

Views of Teachers Working in Public Schools Regarding Organizational Commitment¹

İsmail ÇEKİN², Ali Rıza ERDEM³

Abstract

In this study, the opinions of teachers working in public schools on organizational commitment were discussed. The study population of this research is 3796 teachers who work in public primary, elementary, secondary and high schools in the central district of Efeler in Aydın province. Since it was not possible to reach the entire population in terms of time, effort and financially, a sample was taken. The sample was taken by proportional stratified sampling method, 266 of which were women and 134 were men, a total of 400 teachers. In the research, screening model was used from quantitative research patterns. The data were collected with the Organizational Commitment Scale, developed by Allen and Meyer (1990) and adapted to Turkish by Wasti (2000). The data were collected online via Google Forms due to the effective coronavirus pandemic in the World. The opinions of teachers working in public schools on organizational loyalty ($\bar{x} = 4.23$) are at an "average" level according to the arithmetic mean. There is a significant difference in the opinions of teachers working in public schools on organizational commitment according to the variables of age, education status, professional seniority and school type.

Keywords: Organizational commitment, emotional commitment, continuance commitment, normative commitment, teacher.

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Introduction

Educational institutions provide educational services in order to develop the potential of the new generation, who are the future of society. According to Celep (2000), educational institutions are one of the most important social institutions in society. The ability of the school to be effective and guide the students depends on its ability to fully meet societal expectations. In educational institutions, people are more important than in other organizations. Because people are involved in every stage of the input-process-output cycle in educational institutions. Teachers, who are responsible for educating students, are expected to perform their duties effectively.

The organizational commitment of teachers in educational institutions has begun to attract attention as a research topic. Teachers, who are the architects of future generations, can be as beneficial to their students as they are devoted to their profession and schools. The loyalty of teachers to their schools is extremely important for both themselves and their students. Ergün (1999) states that the greatest responsibility for the achievement and success of educational and teaching activities in a

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² Science Expert, Ministry of Justice, Aydın Courthouse, Victim Support and Services Department, ismailpdr@gmail.com.

³ Prof. Dr., Adnan Menderes University, Faculty of Education, Department of Education Sciences, Division of Educational Administration, arerdem@adu.edu.tr

school lies with teachers and school administrators. One of the most important factors that affect teachers' ability to effectively perform their profession is organizational commitment.

Organizational commitment is the desire of an individual to adopt the goals and values of the organization they are in and to fight for those goals and values. Mowday, Porter and Steers (1979) have explained that there are three reasons for the increasing interest in the subject of organizational commitment. Firstly, employee loyalty is one of the most important indicators of employee turnover. Secondly, managers and social scientists are interested in increasing employee performance and studying employee loyalty. Thirdly, understanding organizational commitment can help us understand more general psychological processes such as how people identify with objects in their environment and how they interpret that environment. It can help explain how people find their purpose in life. Initially, the relationship between employees and organizations was studied together with factors such as job adoption, loyalty and motivation. However, in the ongoing process, the concept of loyalty has been considered as a power that binds an individual to a goal or role.

Organizational commitment, according to Allen and Meyer (2000), is a psychological process that exists between an individual and an organization, and the feelings an individual has towards the organization determine their behavior. In this context, determining the level of organizational commitment of teachers, investigating the personal and organizational factors that affect organizational commitment, revealing the degree to which these factors affect organizational commitment, and increasing the level of organizational commitment of teachers are important. Allen and Meyer (2000) have stated that there are three sub-dimensions of organizational commitment. These are: emotional commitment, continuance commitment, and normative commitment.

Emotional commitment expresses the degree to which an individual identifies with an organization they are part of. An employee who feels emotional commitment to the organization in which they are employed believes in the organization's goals and values and takes pleasure in being a part of the organization. Therefore, individuals with a high level of emotional commitment stay in their organizations because they want to. In this sense, commitment is an emotional response that an individual develops towards an organization as a result of evaluating the organization and the organizational environment they are in. The main principle underlying continuance commitment is Becker's "sunk cost" theory. An individual working within an organization develops commitment as a result of the investments they have made in the organization (Çam, 2021). In other words, it is the desire of employees to continue their current organizational membership by considering the cost of leaving their current organization or business to be high (Güney, 2011). Allen and Meyer (1990) defined continuance commitment as the employee's recognition of the costs of leaving the organization and the investments they have made in the organization over time. Continuance commitment is based on the two factors that are effective; the size and number of investments the individual has made in the organization and the perceived lack of alternatives if they were to leave the organization (Güney, 2011). The employee's awareness of the losses that will occur with their resignation, the possibility of giving up the rights they have acquired within the organization, the possibility of giving up retirement and the wages they have received, or the possibility of changing their place of residence, causes the employee to develop loyalty to the organization. Allen and Meyer (2000) have contextualized normative commitment as a process of internalization developed by the individual throughout their life. That is, the culture of the individual's family and the society in which they live provide experiences that reinforce loyalty feelings in the individual. These experiences internalize over time and normative commitment develops. Normative commitment can also develop as a result of experiences within the organization for the individual. The commitment made by the organization, the unreciprocated rewards, and the wages given, all affect the development of normative commitment (Allen and Meyer, 2000). In short, the individual feels responsible and obligated to remain in the organization in return for the investments the organization makes on them. The individual's desire to remain in the organization is influenced by both familial and societal norms and experiences prior to joining the organization. For example, if the employee's family members have been working in their organizations for a long time and/or if they are loyal to their organizations, this can lead to the employee feeling highly loyal to the organization they are part of. One reason why normative commitment is strong is that the organization establishes various organizational practices that persuade the society to have a sense of loyalty. In summary, the individual's desire to remain in

the organization is driven by their personal values and a sense of responsibility and obligation to meet their moral values, in addition to the influence of family and societal culture throughout their life, and the investments made by the organization to both the society and the individual.

