

THE ORGANIZATIONAL COMMITMENT LEVELS OF THE TEACHERS WORKING IN PRIMARY SCHOOLS

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SUMMARY

In this study the organizational commitment levels of teachers working in the primary schools in Çanakkale province and the effect of teachers' demographic features to their organizational levels are tried to be determined. Organizational commitment is observed with its dimensions "Affective Commitment", "Continuance Commitment" and "Normative Commitment" in the research. The population that has been regulated in scanning model contains 1221 teachers working in the primary schools of Çanakkale. On the other side the sample group is formed by 250 teachers who have been selected with random sampling technique from this population.

According to the gained data, this result is taken that "Affective Commitment" is the strongest commitment factor among teachers and "Normative and Continuance Commitment" follow "Affective Commitment". This finding shows that the basic reason for teachers' commitment is internal factors like professional affection rather than external factors. In addition to this, it is inferred that teachers' affective commitments increase up to their ages and working periods.

Key words: Organization, Organizational Commitment, Teacher

INTRODUCTION

Recently the behaviours intended to increase efficiency and productivity in organizations have been widely handled in the literature. Especially the subject of organizational commitment has gained importance when the administration of intellectual fund is talked about. The qualified labour force's working under organization and using its all skills and knowledge for the organization are the subjects of a particular concern to organizational commitment. Individuals will be succesful to the extent that they feel themselves devoted to organization. Otherwise he/she will try to alienate from that foundation and will not be able to perform the required.

ORGANIZATIONAL COMMITMENT IN A CONCEPTUAL FRAME

Commitment is a sense of fidelity and adherence. The sense of belonging in the core of commitment concept causes a constitution of a kind of connection between organization and individual and makes the individuals gather round a common value, aim and culture. In other words commitment is a general concept that includes the identification dimension which the individual expresses herself/himself with the emotion of being too close to other people,

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the internalization dimension which tells the convenience individual and organizational goals and values (that they mean devotion), and the harmony dimension which explains an instrumental association (Balay,2000).

The sense of commitment may belong to whole organization, a certain department or a job. The objects being committed in the professional life can be taken as business, job, organization, working, administrator, working group or syndicate. Professional Commitment, Business Commitment, Working Commitment and Organizational Commitment are accepted as the commitment types of the working life in the literature (Çakır,2001)

Organizational commitment is a concept which is thought as affecting outputs like organizational efficiency increasement and definition of himself/herself with the organization, productivity, labour force alternation or circulation or its level of acception to organizational alternation and which arouses attention of the researchers in working life nowadays in terms of having a connection with all these organizational outputs. In this sense organizational commitment is workers' devotion to their organization and is the efforts for the contunity of their success and existence which the workers express their interest in their organization. In this context organizational commitment is an individual's desire for identifying himself/herself with the organization and objectives and keeping on his/her membership in the organization (Ordun,2001).

Organizational commitment becomes a vital subject for organizations because of five reasons: This concept is related with first resignation, absence, withdrawal and seeking for work; second attidual, emotional and cognitive structures like job satisfaction, putting one's heart and souling into the job, morale and performance; third the features related to worker's job and role like autonomy, responsibility, participation and the sense of duty; fourth personel characteristics as gender, period of service and education and last knowing the organizational commitment estimators well that individuals have (Balay, 2000).

Organizational commitment, in the way of remainin a member of organization, means a strong wish, a desire of making an effort for the the organization or acertain belief and acception with the organization's goals and values (Luthans, 1992). The concept organizational commitment, which is also used for expressing a worker's belief in organization's (that he/she works for) goals and values and his/her wish for going on working for the current organization that he/she is working in, can be described the level of worker's wish for identifying with the organization or continue activating in the organization. In order to make workers dependant upon the organization the value hierarchy of organizational applications and the philosopic infrastructure of organization's activities must be consonant

with individual paradigms. The criteria that are used for the workers' commitment to the organization they work in: accepting and believing the organization's goals and values, making a noteworthy effort for the organization, a strong wish for keeping on organizational membership, identification and internalization by organization identity (İbicioğlu, 2000)

A school's having an active efficiency depending on the goals of the educational system and the foundation is up to teacher's level of adopting the administrator, school and educational system's goals and values. The goals and values which are teacher's own selection source may affect the goal of the school: A teacher's work success can change according to his adopting level of intraschool application groups' goals and values like the job of teachership, the act of teaching and student. But the fact that teacher focuses on the application groups' goals and values that are extrascholastic bring about a deviation of the education system's goals and this condition may cause a danger for country's future. Especially the educational organizations are open organizations for the kinds of goals and values' effect (Celep, 2000). Because of this, observing teacher's commitment to the foundations in which they work and taking necessary measures for increasing this commitment are very important.

ORGANIZATIONAL COMMITMENT AND SOME RELATED CONCEPTS

Organizational commitment is correlated with some concepts. The concepts having been correlated are: job satisfaction, performance, participation, organizational culture and personality. These concepts' relation with organizational commitment is stated below.

