



The Perceived External Prestige of University Professors

Assistant Professor Dr. Talib
Ali Muttaleb Dhamin

University of Baghdad / College of Education for Human Sciences –
Ibn Rushd
Talib.a.m@ihcoedu.uobaghdad.edu.iq

ABSTRACT

The current research aims to identify:
The perceived external prestige (subjective dimension – objective dimension) of university professors.
Differences in perceived external prestige (subjective dimension – objective dimension) among university professors according to gender variable (male – female).
To achieve this, Hoyle's (2001) scale of perceived external prestige was adopted from (53) paragraphs of the type of declarative paragraphs, distributed on two separate dimensions (subjective dimension and objective dimension) applied to a sample of university professors who were selected by stratified random method and by equal distribution method. Their number reached (100) male and female teachers after making sure of its psychometric characteristics in terms of validity and reliability.
The results showed that university professors have the subjective dimension of perceived external prestige more than the objective dimension, and there are no differences between university teachers of both sexes in the perceived external prestige in both subjective and objective dimensions. To complete the research, the researcher put some recommendations and suggestions.

Keywords:

1. Introduction

1.1 Research Problem

Teaching profession, especially university professors, is considered one of the most important professions in society. They prepare the future generation, which is supposed to be well-prepared to qualify them for multiple future professions, each according to their specialization. Therefore, the university professor's perception of the prestige of his profession, whether it is his perception of this prestige or his perception of his prestige in society, i.e. how others see him, negatively affects the performance of his role if this perception of prestige is low.

The scant esteem experienced by educators, coupled with the inadequate monetary compensation, adversely impacts the view of the teaching profession's external prestige (Pike, 2014, p. 243).

A study conducted by Struyren and Vanthournout (2014) indicates that the teaching profession has not garnered the recognition and esteem it merits (Struyren & Vanthournout, 2014, p. 34). Since teacher qualifications are regarded as the main determinant in improving student performance, a significant reduction in these qualifications has been observed in numerous countries compared to previous decades (Mcleskey & Billings, 2008, p. 21). This situation has enabled

nations that confer a high degree of perceived external prestige upon the teaching profession to attract the most talented individuals to this field. However, countries that did not accord the necessary status and prestige to the teaching profession were unable to attract such individuals (Hanusher, 2016, p. 23).

Therefore, the problem of the current research is manifested in answering the following question:

- What is the perceived external prestige of university professors, subjective or objective?

1.1 Research Importance

To encompass the importance of perceived external prestige, it is necessary to shed light on its historical roots. This is to form a picture based on the intellectual construction approach rather than the chronological sequence of cognitive additions to the subject within the perspective of thought. It also involves researching the reasons that led to interest in perceived external prestige and how it is gradually linked to different topics and variables in different time periods of research and study.

The initial emergence of the meaning of prestige was by Shepherd and Brown (1956) in their study on perceived external prestige. They clarified that the assessment of individual researchers of their position within the institution is typically referred to as prestige (Shepherd & Brown, 1956, p. 342).

It appears evident that the authors concentrated on the literal sense of perceived external prestige linked with individuals. March and Simon (1958) in their work "Organizations" pointed out that the existence of perceived external prestige among workers in the organization can constitute a sort of source of power for them. March and Simon believe that employees tend to blend into the identity of the organization when they recognize that their organization receives high valuation from stakeholders (Gkorezis et al., 2012, p. 54). This perception mirrors their perspective of prestige as a factor to increase the level of integration between the organization and employees (Ciftcioglu, 2010, p. 88).

Bhattacharya et al. (1995, p. 112) and Mael and Ashforth (1992, p. 46) discovered a positive relationship between the perceived external prestige of the organization and the integration of its workers. Thus, the effect of prestige on integration is an essential instrument to improve the reputation of the organization through good external communication with stakeholders, which is reflected on the other hand on employees' feeling of pride and positive transmission of information and communications among them (Smidts et al., 2000, p. 20). Carmeli et al., (2006, p. 92) discovered in their research the workers' outlook on the external prestige of the organization. The collective attachment framework verified that workers not only judge the external prestige of their organization but also gauge their position as individuals within the organization through their feeling of internal regard (Perceived Internal Regard). Thus, the perception of prestige and regard by workers plays a crucial role in their unification together in the organization and consequently influencing their conduct (Fuller et al., 2006, p. 815).

The findings of Kong's (2008) investigation revealed a long-term connection between capability, efficacy, and perceived external prestige. The function of the organization's external prestige in swaying the group and consequently on the unification of their conduct within the organization was also examined (Kong, 2008, p. 3).