In studies on the organizational commitment of teachers, three forms of commitment to the school are proposed. These are the desire of the teacher to make an effort for the school, the desire to continue working in the current school, and acceptance of the educational goals and values of the institution (Balay, 2000). Within the conditions of the educational organization in which they are located, there is a strong relationship between teacher commitment and the autonomy in making class decisions, active participation in school-wide decision-making processes, and opportunities for personal development (Blau & Boal, 1989; Act. Bogler & Somech, 2004). According to Firestone and Pennell (1993), factors related to the work itself are also related to commitment, and internal motivators that affect the intensity and quality of the work are provided. When the factors of the work are regularly determined, it makes the work internally rewarding for the teacher, and this is achieved by producing satisfying psychological states. These internal motivators are important for teachers. Teachers show more commitment to their work, their schools and their students after achieving success directly through their own efforts (Balay, 2000).

The organizational commitment of teachers working in schools has been investigated in the context of various variables. In Kırımlı's (2022) study, the relationship between teachers' attitudes towards refugee students and their levels of organizational commitment was investigated. According to the study, as teachers' ages and seniorities increase, their organizational commitment also increases. High school and elementary school teachers have higher levels of organizational commitment than middle school teachers. In Çam's (2021) study, the relationship between teachers' organizational dissent, levels of experiencing mobbing, and organizational commitment were investigated. The study found that middle school teachers have higher levels of organizational commitment than elementary school teachers. Teachers with 31 years or more of seniority have higher emotional commitment than those with less seniority. Özyavuz (2021) investigated the relationship between teachers' levels of emotional intelligence and organizational commitment. According to the research, in the normative commitment dimension, male teachers have higher loyalty than female teachers. In the continuance commitment dimension, teachers with bachelor's degrees have higher loyalty than those with postgraduate degrees. Public school teachers have higher emotional commitment levels than private school teachers. In the continuance commitment dimension, high school teachers have higher loyalty than middle school teachers. Ekinci (2021) investigated the relationship between work-life balance and organizational commitment according to the views of primary school teachers. According to the research, teachers working between 1-5 years have higher continuance commitment, and teachers working between 16-20 years have higher normative commitment. Acar (2020) investigated the relationship between class teachers' level of burnout and organizational commitment. According to the research, male teachers have higher emotional commitment than female teachers. Teachers with 1-4 years of service have higher continuation commitment than those with 10-14 years of service.

In Lapointe, Vandenberghe and Panaccio (2011), they studied the relationship between organizational commitment, organizational-based self-esteem, and turnover among employees in the public sector, including education workers, in Canada. The research found that there was no significant relationship between demographic characteristics (gender, age, language, length of service) and levels of organizational commitment among public sector employees. Maiti, Sanyal and Mazumder (2020) studied the predictors of organizational commitment among teachers working in India, investigating whether performance evaluations and relationships with colleagues, as well as personality traits, had an effect on organizational commitment. The study found that performance evaluations and relationships with colleagues, as well as personality traits, did not have a significant impact on levels of organizational commitment among teachers. However, it was found that there were significant differences in levels of organizational commitment according to demographic variables.

The results of studies on organizational commitment have shown variations. It is thought that this is due to differences in the sample groups and cities where the studies were conducted. Some studies have found that as teachers' ages and seniority increase, general organizational commitment and scores on sub-dimensions also increase.

The level of organizational commitment of teachers is important for ensuring classroom effectiveness. Therefore, research into the commitment of teachers in educational organizations is necessary. The aim of this research is to reveal the opinions of teachers working in different levels in the public schools in Efeler district of Aydin province about organizational commitment. In this context, the following questions were asked in the research: What are the opinions of teachers working in public schools about emotional, continuance, and normative commitment as sub-dimensions of organizational commitment? What are the opinions of teachers working in public schools about the factors affecting emotional, continuance, and normative commitment as sub-dimensions of organizational commitment?

Methodology

In the research, the screening model was used from the quantitative research designs (Karasar, 2006). The study universe consists of 3796 teachers working in public primary, elementary, middle and high schools in the district of Efeler in the province of Aydin. Since it was not possible to reach the entire universe in terms of time, effort and financially, data was collected through a sample selected by the proportional stratified sampling method. The sample size was 400 teachers, selected by the proportional stratified sampling method, based on a 95% level of confidence.

In the research, data was collected using the 'Organizational Commitment Scale' developed by Allen and Meyer (1990) and adapted into Turkish by Wasti (2000). The data was collected via Google Forms due to the worldwide impact of the COVID-19 pandemic. The Cronbach Alpha reliability coefficients for emotional commitment, continuance commitment, normative commitment, and the scale overall were found to be 0.79, 0.58, 0.75, and 0.84 respectively. In this study, the Cronbach Alpha reliability coefficients for emotional commitment, continuance commitment, normative commitment, and the scale overall were found to be 0.36, 0.75, 0.82 and 0.87 respectively. The data analysis used t-test, one-way analysis of variance (ANOVA) and when the number of any of the groups in the sample was below 30, non-parametric tests such as the Kruskal-Wallis test were used.

Results

Teachers working in public schools have stated that their organizational commitment ($\bar{x}=4.23$) is at an "average" level according to the arithmetic mean. The sub-dimensions of organizational commitment, emotional commitment, continuance commitment, and normative commitment are discussed separately and are presented in Table 1.

Table 1

"Opinions of Teachers Working in Public Schools Regarding the Dimensions of Organizational Commitment: Emotional Commitment, Continuance Commitment, and Normative Commitment."

