](#) have explored the relationship between organizational

identity perception and organizational commitment. [Rotondi \(1975b\)](#) studied the relationship between organizational identity and group participation, while [Lee \(1969\)](#) aimed to determine scientists' organizational identity perception. [Larson and Pepper \(2003\)](#) focused on identifying organizational identity strategies, and [Garmon \(2004\)](#) delved into the relationship between organizational identity and identity, image, culture, and organizational learning. [Foote \(1951\)](#) investigated the connection between organizational identity and motivation, while [Cherim \(2002\)](#) examined the dimensions of the relationship between organizational identity and organizational change strategies (cited in [Tasdan, 2013](#)).

In this study, it was determined that elementary school teachers' perception of accountability had a strong and direct impact on their organizational identity perception. This finding sharply contrasts with middle school teachers, for whom the effect, despite its existence, was not statistically significant. High school teachers, on the other hand, fell in between these two extremes, displaying a moderately strong relationship between accountability and organizational identity. Particularly, it was observed that elementary school teachers' perception of a generally accountable environment in their schools led to stronger organizational identity perceptions. Elementary school teachers feel that accountability has a direct and strong impact on their organizational identity compared to middle and high school teachers. This indicates that elementary school teachers take their professional responsibilities more seriously and, therefore, feel more committed to their schools and the teaching profession. In light of these results, school administrators must understand and respect the needs and perspectives of teachers at the elementary, middle, and high school levels. School administrators can strengthen organizational identity and contribute to teachers' professional development by providing support and clearly communicating accountability expectations. Teachers and school administrators can benefit from understanding and enhancing the relationships between accountability, school climate, and organizational identity at different education levels. Furthermore, they can provide guidance for developing more aligned policies and practices that cater to the needs and

expectations of teachers.

The role of school climate as an intermediary between accountability and organizational identity presents intriguing patterns. For middle school teachers, school climate has a significant direct impact on organizational identity, and this relationship is notably stronger than in elementary schools. High school teachers share this sentiment but to a moderate degree. These findings emphasize the central role of school climate, especially in middle school settings. This suggests that school climate significantly influences middle school teachers' organizational identity perceptions. School climate is critical in shaping teachers' commitment and their perception of being valued and meaningful. The literature supports these research findings. [Sarand et al. \(2019\)](#) conducted a study in which the impact of ethical climate on the relationship between corporate social responsibility and organizational identity was assessed. The study revealed that ethical school climate plays an intermediary role in the relationship between corporate social responsibility and organizational identity. Similarly, [Smidts et al. \(2001\)](#) found that a positive and supportive communication climate in organizational communication has a positive impact on employees' organizational identity perceptions.

Another study by [Neill et al. \(2020\)](#) highlighted the positive effects of organizational identity on employees. Overall, it was found that a sense of belonging and organizational identification contributes to employees' supportive attitudes and behaviors toward change. According to social identity theory ([Ashforth & Mael, 1989](#); [Haslam et al., 2004](#)), employees identify with the organization, incorporate organizational membership into their self-concept, and support organizational activities. [Ji and Cui \(2021\)](#) also found that kindergarten teachers' perceptions of total rewards were positively related to their organizational identity. Higher levels of organizational identification were associated with higher levels of employee engagement. Organizational identity allows employees to internalize the organization's success, thus having a positive impact on job commitment ([Karanika-Murray et al., 2015](#), cited in [Ji & Cui, 2021](#)).

When examining indirect effects among variables,

it was found that the impact of accountability on organizational identity through school climate was strongest for middle school teachers, followed closely by high school teachers. In contrast, elementary school teachers, despite having the strongest direct relationship between accountability and organizational identity, displayed the weakest indirect effect. This result suggests that middle school teachers may interact more with the school climate and utilize accountability mechanisms more effectively. The literature supports these findings. [Teresi et al. \(2019\)](#) found that an ethical friendship climate is better at predicting employees' attitudes and behavioral intentions. Ethical climate acts as a mediator between organizational identity and commitment. Results confirming the role of organizational identity and commitment as key factors in organizational life suggest that practical interventions promoting organization-friendly behaviors should be considered. Employees with a high level of organizational identity are more likely to engage in behaviors that benefit the organization, as they identify with the organization and incorporate it into their self-concept ([Neill et al., 2020](#)).