The social duty of organizations with perceived external prestige was explored in both Kim et al., (2010) investigation and De Roeck and Delobbe (2012, p. 400) investigation. It was theorized that perceived external prestige mediates the positive link between perceived corporate social duty and worker unification. Investigators distinguished the adaptability of the perceived external prestige variable even though they researched it on the well-known social networking platform Facebook. It was also the topic of a case study presented by Min Chiu et al., where one of its hypotheses assumed a positive effect of perceived external prestige on members' unification in social network platforms (Min et al., 2013, p. 543).

The perceived external prestige variable gains its significance through two origins. The first is the great adaptability it possesses (as a variable) in its positive impact on numerous variables, as well as its impact on dedication to citizenship conduct and constancy in the workplace (Mael & Ashforth, 1992; Bergami & Bagozzi, 2000).

As prior investigations such as the study by Van Dick et al., demonstrated, perceived external prestige has a role in the identity of the organization and positively affects numerous business outcomes. Members who strongly believe in their identity display supportive attitudes towards the organization, such as job contentment and reduced desire to leave work (Van Dick et al., 2004, p. 58).

In another role of perceived external prestige, Perrow (1961) indicated that prestige can form an alarm bell threatening the work of the organization. The perceived image of it by the public within the external environment may be a starting point for success or reflect the beginning of a path to failure. Therefore, he pointed to the importance of paying attention to it by the organization. Adapting to external environmental conditions is one of the main objectives of organizations due to the dynamics of the environment, and perceived external prestige can play an important role in adaptation strategies (Perrow, 1961, p. 335).

Abbott (1974) in his research on the prestige of American universities indicated that the more prestige, the less focus on adaptation goals due to the power represented by its prestige. The attractiveness of the organization's prestige in the eyes of external parties may be a helpful factor giving the organization flexibility and ease in forming alliances and coalitions in the external environment (Abbott, 1974, p. 401).

Thus, it can be said that perceived external prestige has always sought a certain quality that distinguishes it from other organizations. The effect of perceived external prestige as a variable represents the inherent quality of the organization itself (Clopton & Finch, 2012, p. 80).

Based on what Dutton et al., (1994, p. 239) presented, that the individual carries two images of his organization, one reflecting the individual's self-evaluation of what the

organization represents or its symbolism, and the other reflecting his evaluation of what he believes others outside the organization think about what the organization represents or its symbolism. Based on the latter image, the second source of importance of perceived external prestige crystallizes, which lies in the effect that we can call "the direct psychological effect on workers and the results of their behavior that are reflected on work." Tyler and Blader (2003) explained that perceived external prestige motivates workers to work in a way that is consistent with their belief, which is positively reflected on the organization (Mishra et al., 2012, p. 204).

1.2 Research Objectives

The research aims to identify:

1. The perceived external prestige (subjective dimension – objective dimension) of university professors.
2. Differences in perceived external prestige (subjective dimension – objective dimension) among university professors according to gender variable (male – female).

1.3 Research Limits

The current research is limited to Baghdad University professors of both genders (males – females) for the academic year (2022-2023).

1.4 Definition of Terminologies

Perceived External Prestige

Hoyle (2001) defined it as: "A general perception related to the relative status of the profession as higher or lower within the professional hierarchy", including the subjective dimension: which is the individual's perception of the status of their profession, and the objective dimension: which means the perception of others' view of their status and profession.

Perceived external prestige is divided into two main dimensions:

- **Subjective Dimension:** The individual's perceptions of their status, personal position, and self-esteem in light of the profession, including professional status, professional appreciation, and professional position from the individual's perspective.

- Objective Dimension: The individual's perceptions of others' view of their status, personal position, and self-esteem in light of the profession, including professional status, professional appreciation, and professional position from others' perspective (Hoyle, 2001, p. 13).

- Theoretical Definition: The researchers adopted Hoyle's (2001) definition as a theoretical definition for the current research because they adopted his theory.

- Operational Definition: It is the score obtained by the respondent through their answer to the items of the two dimensions of the scale applied in the current research.