Dimensions of Organizational Commitment	n	\bar{x}	Ss	Mean
Emotional Commitment	400	4.49	0,76	High
Continuance Commitment	400	3,84	1,14	Moderate
Normative Commitment	400	4,34	1,11	Moderate

According to the results presented in Table 1, teachers who work in public schools have a "high" level of emotional commitment, a "moderate" level of continuance commitment, and a "moderate" level of normative commitment to organizational commitment. As a result of the study, it was determined that the level of organizational commitment of teachers working in public schools differed according to age, education status, professional seniority, and the type of school they worked at. The differences in the opinions of teachers working in public schools regarding organizational commitment according to age are presented in Table 2.

Table 2

"Comparison of Teachers' Opinions on Organizational Commitment and its Sub-Dimensions in Public Schools According to Age (Kruskal-Wallis Test)"

Organizational Commitment	Age	n	Rank Average	sd	Chi-Square	p	difference
The Whole Scale	21-30	17	154,47	3	14,928	0,00	Yes
	31-40	110	170,66				
	41-50	188	212,49				
	51 +	85	221,79				
Emotional Commitment	21-30	17	128,32	3	18,977	0,00	Yes
	31-40	110	173,83				
	41-50	188	209,62				
	51 +	85	229,29				
Continuance Commitment	21-30	17	182,03	3	9,199	0,02	Yes
	31-40	110	174,12				
	41-50	188	214,36				
	51 +	85	207,68				
Normative Commitment	21-30	17	167,79	3	10,122	0,01	Yes
	31-40	110	176,20				
	41-50	188	207,52				
	51 +	85	222,95				

There is a statistically significant difference according to age in the opinions of teachers who work in public schools on the overall organizational commitment (Chi-Square=14.928, p: 0.00) and its sub-dimensions including emotional commitment (Chi-Square=18.977, p: 0.00), continuance commitment (Chi-Square=9.199, p: 0.02), and normative commitment (Chi-Square=10.122, p: 0.01). To determine which age group(s) of teachers exhibit this difference in overall organizational commitment, a Mann Whitney U Test was performed, and the results are presented in Table 3.

Table 3

Mann Whitney U Test Results Showing Differences According to "Age" among the Opinions of Teachers Working in Public Schools Regarding Organizational Commitment as a Whole

Age	n	Rank Average	Rank Sum	U	p	Difference
21-30	17	59,03	1003,50	850,500	0,55	No
31-40	110	64,77	7124,50			
21-30	17	76,71	1304,00	1151,000	0,05	No
41-50	188	105,38	19811,00			
21-30	17	36,74	624,50	471,500	0,02	Yes
51 +	85	54,45	4628,50			
31-40	110	129,76	14274,00	8169,000	0,00	Yes
41-50	188	161,05	30277,00			
31-40	110	87,13	9584,50	3479,500	0,00	Yes
51 +	85	112,06	9525,50			
41-50	188	135,07	25393,00	7627,000	0,54	No
51 +	85	141,27	12008,00			

The Mann Whitney U Test results show that there is a statistically significant difference in the opinions of teachers working in public schools regarding their overall organizational commitment based on age.

According to the Mann Whitney U Test results in Table 3, there is a significant difference in the opinions of teachers aged 21-30 and 51 and over, 31-40 and 41-50, and 31-40 and 51 and over regarding their overall organizational commitment. Public school teachers aged 51+ have a higher organizational commitment compared to those aged 21-30. Public school teachers aged 51+ and 41-50 have a higher organizational commitment compared to those aged 31-40.

To determine which age groups of teachers have differences in the emotional commitment dimension, the Mann Whitney U Test was conducted. The results of the test are given in Table 4 below.

Table 4

Mann Whitney U Test Results Showing Differences According to "Age" Among the Views of Teachers Serving in Your Schools Regarding Emotional Commitment Dimension

Age	n	Rank Average	Rank Sum	U	p	Difference
21-30	17	50,29	855,00	702,000	0,09	No
31-40	110	66,12	7273,00			
21-30	17	63,68	1082,50	929,500	0,00	Yes
41-50	188	106,56	20032,50			
21-30	17	32,35	550,00	397,000	0,00	Yes
51 +	85	55,33	4703,00			
31-40	110	131,90	14509,00	844,500	0,00	Yes
41-50	188	159,80	30042,00			
31-40	110	86,81	9549,00	344,000	0,00	Yes
51 +	85	112,48	9561,00			
41-50	188	132,26	24865,50	710,500	0,14	No
51 +	85	147,48	12535,50			

The results of the Mann Whitney U Test show that there is a statistically significant difference in the opinions of teachers working in public schools regarding the dimension of continuity commitment based on age. According to the Mann Whitney U Test results in Table 5, there is a significant difference between the opinions of teachers aged 21-30 and 41-50, 21-30 and 51+, 31-40 and 41-50, and 31-40 and 51+ regarding the dimension of continuity commitment. Teachers aged 51+ and 41-50 have higher continuity commitment than those aged 21-30 and 31-40.

In order to determine which age group of teachers the difference in the continuance commitment dimension was between, a Mann Whitney U Test was conducted. The results of the test are presented in Table 5 below.

Table 5

Mann Whitney U Test Results Showing Differences According to "Age" Among the Views of Teachers Serving in Your Schools Regarding Continuance Commitment Dimension

Age	n	Rank Average	Rank Sum	U	p	Difference
21-30	17	66,24	1126,00	897,000	0,78	No
31-40	110	63,65	7002,00			
21-30	17	87,15	1481,50	132,000	0,25	No
41-50	188	104,43	19633,50			
21-30	17	46,65	793,00	640,000	0,45	No
51 +	85	52,47	4460,00			
31-40	110	131,03	14413,00	830,500	0,00	Yes
41-50	188	160,31	30138,00			
31-40	110	90,44	9948,00	384,000	0,03	Yes
51 +	85	107,79	9162,00			
41-50	188	138,62	26060,00	768,000	0,61	No

51 + 85 133,42 11341,00

The Mann Whitney U Test results show that there is a statistically significant difference in the opinions of teachers working in public schools regarding their continuance commitment dimension, based on age. According to the Mann Whitney U Test results in Table 5, there is a significant difference in the opinions of teachers in the continuance commitment dimension between the age groups of 31-40 and 41-50, and between 31-40 and 51+ who work in public schools. Teachers who are 51+ and 41-50 years old have a higher continuance commitment compared to those who are 31-40 years old.

