

Organizational Commitment: Teachers' Perceptions in Turkey Örgütsel Adanmışlık: Türkiyedeki Öğretmenlerin Algıları

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ABSTRACT: Studies reveal that there is a strong relationship between organizational commitment and staff performance. Organizational commitment is defined as psychological commitment of staff to their organization and addressed as affective, continuance and normative commitment dimensions. This study purposes to discover teachers' perceptions on policies on organizational success, loyalty to the organization, keep working for their organization, organizational values and fate/future of their organizations. This qualitatively study was carried out with 20 teachers from 10 different schools in İstanbul with an interview technique. Results reveal that teachers' perceptions on policies on organizational success, loyalty to the organization, keep working for their organization, organizational values and fate/future of their organizations are low and negative. These results show that there is not healthy organizational culture in the schools of that sample. Therefore, it is recommended that some administrative steps be taken to increase teachers' commitments for achieving success at schools.

Keywords: Organization, organizational commitment, teachers, administrators

ÖZ: Araştırmalar, örgütsel adanmışlık ve çalışanların performansları arasında kuvvetli bir ilişkinin varlığını ortaya koymaktadırlar. Örgütsel adanmışlık, çalışanların örgüte psikolojik olarak bağlanması olarak tanımlamakta ve duygusal, devamlılık ve normatif bağlılık olmak üzere üç boyutta ele alınmaktadır. Bu çalışma ile öğretmenlerin kurumlarının örgütsel başarısına dair politikalarına, örgütlerine bağlılıklarına, aynı kurumda çalışmaya devam etme isteklerine, örgütlerinin değerlerine ve örgütlerinin geleceği konularındaki bağlılıklarına dair algılarının ortaya çıkarılmasını amaçlamaktadır. Nitel olarak yürütülen bu çalışma, İstanbul, Kadıköy ilçesinde görev yapan 20 öğretmenle görüşmeler yöntemiyle gerçekleştirilmiştir. Araştırma sonuçları öğretmenlerin kurumlarının örgütsel başarısına dair politikaları, kurumlarına bağlılıkları, örgütlerinin değerlerine ve örgütlerinin geleceğine dair bağlılık algılarının düşük ve olumsuz olduğunu ortaya koymuştur. Bu sonuçlar araştırmanın yürütüldüğü okullarda sağlıklı bir örgütsel kültürün bulunmadığını ortaya koymaktadır. Bu nedenle okullarda başarının yakalanabilmesi için öğretmenlerin örgütlerine bağlılıklarının artırılması yönünde yönetsel bazı adımların atılması gerektiği önerilmektedir.

Anahtar sözcükler: Örgüt, örgütsel adanmışlık, öğretmenler, yöneticiler.

1. ORGANIZATIONAL COMMITMENT

Studies have highlighted that commitment has a great impact on the successful performance of an organization. In this respect, many researchers found significant relationships between organizational commitment, attitudes and behaviors in the workplace (Batemen & Strasser 1984; Koch & Steers 1978; Perry 1997; Porter, Steers, Mowday & Boulian 1974). This is because a highly committed employee will identify himself/herself with the goals and values of the organization and has a stronger desire to belong to the organization as well as greater organizational citizenship behaviors (Nehmeh 2009).

According to Armstrong (1998) commitment can be described as attachment and loyalty to an organization. It has three dimensions (Batemen & Strasser 1984; Becker, Randal & Riegel 1995; Mowday, Porter & Steer 1982; 1992; Porter et al. 1974):

- a strong desire to remain a member of a particular organization,
- a willingness to exert high levels of efforts on behalf of the organization and
- a belief in and acceptability of the values and goals of the organization.

It is defined as an attitude of reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization

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and its continued success and well-being (Buchanan 1974; Northcraft & Neale 1996). Moreover, Sheldon (1971) put it as being positive about evaluation of the organization and the organizational goals. Meyer & Allen (1991), Dunham, Grube & Castenada (1994) and Bolon (1997) identified three types of commitment as affective commitment, continuance commitment, and normative commitment.

Normative commitment can be explained by other commitments such as marriage, family and religion. In this commitment type, people often feel a moral obligation to their organization (Wiener 1982). In addition, it is also defined as the psychological contract between the employee and the organization. This contract consists of the beliefs to be exchanged between them, the employee and the organization (Meyer & Allen 1997).

Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organization and its goals (Başaran 2000; Çetin 2004; Meyer & Allen 1993; Mowday, Steers & Porter 1997; O'Reilly & Chatman 1986). Mowday et al. (1997) further state that affective commitment is maintaining membership to facilitate the goals.

Continuance commitment is the willingness to remain in an organization because of the “nontransferable” investments which include things such as retirement, relationships with other employees, or things that are special to the organization (Reichers 1985).

Dornstein & Matalon (1998) describe eight variables of organizational commitment such as coworker's attitudes towards the organization, work, organizational dependency, age, education, employment alternatives, retention, attitude of family and friends. It is also determined by personal, organizational and non-organizational factors (Northcraft & Neale 1996). Salancik (1977) claims that it can be supported by increasing people's involvement in decision-making process. Meyer, Allen & Smith (1993) claim that commitment is a psychological state “that either characterizes the employee's relationship with the organization or affects the employee's continuance with the organization”. In this respect, Meyer & Allen (1997) define a committed employee as being the one who stays with an organization, attends work regularly, puts in a full day and more, protects corporate assets, believes in the organizational goals and positively contributes to the organization. Furthermore, DeCotis & Summers (1987) argue that a commitment profile does not exist therefore; there can be no connection between one's personal characteristics and their commitment to an organization.

Mowday, Steers & Porter (1992) and Steers (1977) found that the characteristics and experiences that a person brings to an organization can predict their commitment to the organization. What is more, a positive relationship was found between employees' age and their commitment (Allen & Meyer 1993; Buchanan 1974; Hall 1977). However, Ellemmer, Gilder & Heuvel (1998), Mathieu & Zajac (1990) and Irving, Coleman & Cooper (1997) found that background variables as gender, education level, or team size were not clearly related to three forms of commitment.

It was discovered that high organizational commitment is associated with lower turnover and absenteeism (Blau & Boal 1987; Gellatly 1995; Guest 1991; Somers 1995; Steers 1997). Studies on the outcomes of different forms of commitment have provided strong indication that affective and normative commitment are positively related and continuance commitment is negatively connected with organizational outcomes such as performance and citizenship behaviors (Armstrong 1998; Baugh & Roberts 1994; Hackett, Bycio & Hausdorf 1994; Meyer et al. 1993; Shore & Wayne 1993). While Meyer et al. (1993) discovered a positive relationship between commitment and extra role behavior, Van Dyne & Ang (1998) found no significance between them. Studies also reveal that employee traits such as leadership and communication styles have an effect on organizational commitment (DeCotis & Summers 1987; Koopman 1991). It is also indicated that there is a positive relationship between job satisfaction and commitment (Adeyemo & Aremu 1999; Florkowski & Schuster 1992; Lio 1995; Meyer & Allen 1997; Meyer & Allen 1991; Perry 1997; Tang & Liping 1999; Tella, Ayeni & Popoola 2007).

Adeyemo (2000) also reported a positive correlation between education and organizational commitment.

Porter et al. (1974), Meyer & Allen (1997) found that employees with lower levels of commitment were more likely to leave than their counterparts. Lio (1995) concluded that workers' organizational commitment is significantly correlated to their perceived job security. It was found that organizational commitment is strongly tied to role ambiguity and teamwork (Leyland, Pitt & Bromfield 1994). Nierhoff, Enz & Grover (1990) claim that the overall management culture is strongly related to the degree of employee commitment. Eisenberger, Fasolo & Davis-LaMastro (1990) discuss that those who are cared for by their organization and managers are more conscious about their responsibilities, have greater involvement in the organization, and are more innovative. Furthermore, Balçı (2003) states that those who are committed cause fewer problems and work in harmony in their organizations.

There are various advantages of employee commitment like lower labor turnover, extra role behavior and better performance. As only a highly productive trained employee can help organizational productivity, employee's organizational commitment should be kept with high priority. Commitment can be increased with some administrative approaches by engaging fair human resources practices, justice, good communication, increased participation, more supportive management and reasonable rewards. Since there is a positive relationship between satisfaction with performance appraisal and commitment, appraisal systems should be fair, which provides more trust in the organization. Consequently, in order to increase commitment, the form of communication, education, training programs, and reward systems should be clear. However, it has been an ongoing discussion if teachers have strong ties with their schools, which indicates organizational commitment. This study aims to examine teachers' organizational commitment perceptions.