2. Theoretical Framework (Perceived External Prestige)

2.1 The Concept of Perceived External Prestige:

The concept of Perceived External Prestige is considered a modern concept. Before delving into the concept and definition of perceived external prestige, it should be noted that the word "prestige" when translated into Arabic as a noun takes several meanings including (prestige, status, respect, favor, consideration, influence). A number of researchers have used it according to their understanding of its meaning and in line with their research and study. For example, (Al-Fatlawi, 2012; Al-Anzi et al., 2011; Al-Anzi & Al-Atwi, 2010; Radi et al., 2009) used the meaning of status to express the word "prestige" to align with their study of the variable of perceived external status or perception of external status. The study of (Al-Janabi, 2013) used the same translation to align with his study of the variable of perceived external prestige, as he sees that the meaning of prestige is more profound in expressing the perceived external prestige of teachers. Moreover, taking the word "prestige" independently gives the meaning of reputation or influence arising from success and achievement, rank, or other positive attributes.

When tracking the literature related to this variable, it was found that labels such as (organizational prestige, perceived organizational prestige, construed external image, reflected stakeholder appraisals,

perceived external status or perceived external prestige, perceived prestige) are all used to reflect the meaning of perceived external prestige. The use of the term organizational prestige and perceived organizational prestige reflects perceived external prestige (Mael & Ashforth, 1992, p. 111).

Bhattacharya et al. (1995) defined it as "the degree to which an institution is considered good, either on an absolute or relative level". The basis for determining the absolute and relative level is the external parties' view of the institution. This definition is the first building block towards the concept of perceived external prestige, using the content of Mael and Ashforth's (1992) definition and relying on some of his study measures (Bhattacharya et al., 1995, p. 51).

Simdts et al. (2000) was the first to use the term Perceived External Prestige (PEP). They also explained that perceived external prestige is formed from multiple sources such as word of mouth, advertising, and institutions specialized in providing information about how the institution believes external parties view it (Simdts et al., 2000, p. 7).

It is also noteworthy that Carmeli and Freund (2002) gave a similar concept to the above, indicating that perceived external prestige explains the belief held by teachers about external parties' belief in the institution (Carmeli & Freund, 2002, p. 51).

Lipponen et al. (2005) explained that perceived prestige is a concept that determines the evaluations of internal members (teachers) through what external parties believe (Lipponen et al., 2005, p. 104).

Perceived external prestige refers to teachers' beliefs about how individuals outside the institution view and evaluate the institution's status and prestige (Carmeli, 2005, p. 444).

Perceived external prestige was defined as an expression of teachers' perceptions about how the outside world views their institutions (Bartels et al., 2007, p. 176).

It is clear from the above that the essence of the concept of perceived external prestige is based on teachers' beliefs. This was explained by Fuller et al. (2006) that perceived external prestige is based on individuals' assessment of

the extent to which external parties show respect or high appreciation for the institution due to the characteristics of positive evaluation of the institution (Fuller et al., 2006, p. 819). It should be noted that teachers' beliefs differ (Dutton et al., 2001; Smidts et al., 1994) about people's perceptions outside the institution from the actual perceptions of external parties because they share diverse sources of information, values, and goals (Carmli, 2005, pp. 444-445).

As for the construed external image, it refers to teachers' beliefs about others' perceptions of the institution. The construed external image provides more than just information about the social evaluation of the institution. It contributes to the evaluation of members through a set of implicit questions, including "How do parties outside the institution view or think of me because of my association with this institution?" It is considered a reflective mirror for members about how external parties view both the institution and the behavior of its members (Dutton et al., 1994, p. 248).

2.2 Levels of Perceived External Prestige:

Specialists indicate the existence of three levels of perceived external prestige within a single institution. They are graded in division according to the different functions through which effectiveness is measured at these levels:

1. Individual Effectiveness:

This refers to the individual behavior that the employee follows within the institution to accomplish the tasks assigned to them, which lead to achieving the institution's goals. It is measured through a set of indicators that clarify the nature of the individual's performance in accomplishing their tasks. These indicators include capability, skill, knowledge, motivational attitudes, motivation, stress, and pressures.

2. Group Effectiveness:

In this type, employees within the institution are dealt with as a single unit, and their role in the institution's success is identified through behaviors and actions resulting from their performance. This level is measured according to special indicators represented in leadership,

organizational values, role distribution, followed standards, status, and group cohesion (Armstrong, 2002, p. 55).

3. Institutional Effectiveness:

This refers to the behavior of the institution as a single unit with all its branches, departments, and administrative units, as well as all its employees and their role in achieving its goals through coordinating efforts and working with team spirit to overcome difficulties, eliminate crises, and achieve success. This level is measured through several indicators including environment, technology, strategic choices for organizational structure, processes and organizational culture, strategic planning, organizational power, and others (Al-Anzi, 2014, p. 412).