Organizational Commitment And Job Satisfaction

Job satisfaction can be described as worker's attitude towards his/her job and organizational commitment as attitude towards the organization (Johnston et al,1990). In other words job satisfaction is worker's affection of his/her job and organizational commitment is affection of his/her organization. There is a close relationship between job satisfaction and organizational commitment. (Luthans,1992). In the various researches about this subject the consequence that there is a positive relation between these two factors is reached. (Stroh et al, 2002)

Organizational Commitment And Performance

Individuals contribute to the organization by acting their roles on the positions they take in the organizations. These roles they undertake are their jobs. How efficient and successful they perform shows their performance. By means of job definitions the required performance from the individuals is shown. While this required performance from the individuals is identified as a normal performance, the condition of the individuals who work with efficiency and success is identified as high performance. High performance is how efficient the individual performs his/her job and responsibilities (Budak, 1999). Individual's showing high performance is related to his/her commitment to the organization. The correlation of organizational performance and organizational commitment has two aspects: First reaching the target by using the sources productively; second enriching its members' healthy work environment. Workers' finding their organizations satisfying can be accepted as the measurement tool of organizational performance efficiency. Because of this, increasing the quality of work life and productivity affect each other. (Vatansever, 1994).

Organizational Commitment And Participation

In an organization, participation, which arises from associative acts, is each member's act of his/her part engaged with the others (Bursalioğlu, 1994). Individuals' much participation to goal determination evokes a much commitment to these goals. This explicit, tending to overcome the current condition but accessible goals produce commitment without looking at their special content. (Because of this, the people feel commitment to these kinds of jobs that are not acceptable for morality.) If individuals think that the participation is valuable and rightful the participation increases the commitment. In organizations, participation to decision making is supposed to result in organizational commitment. Because participation integrates workers with organization and makes them connected with organizational decisions.

It is assumed that if the circumstances below are carried out participation arouses organizational commitment (Handy, 1985):

- The call for participation must be done sincerely and affably
- The problem must be seen as important for everyone. Otherwise participation becomes meaningless.

- The agreement must be clear, the decision of the group must be accepted, only if an advice is supposed then it must be made.
- For providing an effective participation the individuals' knowledge and skills must be watched and considered.
- Eventually, administrator must ask for participation.

Organizational Commitment And Organizational Culture

The concepts “Organizational Culture” and “Organizational Commitment” which form a basis of awaking the element “human” that is the most important factor in organizations' activating in a healthy way as their main goal and putting the future plans into practice, and the relationship between these two concepts is of main importance. To create an active and productive organization workers' levels of commitment and the existence of an organization culture that can form a basis for this commitment must be available.

The perception, adoption and communion of the organizational culture by its workers plays a great role in gaining organizational commitment. The shared common values, norms, and customs enable a sense of synergy in the organization by improving worker's commitment to organization and increasing the consistency of worker behaviours and it contributes the development of “we” sense among workers (Gönenli, 2004).

THE FACTORS AFFECTING ORGANIZATIONAL COMMITMENT

One of the other subject that has to be handled in understanding the concept of organizational commitment is the “factors affecting organizational commitment”.

There are various factors that affect and determine organizational commitment. It is seen that the researches classify the factors affecting organizational commitment diversely. Charles Schwenk classified these factors as: ex-professional life, personel-demographic features, organizational-functional factors and situational factors (Balay, 2000). Increasing their own work productivity workers' feeling of commitment to organization brings positive results for organization. So an organization's awareness of the factors that can increase or decrease the commitment of its workers to organization, is an important point.

There are several factors affecting and determining the organizational commitment. The factors which affect the workers' commitment to organization can be ordered as (Çetin, 2004):

1. Age, gender, experience
2. Organizational justice, confidence, job satisfaction
3. Role determinism and role conflict
4. The importance of the performed job, support
5. Participation to decision making, taking place in the job
6. Job security, recognition, alienation
7. Marital status, the rights above payment
8. Despair, work hours, rewards, routinization
9. Promotion facilities, payment, other workers
10. Leadership behaviours, external job opportunities, interest in workers

THE PROBLEM SENTENCE

What are the organizational commitment levels of the teachers who work in the primary schools of Çanakkale province? Do these organizational commitment levels of teachers who work in primary schools show difference according to variables?

Sub-Problems

1. Is there a relationship between the organizational commitment levels of primary school teachers (who have attended the research) and their genders?
2. Is there a relationship between the organizational commitment levels of primary school teachers (who have attended the research) and their ages?
3. Is there a relationship between the organizational commitment levels of primary school teachers (who have attended the research) and their marital status?
4. Is there a relationship between the organizational commitment levels of primary school teachers (who have attended the research) and their mates' working status?

5. Is there a relationship between the organizational commitment levels of primary school teachers (who have attended the research) and their working positions?
6. Is there a relationship between the organizational commitment levels of primary school teachers (who have attended the research) and their working periods?
7. Is there a relationship between the organizational commitment levels of primary school teachers (who have attended the research) and their final educational level?