2. METHODOLOGY

This study employed a qualitative research design which is usually used to gain in-depth knowledge in a study (Denzin & Lincoln 2005; Marshall & Rossman 2006). More specifically, the study employed an ethnographic research design in collecting data. Ethnographic designs, as Creswell (2002) described them, "are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behavior, beliefs, and language that develop over time" (p.481). As such, by using this research design and utilizing in-depth interviews, the study explored "culture-sharing" behaviors, beliefs, and language among teachers in Turkey. Teachers' views were obtained through interviews with semi-structured questions, as recommended by Bogdan & Biklen (1998), to "get the subjects to freely express their thoughts around particular topics" (p.3). The research has mainly sought answer to the following question: "*As far as organizational commitment is concerned, how do you assess your commitment to your school?*"

2.1 Working Group

The participants of this study were 20 teachers from Kadıköy Township in İstanbul, Turkey in the 2011/2012 academic year. The reason for choosing these teachers is that they have deep experience, which helps them analyze the psychological and physical needs of both the system and teachers. They were chosen with criterion sampling as a feature of purposive sampling method which means forming the working group from the ones with similar characteristics (Bailey 1994). Of the participants, 12 were males, 8 females. While 5 teachers have 6-10 years' experience, 6 have 11-15, 4 have 16-20 and 5 have more than 20 years experience. As 13 teachers have graduate degrees, 7 have post graduate degrees.

2.2 Data Collection and Analysis

In this research, the data were collected using the “repertory grid” technique, which can best be characterized as a semi-structured interview. Here, the respondent is confronted with a triad of elements and then asked to specify some important way in which two of the elements are alike and, thereby, different from the third (Kerkhof 2006). In this respect, the researcher visited teachers’ trade union to inform them about the purpose of the study. During his visit, he put a notice on the board with his contact details to ask their volunteer participation. 35 volunteer teachers contacted with the researcher and 20 out of 35 were invited for an interview. They were consented after being assured of the confidentiality of the data to be gathered from them. It was promised that their identities would be kept in secret and their names would not be mentioned in any part of the study or shared with anyone else. Second, an interview was planned on an agreed-upon day, and the participants were visited on that date. The interviews were both recorded and written down with their permission and each took approximately 50-60 minutes.

The data were analyzed with “content analysis” technique which usually aims to gather similar data on a topic and comment on (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel 2008; Mayring 2000; Yıldırım & Şimşek 2000). The first step taken in the analysis of the data was the data organization procedures recommended by Bogdan & Biklen (1998). These are category definition, exemplification, and codification regulation. Here, the questions were conceptualized and named with some separate statements such as *policies on school success, loyalty to the school, keep working for the school, school values, fate/future of the school*. In the second step, the conceptualized statements were brought together. In the third step, it was intended to avoid repetition. In the last phase, the identified results were explained and related to each other by building a cause-and-effect relationship among the separate parts. The perceptions of teachers on organizational commitment were coded as T1, T2... The research was conducted mainly with the following semi-structured questions developed by the researcher himself:

- *Are you willing to put in a great deal of effort beyond that normally expected in order to help your school be successful?*
- *Do you talk up your school to your friends as a great one to work for? How do you define your loyalty to your school?*
- *Do you accept almost any type of job assignment in order to keep working for your school?*
- *Do you find your values and the school's values very similar? Are you proud to tell others that you are part of your school?*
- *Could you be working for a different school as long as the type of work was similar?*
- *How does your school really inspire your performance?*
- *How do you feel about the fate/future of your school?*
- *How do you find your school's policies on important matters relating to its employees?*
- *Are you glad to choose your school to work for?*

2.3 Trustworthiness and rigor

Here, the interviewer played the role of facilitator and listener by simply asking questions and recording the answers without leading them. The questions were reviewed by six field experts to ensure content validity. The latest forms of the questions were developed with these experts' suggestions. In addition, the teachers were content enough with the confidentiality of the research to get in-depth answers without any hesitation. The locations were chosen to avoid being affected by power relations. Therefore, interviews were made somewhere out of the school building.

Some precautions were taken to ensure the validity and reliability of the study.

- a. While preparing interview form, the related literature was examined to create a contextual frame in order to increase the internal validity of the research. Member checking was also done. Moreover, participants were able to express their opinions freely and sincerely since their identities were kept secret.
- b. Research process was explained clearly in order to increase external validity. The design of the research, study group, data collection process, and analysis and interpretation of the data were described in detail.
- c. All of the data were written without any interpretation to ensure internal reliability. In addition, another faculty who has experience on qualitative research coded the information obtained from interviews. This code was compared with that of the researcher and the consistency was calculated (94%).
- d. Research process was explained clearly in order to increase external reliability. The raw data and coded data have been preserved by the researcher and other researchers are welcomed to examine them.