2.3 Types of Perceived External Prestige:

Perceived external prestige is considered a fundamental condition for any well-built system. Prestige is an important matter within schools and is of two types:

1. Internal Prestige:

This emphasizes fairness in the job itself within the institution. Wages and salaries should be fair when rewarding teachers with the necessary qualifications and experiences required for the job. A fair system of wages and salaries should include, for example, making the teacher's salary appropriate to their qualifications, experiences, and the position they occupy, and equal to their peers in the same position. This is expressed as achieving internal prestige (Al-Kalaldeh, 2011, p. 40).

2. External Prestige:

This emphasizes the necessity of fairness with salaries and wages given in other institutions for the same job and not less than it. This is expressed as achieving external prestige (Hammoud & Al-Khirsha, 2010, pp. 177-178).

The goal of achieving internal and external prestige is to satisfy teachers and convince them to stay in the institution. Internal prestige can be achieved by equating what the individual gets with what others get in other institutions who have the same qualifications and perform the

same work. External prestige can be achieved by comparing wages obtained by workers in other institutions so that the employer can attract them to work for them or at least maintain the current workforce (Dessler, 2009, p. 382).

2.4 Hoyle's Theory (2001) Explaining the Concept of Perceived External Prestige:

Hoyle's theory is considered one of the modern theories that addressed the variable of perceived external prestige. Hoyle believes that most individuals have certain perceptions about different professions, and they possess general professions about the skills, knowledge, and abilities required to accomplish tasks within various professions. These individuals place these professions within a hierarchical ladder according to the perceived external prestige enjoyed in each profession (Hoyle, 2001, p. 54). Hoyle indicated that perceived external prestige emphasizes the existence of significant differences in social status for professions, and that individuals towards social perception are motivated to obtain professions with external prestige. Supporting professions that provide general social benefits is viewed as unworthy of attention and often neglected (Hoyle, 2000, p. 66).

The external prestige of a profession is perceived when society clearly gives consideration and value to the profession and considers it a high-status profession. The external prestige of a profession can be low when society holds negative perceptions about the profession's prestige, resources, image, and respect. This can lead to limited interest in education and deficiency in the quality and efficiency of the workforce (Hoyle, 1995, p. 44). Hoyle (2001) also believes that the image of the profession affects the level of the teacher's prestige, and it is assumed that the image learners acquire from their interaction with the teacher is an important element in the prestige of the teaching profession (Hoyle, 2001, p. 65). His viewpoint focuses on the outcome of learners' image through their interactions with teachers. Learners' abstention from attending school can lead to perceiving the school environment as chaotic, and this image can affect the teacher's prestige. The need for order

and the consequences of losing control can reduce the teacher's prestige (Hoyle, 2000, p. 9). Hoyle (2001) suggests that the only aspect of external prestige that they can influence themselves is the professional appreciation attributed to them as a result of how they perform their work. This appreciation has the best chance of perceived external prestige if teachers engage with a wider audience of parents in local communities. There are also other ways teachers can improve their external prestige, especially if supported by governments (Hoyle, 2001, p. 73).

Hoyle (1995, p. 15) mentioned that the professional status of teaching has been consistent over time, and high compared to all professions. Teaching scores are relatively high compared to other public service professions (nursing, social work, and police) but lower than major professions (medicine, law, and architecture). To be professional, one must acquire a set of skills through competency-based training, and workers in professions gain higher social status when other professional groups recognize their status (Hoyle, 2001, p. 78).

Hoyle (2001) indicated in his theory of perceived external prestige the existence of two dimensions as follows:

First: The Subjective Dimension: These are the individual's perceptions of their status, personal position, and self-esteem in light of the profession. It includes:

- a. Professional Status: The individual's perception and conceptions of their professional status and tendency to place themselves at a certain point on the professional ladder.
- b. Professional Appreciation: The individual's self-respect view and professional self-image compared to other social professions in society.
- c. Professional Position: The individual's view of how they perform their work to improve their status and the professional challenges and privileges they face.

Second: The Objective Dimension: These are the individual's perceptions of others' view of their status, personal position, and self-esteem in light of the profession. It includes:

- a. Professional Status: People's perception and conceptions of the individual's professional status and their tendency to place the teacher for the teaching profession at a certain point on the professional ladder.
- b. Professional Appreciation: The view of respect and appreciation from others for the individual's profession compared to other professions in society.
- c. Professional Position: Others' view of how the teacher performs their work to improve their status and the professional challenges and privileges they face.