To determine which age groups of teachers have a difference in the normative commitment dimension, a Mann Whitney U Test was conducted. The results obtained from the test are presented in Table 6 below.

Table 6
Mann Whitney U Test Results Showing Differences According to "Age" Among the Views of Teachers Serving in Your Schools Regarding Normative Commitment Dimension

Age	n	Rank Average	Rank Sum	U	p	Difference
21-30	17	61,41	1044,00	891,000	0,75	No
31-40	110	64,40	7084,00			
21-30	17	84,35	1434,00	128,000	0,17	No
41-50	188	104,69	19681,00			
21-30	17	40,03	680,50	527,500	0,08	No
51 +	85	53,79	4572,50			
31-40	110	134,83	14831,50	872,500	0,02	Yes
41-50	188	158,08	29719,50			
31-40	110	87,97	9677,00	357,000	0,00	Yes
51 +	85	110,98	9433,00			
41-50	188	133,75	25145,50	738,000	0,31	No
51 +	85	144,18	12255,50			

The results of the Mann Whitney U Test indicate that there is a statistically significant difference in the normative commitment dimension of the views of teachers working in public schools according to age. According to the Mann Whitney U Test results in Table 6, there is a significant difference in the normative commitment dimension of the views of teachers aged 31-40 and 41-50, and between those aged 31-40 and 51+. Public school teachers aged 51+ and 41-50 have higher normative commitment compared to those aged 31-40.

The differences in the views of teachers working in public schools regarding the entire organizational commitment and its sub-dimensions by education level are presented in Table 7.

Table 7
Comparison of Views of Teachers Serving in Public Schools Regarding Overall and Sub-Dimensions of Organizational Commitment According to Educational Level (Kruskal-Wallis Test)

Organizational Commitment	Education Level	N	Rank Average	sd	Chi-Square	p	Difference
The Whole Scale	associate degree	8	212,31	2	6,308	0,04	Yes
	Bachelor degree	352	205,17				
	master's degree	40	157,05				
	degree						

Emotional Commitment	associate degree	8	245,50	2	2,399	0,30	No
	Bachelor degree	352	201,70				
	master's degree	40	180,96				
Continuance Commitment	associate degree	8	187,69	2	5,608	0,06	No
	Bachelor degree	352	205,38				
	master's degree	40	160,12				
Normative Commitment	associate degree	8	217,88	2	6,668	0,03	Yes
	Bachelor degree	352	205,16				
	master's degree	40	156,05				

There is a statistically significant difference based on education level in the views of teachers working in public schools regarding the entire organizational commitment (Chi-Square=6.308, p: 0.04) and the normative commitment dimension (Chi-Square=6.668, p: 0.03) and no statistically significant difference in the views on the emotional commitment (Chi-Square=2.399, p: 0.30) and continuance commitment (Chi-Square=5.608, p: 0.06) dimensions based on education level.

To determine which group of teachers had the difference in the entire organizational commitment, a Mann Whitney U Test was conducted, and the results are presented in Table 8 below.

Table 8

Mann Whitney U Test Results Showing Differences According to "Educational Level" Among the Views of Teachers Serving in Public Schools Regarding Overall Organizational Commitment

Education Level	n	Rank Average	Rank Sum	U	p	Difference
associate degree	8	187,81	1502,50	1349,500	0,84	No
Bachelor degree	352	180,33	63477,50			
associate degree	8	29,00	232,00	124,000	0,31	No
master's degree	40	23,60	944,00			
Bachelor degree	352	201,34	70870,00	5338,000	0,01	Yes
master's degree	40	153,95	6158,00			

The Mann Whitney U test results indicate that there is a statistically significant difference in the views of teachers working in public schools on their overall organizational commitment based on their education level. According to the Mann Whitney U test results in Table 8, there is a significant difference in the views of undergraduate and graduate teachers working in public schools on their overall organizational commitment. Undergraduate teachers in public schools have a higher organizational commitment than graduate teachers.

To determine which education level of teachers the difference in the normative commitment dimension is between, a Mann Whitney U test was conducted. The results of the test are given in Table 9 below.

Table 9

Mann Whitney U Test Results Showing Differences According to "Educational Level" Among the Views of Teachers Serving in Public Schools Regarding Normative Commitment Dimension

Education Level	n	Rank Avarage	Rank Sum	U	p	Difference
associate degree	8	191,94	1535,50	131,000	0,75	No
Bachelor degree	352	180,24	63444,50			
associate degree	8	30,44	243,50	112,500	0,18	No
master's degree	40	23,31	932,50			
Bachelor degree	352	201,42	70898,50	531,000	0,01	Yes
master's degree	40	153,24	6129,50			

The results of the Mann Whitney U Test show that there is a statistically significant difference in the normative commitment dimension among the opinions of teachers working in public schools according to their educational level. According to the Mann Whitney U Test results in Table 9, there is a significant difference in the normative commitment dimension among the opinions of teachers with undergraduate and graduate degrees working in public schools. Undergraduate teachers in public schools have a higher normative commitment than teachers with graduate degrees.

The difference in the opinions of teachers working in public schools regarding their overall organizational commitment and its sub-dimensions by professional seniority is presented in Table 10.