There are several limitations of this research in terms of transferability to the population. First, the sample was one of volunteers. These individuals are not necessarily representative of other teachers within other school types. Therefore, the results are limited to this group of teachers and caution should be exercised when attempting to infer about any of the results with regard to other populations. Secondly, the researcher was the main instrument of data analysis. The analyses and results are a product of the researcher's interpretation of the data. The study is the product of the researcher's perspective, and it is recognized that a different researcher may identify different features of importance within the same data sets (Bogdan & Biklen 1998; Creswell 2002). Finally, although the researcher tried to look for equal gender representation, it was impossible because of the high willingness of male teachers.

3. FINDINGS

This study was conducted in order to discover the teachers' perceptions on organizational commitment. In this part of the research, findings are given below:

3.1 Perceptions on Policies towards School Success

It is believed that commitment has a great influence on successful school performance. If a person is highly committed to the goals and values of the school, he has a stronger desire to

belong to it and willing to display greater organizational citizenship behaviors. Therefore; organizational policies towards school success become vital. One of the teachers,

“I love my school and do my best to make it successful. We are dealing with so many daily problems. Although, we show great efforts, we cannot participate in decisions. Therefore, we implement the decisions taken by others, which may affect organizational success negatively. Thus, I find my school's policies problematic and autocratic. Even if good decisions are made, teachers sometimes may not implement them (T2).”

Another teacher remarked,

“We have heavy duties on which we have to focus. I have 28 hours to teach in a week and after class, I often check exam papers, or homework. We feel as if we are teaching robots rushing from a class to another. At the end of the day, we are usually exhausted, demotivated and we feel burned-out. We leave school as soon as our lessons are over. Our school does not let us develop ourselves professionally. We also have financial difficulties, so it is difficult to catch up with the latest developments. We have to work at weekends and therefore, we come to school exhausted on Mondays. We do not make much preparation for our students. This is the reality (T1).”

A teacher claimed;

“I am like an office clerk and I have no time to do something else. In fact, an independent teacher can produce something and contribute to school success. We do what we are scheduled by the school administration, which consider us as teaching machines set prior causing no problem. We feel ourselves unimportant here (T16).”

Another teacher revealed,

“I am not satisfied with my work, because we are not involved in decisions here. I just do paperwork. When it is time to go home, I understand that there is nothing remained of the day except for tiredness and boredom (T20).”

3.2 Perceptions on Loyalty/Attachment to the School

Loyalty can be described as attachment to any organization. People in an organization can show these behaviors at different levels: their job, profession, department, boss or organization. When a school is concerned, a teacher claimed,

“Loyalty is not a good term. Instead, I define it as having strong ties to somewhere. When we enter an organization, we make an act of marrying. Unfortunately, I am not proud of my school. I feel insignificant here. People make a lot of absenteeism here like me (T9).”

Another teacher added,

“I define loyalty as something which keeps me attached to a school. Indeed, we spend most of our time for the school. We make a lot of preparations, but it makes me happy. Although I earn less and conditions are bad, I love working here (T3)”

However, a teacher stated,

“To be loyal to somebody or an organization is great. While we are dealing with a lot of problems at our schools, we get upset most of the time, because we are not taken seriously

in our school. Even if we are thinking of doing something for the future, we discourage immediately. We do not have a supporting climate (T2)."

Another teacher said,

"For me loyalty is being committed to my work. Actually, what we do is to develop our students. I have a great vision for my school. I want it to be on the top. When I am with my friends I find myself talking about my school. I want to keep working here (T13)."

One teacher remarked,

"If I have a chance, I will change my work. I also know a lot of friends who can leave this school as soon as they find another alternative. Something should be done to keep us working here. I do not have a strong tie with my school. I feel I do not belong to this school. But this is not related to my profession; rather it is about the conditions here (T6)."

A teacher said,

"There is an ill-mannered organizational climate at my school. Nobody respects each other, even my students. In such a place, professional development is a dream for us as we are trying to catch up with the curriculum prepared and scheduled centrally (T15)."

Another teacher mentioned,

"We are scheduled to do what we have been told. During the term, we deal with a lot of daily problems. Then, exams start and soon after we go on holiday. We have so-called seminars held by the Ministry of National Education (MEB), which are usually dysfunctional and really waste of time. They are not organized to meet teachers' professional needs. Instead, they are held to keep teachers at school. Indeed, I would like to develop myself. I sometimes think if I were at a private school, things would be better (T10)."