3. Research Methodology and Procedures

3.1 Research Methodology:

The descriptive approach was adopted as it suits the current research problem and objectives.

3.2 Research Population

The current research population is represented by the teaching staff of the University of Baghdad, totaling 6532 male and female teachers.

3.3 Research Sample

The sample consisted of 100 male and female teachers, selected by stratified random method with equal distribution of 50 male and 50 female teachers.

Fourth: Research Tool: To achieve the research goal of identifying the perceived external prestige (independent and dependent) among university professors, Hoyle's (2001) scale of perceived external prestige was adopted, which was translated and adapted to the Iraqi environment by (Al-Barzanji, 2022).

3.4 Description of Hoyle's (2001) Scale of Perceived External Prestige

Hoyle's (2001) scale of perceived external prestige consists of 53 declarative items,

distributed over two separate dimensions (the subjective and objective dimensions), with 27 items for the subjective dimension (representing perceived external prestige as perceived by the individual for themselves), and 26 items for the objective dimension (representing perceived external prestige as perceived by others), i.e., their perception of others' view of their external prestige. Each item has five alternatives: (Always applies to me, Often applies to me, Sometimes applies to me, Rarely applies to me, Never applies to me). When correcting, the weights are (5, 4, 3, 2, 1), thus the highest score for the first subjective dimension is 135 and the lowest is 27, and the highest score for the second dimension is 130 and the lowest is 26.

3.5 Logical Analysis of Items

Logical analysis is necessary at the beginning of item preparation, as it indicates the extent to which the item apparently represents what it was designed to measure (Al-Kubaisi, 1998, p. 171).

The items were presented to a group of 5 experts in educational and psychological sciences to judge the validity or invalidity of the items with suggestions for appropriate modifications. An agreement rate of 80% on the item was adopted for it to be considered valid and kept in the scale. All items received a 100% agreement rate, thus all were retained in the scale.

3.6 Statistical Analysis:

Statistical analysis of items is of great importance as it reveals the accuracy of the scale in measuring what it was designed to measure (Abdul- Rahman, 1987, p. 414).

To conduct the statistical analysis of the scale items, it was applied to a statistical analysis sample of 100 male and female teachers, selected by stratified random method with equal distribution of 50 male and 50 female teachers, who are the same as the main research sample.

Item Discrimination: To calculate the discriminatory power of the scale items, it was applied to the statistical analysis sample. After correcting and arranging the answers in descending order, the upper and lower groups

were determined at a rate of 27%. Thus, the number of individuals in the upper group was 27, and the number of individuals in the lower group was 27 for each dimension of the scale.

After applying the t-test for two independent samples on the answers of the upper and lower groups for each item, it appeared that the calculated t-value for all items of both dimensions of the scale (subjective and objective) was statistically significant as it was higher than the tabular t-value at a significance level of (0.05) and a degree of freedom (52) of (2).

Internal Consistency – Item Correlation with Total Dimension Score: This is one of the common methods used in analyzing items of psychological tests and scales as it represents the extent of item homogeneity in measuring the trait (Allen & Yen, 1979, p. 124). The total score of the scale is considered as immediate criterion measurements through its correlation with the item score. Thus, the correlation of the item score with the total scale score means that the item measures the same concept that the total score measures. In light of this indicator, items whose correlation coefficients with the total scale score are statistically significant are retained (Anastasi, 1976, p. 154). Pearson correlation coefficient was used to find the correlational relationship between the score of each item of the two dimensions of the scale (subjective and objective) with the total score of the dimension. The results showed that all correlation coefficients were statistically significant when compared to the tabular value of (0.196), at a significance level of (0.05) and a degree of freedom (98).

3.7 Psychometric Properties

Calculating the measurement (psychometric) properties is one of the important requirements for building scales, the most important of which are validity and reliability (Abdul-Rahman, 1987, p. 16).

The following is an explanation to verify these properties for the conflict management styles scale.

First: Validity: It is considered one of the most important conditions that must be met in the scale. The tool is valid in estimating the characteristic of individuals whenever it is free

from the influence of factors that make it biased in that estimation. The more indicators of the scale's validity increase, the more confidence in it increases (Allam, 2010, p. 78).

There are several types of validity, including face validity and construct validity:

Face Validity: Face validity is considered one of the necessary validity indicators for the scale (Odeh, 1988, p. 157). This type of validity was achieved for the scale by presenting the scale items to a group of specialized arbitrators, as mentioned earlier in the logical analysis of items.