Table 10

Comparison of Views of Teachers Serving in Public Schools Regarding Overall and Sub-Dimensions of Organizational Commitment According to Professional Seniority (Kruskal-Wallis Test)

Organizational Commitment	Professional Seniority	N	Rank Avarage	sd	Chi-Square	p	Difference
The Whole Scale	1-5	19	161,05	4	13,394	0,01	Yes
	6-10	30	209,50				
	11-15	62	174,50				
	16-20	77	178,46				
	21 +	212	218,37				
Emotional Commitment	1-5	19	135,42	4	15,532	0,00	Yes
	6-10	30	211,40				
	11-15	62	180,45				
	16-20	77	180,00				
	21 +	212	218,10				
Continuance Commitment	1-5	19	182,47	4	7,915	0,09	No
	6-10	30	218,60				
	11-15	62	172,19				
	16-20	77	188,51				
	21 +	212	212,19				
Normative Commitment	1-5	19	175,47	4	10,300	0,03	Yes
	6-10	30	198,22				
	11-15	62	182,98				
	16-20	77	175,69				
	21 +	212	217,20				

There is a statistically significant difference in the views of teachers working in public schools on the overall organizational commitment (Chi-Square=13.394, p=0.01), as well as the emotional attachment (Chi-Square=15.532, p=0.00) and normative commitment (Chi-Square=10.300, p=0.03) sub-dimensions, based on their professional seniority. There is no statistically significant difference in the views on the continuance commitment (Chi-Square=7.915, p=0.09) among teachers based on their professional seniority.

To determine which professional seniority group of teachers the difference in overall organizational commitment is between, a Mann Whitney U Test was performed. The results of the test are given in Table 11 below.

Table 11
Mann Whitney U Test Results Showing Differences According to "Professional Seniority" Among the Views of Teachers Serving in Public Schools Regarding Overall Organizational Commitment

Professional Seniority	n	Rank Average	Rank Sum	U	p	Difference
1-5	19	20,79	395,00	205,000	0,10	No
6-10	30	27,67	830,00			
1-5	19	38,76	736,50	546,500	0,63	No
11-15	62	41,69	2584,50			
1-5	19	45,32	861,00	671,000	0,57	No
16-20	77	49,29	3795,00			
1-5	19	86,18	1637,50	1447,500	0,04	Yes
21 +	212	118,67	25158,50			
6-10	30	52,02	1560,50	764,500	0,16	No
11-15	62	43,83	2717,50			
6-10	30	59,85	1795,50	979,500	0,22	No
16-20	77	51,72	3982,50			
6-10	30	116,47	3494,00	3029,000	0,67	No
21 +	212	122,21	25909,00			
11-15	62	69,31	4297,00	2344,000	0,85	No
16-20	77	70,56	5433,00			
11-15	62	114,18	7079,00	5126,000	0,00	Yes
21 +	212	144,32	30596,00			
16-20	77	123,90	9540,00	6537,000	0,01	Yes
21 +	212	152,67	32365,00			

The results of the Mann Whitney U Test indicate that there is a statistically significant difference in the views of teachers working in public schools regarding their overall organizational commitment, emotional commitment, and normative commitment based on their professional seniority. There is no statistically significant difference in their views on continuance commitment. According to the Mann Whitney U Test results in Table 11, there is a significant difference in the views of teachers with 1-5 years and 21+ years, 11-15 years and 21+ years, and 16-20 years and 21+ years of professional seniority regarding their overall organizational commitment. Teachers with 21+ years of professional seniority in public schools have a higher level of organizational commitment compared to those with 1-5 years, 11-15 years, and 16-20 years of professional seniority.

To determine which group of teachers with professional seniority has a difference in emotional commitment, a Mann Whitney U Test was conducted. The results are presented in Table 12 below.

Table 12

Mann Whitney U Test Results Showing Differences According to "Professional Seniority" Among the Views of Teachers Serving in Public Schools Regarding Emotional Commitment Dimension

Professional Seniority	n	Rank Average	Rank Sum	U	p	Difference
1-5	19	18,84	358,00	168,000	0,01	Yes
6-10	30	28,90	867,00			
1-5	19	34,11	648,00	458,000	0,14	No
11-15	62	43,11	2673,00			
1-5	19	38,87	738,50	548,500	0,09	No
16-20	77	50,88	3917,50			
1-5	19	73,61	1398,50	120,500	0,00	Yes
21 +	212	119,80	25397,50			
6-10	30	51,57	1547,00	778,000	0,20	No
11-15	62	44,05	2731,00			
6-10	30	60,75	1822,50	952,500	0,15	No
16-20	77	51,37	3955,50			
6-10	30	116,68	3500,50	303,000	0,68	No
21 +	212	122,18	25902,50			
11-15	62	69,72	4322,50	237,500	0,94	No
16-20	77	70,23	5407,50			
11-15	62	118,07	7320,50	536,000	0,02	Yes
21 +	212	143,18	30354,50			
16-20	77	124,53	9588,50	658,500	0,01	Yes
21 +	212	152,44	32316,50			

The results of the Mann Whitney U Test indicate that there is a statistically significant difference in the emotional attachment dimension of teachers working in public schools based on their professional seniority. According to the Mann Whitney U Test results in Table 12, there is a significant difference in the emotional attachment dimension of teachers with 1-5 years and 6-10 years, 1-5 years and 21+ years, 11-15 years and 21+ years, and 16-20 years and 21+ years of professional seniority in public schools. Teachers with 21+ years and 6-10 years of professional seniority in public schools have higher emotional attachment than those with 1-5 years of professional seniority. Teachers with 21+ years of professional seniority in public schools have higher emotional attachment than those with 11-15 years of professional seniority. Teachers with 21+ years of professional seniority in public schools have higher emotional attachment than those with 16-20 years of professional seniority.