Overall, control variables such as gender and years of professional experience did not significantly influence organizational identity and accountability, indicating that the observed relationships are robust against potential confounding factors. This result demonstrates that the relationship between organizational identity and accountability is independent of control variables like gender and professional experience. School management should adopt more universal and inclusive strategies when developing organizational identity and accountability strategies, rather than focusing solely on gender or years of experience. Regardless of gender or years of experience, teachers should be held to the same professional standards and expectations, demonstrating that each teacher is expected to adhere to the same organizational identity and accountability standards. Regardless of years of experience, teachers should continually strive to enhance their organizational identity and accountability. This approach will contribute to the continuous professional development of both new and experienced teachers. The literature also

provides support for these research findings. [Argon and Demirer \(2017\)](#) found that administrators' organizational identity perceptions were not influenced by school type, gender, professional experience, or the length of time they held their position. However, perceptions of organizational identity among administrators varied according to the type of task, education level, and age. Organizational identity perceptions were higher in assistant principals, those aged 40 and over, and those with 20 or more years of professional experience. The findings emphasize the importance of differentiating perceptions of organizational identity according to task, education level, and age. These results suggest that school managers should focus on enhancing organizational identity perceptions across different tasks, age groups, and education levels.

The findings of this study have several implications for school administrators, policymakers, and future research. First, school administrators should recognize that teachers' perceptions of accountability and organizational identity differ across elementary, middle, and high school levels. Therefore, they should develop tailored strategies to meet the needs and expectations of teachers at each level. Second, school climate plays a pivotal role in shaping teachers' organizational identity, especially in middle schools. Administrators should invest in creating a positive and supportive school climate to enhance teachers' organizational identity and commitment. Third, regardless of gender or years of experience, teachers should be held to the same standards of organizational identity and accountability. School administrators should promote these standards uniformly to foster professional development among teachers. Fourth, future research should delve into more specific dimensions of accountability and school climate that may impact organizational identity differently. Additionally, examining the role of other potential mediators and moderators in the relationship between accountability, school climate, and organizational identity can provide a more comprehensive understanding of these dynamics.

Limitations of the Study

While this study makes significant contributions to the understanding of the relationships among accountability, school climate, and organizational

identity in different types of schools, it has some limitations. First, the study is based on cross-sectional data, which limits the establishment of causality. Future research can employ longitudinal designs to provide stronger evidence of causal relationships among these variables. Second, the study relied on self-report measures, which may be subject to social desirability bias. Future research could benefit from incorporating multiple data sources and methods to triangulate findings. Third, the study was conducted in a specific geographic region, which may limit the generalizability of the findings. Future research should aim for more diverse samples to enhance the external validity of the results. Fourth, the study focused on elementary, middle, and high schools, but there are other types of schools (e.g., alternative schools, special education schools) that were not included. Future research can explore these additional school types to gain a more comprehensive understanding of the dynamics between accountability, school climate, and organizational identity.

Conclusion

This study investigated the complex relationships among accountability, school climate, and organizational identity in elementary, middle, and high schools. The findings revealed that accountability has a differential impact on organizational identity across these school levels, with the strongest direct effect observed among elementary school teachers. School climate plays a significant mediating role in the relationship between accountability and organizational identity, with middle school teachers experiencing the strongest indirect effect. These results have important implications for school administrators and policymakers, highlighting the need for tailored strategies to enhance organizational identity and commitment among teachers. Additionally, the study contributes to the existing literature on organizational identity and extends our understanding of the factors that influence it in educational settings. Future research should continue to explore these relationships in more diverse samples and employ longitudinal designs to establish causality.

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