Construct Validity: This type of validity was verified through two indicators: the discriminatory power and internal consistency of the items of both dimensions of the scale, as mentioned earlier in the statistical analysis of the scale items.

Second: Reliability: Although the validity indicator is considered one of the important reliability indicators for psychological scales, because a valid scale is inherently reliable, while a reliable scale may not be valid (Faraj, 1980, p. 33).

There are several methods to extract reliability, including Cronbach's alpha equation.

Reliability using Cronbach's alpha equation: This method is one of the methods used to calculate the reliability coefficient (Allen & Yen, 1979: 7). This method depends on calculating the variances between the items included in the scale and dividing it into a number of parts equal to the number of its items, i.e., each item forms a sub-scale (Odeh, 1998, p. 354). The reliability coefficient for the subjective dimension was (0.86) and for the objective dimension (0.88), which is a good reliability coefficient.

Standard Error of Measurement: The standard error of measurement was calculated for each dimension of the scale (subjective and objective), which reached (1.201 – 1.067) respectively. These standard error values are considered low.

3.8 Statistical Methods

The following statistical methods were used through the statistical package (SPSS):

- T-test for two independent samples: To extract item discrimination for the scale items, and to find differences in perceived external prestige (subjective – objective) among university professors according to the gender variable.
- Pearson correlation coefficient: To extract the internal consistency of the scale items.
- Cronbach’s alpha equation: To extract the reliability of the scale.
- Standard error: To extract the standard error of measurement.

- T-test for two related samples: To identify the perceived external prestige (subjective – objective) among university professors.

4. Presentation and Discussion of Results

4.1 Results of the First Objective:

This objective seeks to identify “the perceived external prestige (subjective dimension – objective dimension) among university professors”. To achieve this objective, the t-test for two related samples was used, and Table (1) illustrates this.

Table (1): T-test for two related samples for the difference between the two dimensions of the perceived external prestige scale

Perceived external prestige	Degree of freedom	T value		Difference		standard deviation	SMA	The sample	Indication
		Tabulated	Calculated	deviation	Average				
Subjective	99	1,98	22,865	5,193	11,874	12,154	115,990	100	significant
						12,063	104,116	100	significant
Objective									

The data exhibited marked differences in perceived external prestige's subjective and objective components, reaching statistical significance. The calculated t-value (22.865) surpassed the critical value (1.98) at the 0.05 significance threshold and 99 degrees of freedom. Comparing means revealed a higher subjective dimension (115.990) than objective dimension (106.130).

The results support Hoyle’s concept, which holds that external professional prestige emerges from clear societal recognition and high status. Negative public views on a

profession’s prestige, resources, and respect can lower its external prestige, potentially leading to reduced educational engagement and workforce efficiency.

4.2 Differences in perceived external prestige (subjective dimension – objective dimension) among university professors according to the gender variable (male – female).

The researchers employed an independent samples t-test for each perceived external prestige dimension (subjective and objective) to accomplish this goal, as shown in Table (2).

Table (2): T-test for two independent samples for differences in the dimensions of perceived external prestige (subjective – objective) according to the gender variable.

Perceived external prestige	Degree of	T value		standard deviation	SMA	The Sample	Gender	Indication

	freedom	Tabulated	Calculated					
Subjective	98	1,98	0.075	11,954	114,053	50	Males	Non-significant
				12,215	113,870	50	Females	
Objective	98	1,98	1,235	10.973	102,435	50	Males	Non-significant
				11.492	101.638	50	Females	

Results also yielded no significant gender-related differences in the subjective or objective dimensions of perceived external prestige. At 98 degrees of freedom and a 0.05 significance threshold, the tabular t-value of 1.98 exceeded both the subjective (0.075) and objective (1.235) dimensions' calculated t-values.

These results suggest that gender does not influence how university professors perceive their profession's prestige, both from their own subjective viewpoint and their understanding of others' views.

4.3 Recommendations

Drawing from the research results, the investigators recommend the following:

- Highlighting the importance of teaching personnel and improving societal perceptions of the profession, specifically in academia. This includes according educators proper prestige and introducing legal measures to support the teaching profession's prestige, particularly in university settings.

4.4 Suggestions

Informed by the research findings, the researchers propose two further inquiries:

- Investigating the connection between university professors' perception of external prestige and their job satisfaction.
- Contrasting the perceived external prestige of university faculty with that of education ministry workers.

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