In order to determine which groups of teachers with different levels of professional experience show a significant difference in normative commitment, a Mann Whitney U Test was conducted. The results of the test are presented in Table 13 below.

Table 13

Mann Whitney U Test Results Showing Differences According to "Professional Seniority" Among the Views of Teachers Serving in Public Schools Regarding Normative Commitment Dimension

Professional Seniority	n	Rank Average	Rank Sum	U	p	Difference
1-5	19	23,37	444,00	254,000	0,52	No
6-10	30	26,03	781,00			
1-5	19	39,95	759,00	569,000	0,82	No
11-15	62	41,32	2562,00			
1-5	19	47,68	906,00	716,000	0,88	No
16-20	77	48,70	3750,00			
1-5	19	94,47	1795,00	160,000	0,14	No
21 +	212	117,93	25001,00			
6-10	30	48,73	1462,00	863,000	0,57	No
11-15	62	45,42	2816,00			
6-10	30	58,83	1765,00	101,500	0,31	No
16-20	77	52,12	4013,00			
6-10	30	111,12	3333,50	286,000	0,38	No
21 +	212	122,97	26069,50			
11-15	62	71,19	4413,50	231,000	0,75	No
16-20	77	69,05	5316,50			
11-15	62	119,55	7412,00	545,000	0,04	Yes
21 +	212	142,75	30263,00			
16-20	77	122,83	9458,00	645,500	0,00	Yes
21 +	212	153,05	32447,00			

The results of the Mann Whitney U Test indicate that there is a statistically significant difference in the normative commitment dimension of the opinions of teachers working in public schools according to professional seniority. The results of the Mann Whitney U Test in Table 13 show that there is a significant difference in the normative commitment dimension of the opinions of teachers with 11-15 years and 21+ years of professional seniority, and 16-20 years and 21+ years of professional seniority in public schools. Teachers with 21+ years of professional seniority in public schools have higher normative commitment than teachers with 11-15 years of professional seniority and 16-20 years of professional seniority in public schools.

The differences in the views of teachers working in public schools regarding organizational commitment and its sub-dimensions according to the type of school where they work are presented in Table 14.

Table 14

Comparison of Views of Teachers Serving in Public Schools Regarding Overall and Sub-Dimensions of Organizational Commitment According to "Type of School They Work in" (Kruskal-Wallis Test)

Organizational Commitment	Type of School	N	Rank Avarage	sd	Chi-Sq uare	p	Difference
The Whole Scale	kindergarten	25	133,54	3	12,853	0,00	Yes
	primary school	112	201,40				
	middle school	121	221,45				
	high school	142	193,73				
Emotional Commitment	kindergarten	25	161,62	3	3,692	0,29	No
	primary school	112	207,23				
	middle school	121	206,57				
	high school	142	196,87				
Continuance Commitment	kindergarten	25	133,82	3	12,642	0,00	Yes
	primary school	112	200,22				
	middle school	121	221,39				
	high school	142	194,66				
Normative Commitment	kindergarten	25	141,68	3	11,088	0,01	Yes
	primary school	112	198,82				
	middle school	121	221,87				
	high school	142	193,97				

There is a statistically significant difference in the opinions of teachers working in public schools regarding their overall organizational commitment (Chi-Square=12.853, p: 0.00), as well as their continuance commitment (Chi-Square=12.642, p: 0.00) and normative commitment (Chi-Square=11.088, p: 0.01) based on the type of school they work in, while there is no statistically significant difference in their opinions regarding emotional commitment (Chi-Square=3.692, p: 0.29) based on the type of school they work in.

To determine which type of school the difference in overall organizational commitment exists between teachers, a Mann Whitney U Test was conducted and the results are presented in Table 15.

Table 15

Mann Whitney U Test Results Showing Differences According to "Type of School They Work in" Among the Views of Teachers Serving in Public Schools Regarding Overall Organizational Commitment

Type of School	n	Rank Avarage	Rank Sum	U	p	Difference
kindergarten	25	50,82	1270,50	945,500	0,01	Yes
primary school	112	73,06	8182,50			
kindergarten	25	45,80	1145,00	820,000	0,00	Yes
middle school	121	79,22	9586,00			
kindergarten	25	62,92	1573,00	1248,000	0,01	Yes
high school	142	87,71	12455,00			
primary school	112	111,52	12490,00	6162,000	0,23	No
middle school	121	122,07	14771,00			
primary school	112	129,82	14540,00	7692,000	0,65	No
high school	142	125,67	17845,00			
middle school	121	142,15	17200,00	7363,000	0,04	Yes
high school	142	123,35	17516,00			

The Mann Whitney U Test results show that there is a statistically significant difference in the views of teachers working in public schools regarding their overall organizational commitment based on the

type of school they work in. According to the Mann Whitney U Test results in Table 15, there is a significant difference in the views of teachers working in public schools in terms of overall organizational commitment among those working in kindergarten and elementary school, kindergarten and middle school, kindergarten and high school, and middle school and high school. High school teachers in public schools have a higher level of overall organizational commitment compared to kindergarten, elementary, and middle school teachers, and middle school teachers have a higher level of overall organizational commitment compared to high school teachers.

A Mann Whitney U Test was conducted to determine which school type had a difference in the level of continuance commitment among teachers. The results of the test are presented in Table 16 below.