THE IMPORTANCE OF THE RESEARCH

Organizational commitment has gained an extreme importance in recent years. When the organizational commitment is observed regarding educational body, it is not remarkable for only teachers and administrators but also for organization. Organizational commitment is a subject that also explain the reasons of the teachers and administrators working in the educational institutions for staying at the organization. At the same time organizational commitment reflects teachers and administrators' emotions and ideas about the foundations they have affiliated with. Because of this, the organizational commitment, which expresses a psychological condition reflecting workers' commitment to their organization, has become a subject that has often been started to observe in the field of organizational behaviour and organizational psychology in recent years.

METHOD

By means of this survey done through the survey method the organizational levels of the primary school teachers in Çanakkale province and their demographic features' effect in their organizational commitment are tried to be determined. In the research organizational commitment is observed with the dimensions as "Affective Commitment", "Continuance Commitment" and "Normative Commitment".

Population and Sample

The target group of the research is the teachers that work in primary schools located in the province of Çanakkale. According to data of The Ministry of Education there are 1221 primary school teachers in Çanakkale. In this context the survey questions have been applied to 250 teachers having been determined incidentally and 229 usable survey forms are handled. As a result the findings can be generalized in 95% of confidence interval by $\pm 5\%$ sampling error.

Data Gathering

In the research organizational commitment scale, which has been developed by Allen and Mayer, is used by adjusting to organization environment in primary schools. In the process of carrying out the survey the forms have been distributed to teachers by the researcher and then have been taken back again by the researcher.

While testing the survey's reliability alpha coefficient (Cronbach Alpha) is benefited. In the analyses the data having been gathered from 229 participants have been used. Also detecting to what extent and how the questions affect alpha coefficient (Cronbach Alpha) the "Alpha if Item Deleted" value has been calculated. In this context, after examining the reliability of the survey's organizational commitment scale in Turkish a medium reliability value $\alpha=0,752$ is acquired.

The Analysis of the Data

In the research the analysis of the information acquired by data gathering instruments have been made by using SPSS 15 packaged software in the computer environment. In data analyzing, the statistics of frequency and percentage descriptor, alpha coefficient (Cronbach Alpha), Friedman's chi-square test, t test and variance analysis are utilized.

FINDINGS, RESULTS AND RECOMMENDATIONS

In this chapter the primary school teachers' organizational commitment levels in Çanakkale and the effects of these teachers' demographic features to their organizational commitment are tried to be determined. In the research organizational commitment is

observed with its dimensions: “Affective Commitment”, “Continuance Commitment” and “Normative Commitment”

1. It is precipitated that among the teachers who have attended the research the organizational continuance commitment is on average but affective and normative commitment are under the average. Especially the workers ,who are with a dense affective commitment, remain in the job for they want to, the workers with a strong normative commitment for they have to and the workers having a strong continuance commitment for they need to. Because of the fact that the reasons are different each commitment has a different effect and result (Çetin, 2004).
2. The lowness of normative commitment means that the teachers’ sense of devotion to their students is low and the teacher can not consider working in organization as a task for himself/herself. Allen and Mayer (1997) state that the individuals with low organizational commitment – that is why they can not see themselves as a part of the organization – are supposed to have a strong possibility of absenteeism, tardiness and release.
3. Besides; even though the teachership is an important also a holy job among the other jobs, underestimation of the society and the government to the teacher may cause teacher’s low commitment to the organization.
4. A meaningful relationship between the teachers’ commitment levels and genders has not emerged. In oher words tachers’ commitment levels are independant from their genders.
5. A meaningful relationship between the teachers’ affective commitment levels and their ages statistically with a level of $p < .01$. There is not a relationship between continuance, normative commitment and age. From this point it can be said that teachers’ affective commitments increase depending upon their ages. This situation is also supported by the researches. The majority of the research results show that there are positive connections between age and seniority. As age and seniority increase especially affective commitment level increases, too. Lawrence Hrebiniak and Joseph Alutto, 1972:562 state that whatever their jobs are younger and less satisfied workers tend to leave the job on a higher level and Morris and Sherman (1981) have determined that the workers who are elder, poorly trained and with higher-up sense of competence show an organizational commitment on on a high level. (Balay,2000:56)

6. It has been emerged that statistically there is no meaningful relationship between teachers' commitment level and marital status, working status of their mates, staff , educational level, working time and branch variables. In other saying the teachers' commitment levels and marital status, mate's working ststus, staff, educational level, working time and branch variables are independant.
7. It is precipitated that there is a meaningful relationship between the teachers' affective commitment levels and working time statistically with the level of $p < .01$. There is no meaningful relationship between continuance, normative commitment and working hours. Teachers' affective commitment increases up to the working hours.

The Recommendations

1. Organizational commitment is one of the primary factors that has a graet importance of reaching the organizational goals. Therefore, in educational organizations the workers' commitment levels must be increased as in all organizations. To increase the commitment career development must be encouraged courses and seminars must be made attractive and the teachers' educational needs must be determined and the education will be done in the same direction.
2. Making a survey with more teachers around Turkey under this title will be Saner in the way of presenting the population about identifying the relationship between teachers' personal characteristics and their organizational commitment levels.
3. A study comprehending different counties and cities may be beneficial for observing regional discrepancies, teachers and the relationship between their commitment levels.
4. A similar study may be carried out among only secondary school teachers and university lecturers seperately.

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