Table 16

Mann Whitney U Test Results Showing Differences According to "Type of School They Work in" Among the Views of Teachers Serving in Public Schools Regarding Continuance Commitment Dimension

Type of School	n	Rank Avarage	Rank Sum	U	p	Difference
kindergarten	25	50,20	1255,00	930,000	0,00	Yes
primary school	112	73,20	8198,00			
kindergarten	25	47,94	1198,50	873,500	0,00	Yes
middle school	121	78,78	9532,50			
kindergarten	25	61,68	1542,00	121,500	0,01	Yes
high school	142	87,93	12486,00			
primary school	112	110,78	12407,00	607,000	0,17	No
middle school	121	122,76	14854,00			
primary school	112	129,25	14475,50	775,000	0,73	No
high school	142	126,12	17909,50			
middle school	121	141,85	17164,00	739,500	0,05	No
high school	142	123,61	17552,00			

The Mann Whitney U Test results indicate a statistically significant difference in the views of teachers working in public schools regarding the continuity dimension according to the type of school they work in. According to the Mann Whitney U Test results in Table 18, there is a significant difference in the views of teachers working in public schools on the continuity dimension among those working in preschool and elementary school, preschool and middle school, and preschool and high school. Teachers working in high schools have a higher level of continuity than those working in preschool, elementary, and middle schools.

To determine in which type of school there is a difference in the normative commitment dimension among teachers, Mann Whitney U Test was conducted, and the results are presented in Table 17 below.

Table 17

Mann Whitney U Test Results Showing Differences According to "Type of School They Work in" Among the Views of Teachers Serving in Public Schools Regarding Normative Commitment Dimension

Type of School	n	Rank Average	Rank Sum	U	p	Difference
kindergarten	25	54,06	1351,50	102,500	0,03	Yes
primary school	112	72,33	8101,50			
kindergarten	25	48,18	1204,50	879,500	0,00	Yes
middle school	121	78,73	9526,50			
kindergarten	25	65,44	1636,00	131,500	0,03	Yes
high school	142	87,27	12392,00			
primary school	112	110,34	12358,50	603,000	0,14	No
middle school	121	123,16	14902,50			
primary school	112	129,14	14463,50	776,000	0,75	No
high school	142	126,21	17921,50			
middle school	121	141,98	17179,50	738,500	0,04	Yes
high school	142	123,50	17536,50			

The Mann Whitney U Test results indicate that there is a statistically significant difference in the normative commitment dimension of the opinions of teachers working in public schools according to the type of school they work in. According to the Mann Whitney U Test results in Table 17, there is a significant difference in the normative commitment dimension of opinions among teachers working in public schools, including those in preschool and primary school, preschool and middle school, preschool and high school, and middle school and high school. Public high school teachers have a higher normative commitment than preschool, primary, and middle school teachers, and middle school teachers have a higher normative commitment than high school teachers.

Discussion, Conclusion, and Recommendations

The results of the study are supported by the findings of other studies in the literature (Acar, 2020; Ekinci, 2021; Özyavuz, 2021; Çam, 2021; Kırımlı, 2022). In this context, it can be said that teachers working in public schools have a moderate level of internalization of the structure and policies of the institution they work for, considering the institution they work for, the effort they put in their work and the cost of leaving their job, and therefore they are willing to stay in the institution and have a moderate level of commitment. One of the important results of the study is that teachers working in public schools have a high level of emotional attachment to their institution in the emotional commitment subscale. In the studies in the literature, it is seen that the emotional attachment of teachers is at a moderate level (Acar, 2020; Ekinci, 2021; Özyavuz, 2021; Çam, 2021; Kırımlı, 2022). The study is important because it reveals a new finding in terms of emotional commitment data.

The research findings indicate that as teachers get older, their organizational commitment also increases. There are studies in the relevant literature that support the results of the study (Ekinci, 2021; Kırımlı, 2022). Ekinci (2021) stated that in the sub-dimension of continuance commitment, teachers' commitment increases as they get older and teachers aged 41-49 have higher levels of continuance commitment than those aged 50 and above. Kırımlı (2022) found that teachers' commitment increases as they get older in the overall commitment dimension. Therefore, it is thought that teachers' organizational commitment is influenced by their accumulated professional experience, established social relationships, effort and time spent in their institution, and contributions to the institution's policies, depending on the length of time they have worked in the institution. Acar (2020), Özyavuz (2021), Çam (2021), Lapointe et al. (2011) have found in their studies that there is no significant difference between teachers' age and their level of organizational commitment to their institution.

Previous studies have not found a significant difference between teachers' organizational commitment levels and their educational status (Özyavuz, 2021; Ekinci, 2021; Kırımlı, 2022). Özyavuz (2021) found that undergraduate teachers have a higher commitment to continuing to work in their organization than graduate teachers in terms of the sub-dimension of continuance commitment. Similarly, in Özyavuz's (2021) study, it was found that teachers' normative commitment varies according to their educational status, similar to the differentiation of teachers' educational status in terms of continuance commitment. This finding suggests that as teachers' education levels increase and they receive specialized training in their fields, they may not feel obligated to stay in their current organization and may struggle to internalize the policies and goals of the organization, leading to a reduction in their normative commitment.

When looking at studies supporting the difference between teachers' organizational commitment levels and their years of seniority, Kırımlı (2022) states that teachers' organizational commitment increases as their seniority increases in terms of general organizational commitment level. While Çam (2021) and Özyavuz (2021) state that seniority is not a significant variable in teachers' overall organizational commitment scores, Çam (2021) found that teachers with 31 or more years of seniority scored higher on the emotional attachment sub-dimension. Ekinci (2021) reported that scores on the normative commitment sub-dimension differed significantly for teachers with 21 or more years of seniority. Research findings from the literature show that seniority is a factor that creates differences in teachers' organizational commitment and sub-dimensions. This research result can be interpreted as teachers internalizing the culture and policies of the institution more and becoming more emotionally identified with their institution as their years of service increase.

When compared with the literature, research findings on organizational commitment based on school type indicate that Kırımlı (2022) states that organizational commitment varies significantly depending on school type, while Çam (2021) and Özyavuz (2021) state that organizational commitment does not show significant differences based on school type. However, although studies show that there is no significant difference in general organizational commitment, they emphasize that the sub-dimensions of organizational commitment differ according to school type. According to the research findings, attendance commitment and normative commitment vary significantly based on school type. Based on these findings, it can be said that teachers working in high schools develop more commitment in terms of attendance and normative commitment compared to teachers working in other school types. Özyavuz (2021) also mentioned in the research findings that teachers working in high schools receive higher scores in the attendance commitment sub-dimension. The fact that teachers working at the middle school level have higher general commitment levels than high school teachers is significant in terms of the literature in this field.

The results obtained regarding the organizational commitment and sub-dimensions of teachers working in public schools are as follows: It has been found that the organizational commitment of teachers working in public schools ($\bar{x}=4.23$) is at a "moderate" level with the arithmetic mean. It can be said that the participating teachers internalize the policies of the institution they work for, embrace the structure of the institution, are willing to stay in the institution in return for the effort and time they spend, and have a moderate level of organizational commitment.

The results obtained regarding the emotional, continuance, and normative dimensions of organizational commitment of the teachers who participated in the research are as follows: The teachers show a high level of emotional commitment ($\bar{x}=4.49$), a medium level of continuance commitment ($\bar{x}=3.84$), and a medium level of normative commitment ($\bar{x}=4.34$). It can be concluded that the teachers feel comfortable in their institutions and are happy to be a part of them. Although there are studies in the literature (Acar, 2020; Ekinci, 2021; Özyavuz, 2021; Çam, 2021; Kırımlı, 2022) showing that teachers' emotional commitment is at a medium level, the finding of this research that teachers have a high level of emotional commitment is believed to make a significant contribution to the literature. Teachers working in public schools show a moderate level of commitment in the dimension of continuance commitment. It can be said that teachers working in public schools show a moderate level of commitment to their institutions, the effort they put into their work, and considering the cost of leaving (difficulty in adjusting to a new workplace, scarcity of alternatives). Teachers working in public schools show a moderate level of commitment in the dimension of normative

commitment. It can be said that teachers working in public schools have a moderate sense of loyalty to their institutions, feel obliged to stay in accordance with social norms, are attached to the social structure they have created within the institution, and are willing to stay in the institution, therefore showing a moderate level of commitment.

There is a significant difference in the level of organizational commitment of teachers working in public schools according to age. The organizational commitment of teachers aged 51+ is higher than that of teachers aged 21-30. Additionally, the organizational commitment of teachers aged 51+ and 41-50 is higher than that of teachers aged 31-40. In short, as teachers get older, their organizational commitment also increases, but this increase is statistically significant only after the age of 40. Therefore, considering that teachers' seniority in their profession increases with age, it is expected that their organizational commitment to their institution will also increase as they age. In other words, it is believed that teachers' professional knowledge and skills, social relationships established, the effort and time they put into their institution, and their contribution to the institution's policy are important in developing organizational commitment, parallel to the years they have worked in the institution.

There is a significant difference between the general organizational commitment and normative commitment levels of teachers participating in the study based on their educational levels, but there is no significant difference in the emotional commitment and continuance commitment sub-dimensions. According to this finding, it is observed that the organizational commitment of teachers with undergraduate education working in public schools is higher than those with graduate education. Based on this result, it is concluded that graduate teachers who receive education to specialize in their fields do not feel obliged to stay in the institution they work for, and they struggle to accept the institution's policies and goals.

There is a statistically significant difference among the opinions of teachers working in public schools regarding their overall organizational commitment and the sub-dimensions of emotional and normative commitment according to their length of professional service, but no significant difference is found in their opinions regarding continuance commitment. When looking at the groups based on length of professional service, it can be said that having 21 years or more of professional service increases teachers' organizational commitment, and also creates differences in their normative and emotional commitment. It is understood that the working period of teachers has an important effect on their internalization of the policies and culture of the institution they work for, feeling guilty about leaving the institution in the face of investments made by the institution in them, and increasing their loyalty.

According to the research, there is a statistically significant difference in the views of teachers who work in public schools regarding the overall organizational commitment and the sub-dimensions of continuance commitment and normative commitment based on the type of school they work in. It was concluded that high school teachers develop a higher level of commitment compared to preschool, primary school, and middle school teachers. This finding suggests that high school teachers feel a sense of obligation to stay in their institutions due to the time and effort they have invested in their schools compared to teachers in other school types.

According to the research results, the following recommendations can be made: (i) The moderate level of normative commitment among teachers indicates that teachers perceive their desire to stay in the institutions they work for as a moral obligation. What is desired, however, is that teachers become more emotionally attached to the institution they work for and make efforts to stay there voluntarily. Ensuring teachers' active participation in the creation of the internal dynamics of the school and the determination of the general objectives of the education system, and supporting them to a level that will make them feel financially comfortable, can increase normative commitment. (ii) According to the research results, as teachers become more specialized in their fields due to increasing levels of education, their organizational commitment decreases. Teachers may experience difficulties in internalizing the goals and objectives of their educational organization as they become more specialized and receive current education in their field. One of the main reasons for this situation may be that teachers who invest in their specialization may not find a return on their investment in the organization they work for. If regulations are made regarding the rights of teachers who have received

a master's degree, such as salary increases and promotion opportunities, an increase in organizational commitment may be observed. (iii) In order to increase teachers' continuance commitment, it may be beneficial to provide an increase in their salary as a compensation for the effort and time they spend in their institution, and to make improvements in their retirement benefits. (iv) Ensuring that newly appointed teachers play an active role in creating the school's shared policies and goals by education administrators can increase their organizational commitment.

Limitations

The research findings are limited to the data collected from teachers working in public schools at different education levels located in the Efeler district of Aydın province.

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