Moreover, a teacher stated,

"We do not have much chance for professional development which affects our work quality. We our needs, but we cannot meet our needs on our own. Students are interested in technology, therefore; I would like to use technology in my classroom but we have no resources. These days, schools are not performing well in this respect, which discourages us and makes us feel angry. I think I will go to another school (T6)."

As one teacher put it,

"Educational system wants to transform teachers into robots. We are alienated to our work and school. The central body controls everything and we do not have much flexibility in the system. They just want us to go to our classrooms. Our schools do not provide professional development that teachers really need. It seems hopeless and I am discouraged me. I started to lose my idealist thoughts (T2)."

3.3 Perceptions on School Values

It is known that in order to stay committed, employees should feel valuable and be recognized in an organization. It is indicated that perception of the school's values is the strongest predictor of teacher commitment. A teacher alleged,

"We must focus on the individuals at schools. We are not objects here. If students and teachers feel valuable and their needs are met, they can be successful. In fact, it seems that the school is more valuable than us. During the meetings, principal dictates us his

decisions and never cares about us. When we want to say something, he does not listen to us. We feel ourselves unimportant here. In fact, we are university graduates like him. We may have some better ideas (T1)."

According to a teacher,

"It is essential to focus on the individual at school because, human factor is important at a school. I do not feel appreciated and valuable here; I do what I have been told us. Therefore, I am unwilling to pursue academic issues (T4)."

Another teacher mentioned,

"We do lots of things to make students feel comfortable at school as if they are at their homes. I want to enhance lessons by using technology. However, my school does not show the same interest towards the teachers like me. Why do you think I should stay here? Even if I stay here, I will not do extra thing for my school (T8)."

A teacher affirmed,

"As a teacher, we perceive an unsafe atmosphere, I feel uncomfortable and restless. This leads some problems at schools, but I think when we are valued, good things can follow naturally (T7)."

Another teacher expressed,

"Focusing on individuals by valuing their personal sides primarily may help things to go better at a school. Personally, I think dealing with both psychological and academic sides of teachers is important but not enough; it is crucial to put these into practice. However, I cannot say that these things exist at our school (T5)."

3.4 Perceptions on Fate/Future of the School

Establishing positive relations between the school and teachers is a necessity to provide peace at school. It can also contribute to enhance flexible relations between administrators and teachers. This may affect fate/future of a school. One teacher claimed,

"As far as relationships are concerned, it should be reconsidered. To some extent, it affects people's performance at all. At our school, we perceive ourselves as mechanical tools. This type of school cannot develop and the future is dark. I wish I would not work here (T3)."

Another teacher stated,

"The fate/future of a school is in teachers' hands. Therefore, teachers' commitment has a great importance for shaping the future of it. However, it is sometimes inadequate. Keeping this on our minds, we should set a balance between the purpose of the school and teachers. Teachers' demands and needs should not be ignored and their participation in decision making process should be provided by administrators. In this manner, the situation is not good (T4)."

One teacher specified,

"For me, having good relations at school is important for the fate/future of a school because they are the people who will build up success in a school. My school does not make us involved in decision making process. As a result, my motivation and quality of my work decreases (T2)."

A teacher stated,

"I feel that things become more mechanical at schools. We are considered as machines at school. In such an atmosphere, commitment, values and other things will be far ahead concepts in the future (T10)."

4. CONCLUSION AND DISCUSSION

Many studies reveal strong relationships between commitment and better performance in workplaces. This study evaluated teachers' organizational commitment perceptions in terms of policies towards the school success, loyalty/attachment to the school, school values and fate/future of the school.

According to one of the results, teachers' perceptions about policies towards school success are usually negative. It is understood that teachers of this sample are not involved in decisions making process, which may lead to disenchantment at their schools. Therefore, they feel that they do not belong to the school and this makes them feel unsatisfied. As it is also understood from their statements, they are willing to participate in decisions; however, they claim that school administrators have a tendency to take decisions on their own without asking the others. This is probably because of school administrators' management approaches and they may still be feeling that they are the only mechanisms to take decisions and teachers are not in that expertise. It is also considered that as characteristics of classical management approach, they may not desire to share the management power with the others, but it is considered that teachers are important parts of a school and they have expertise to take part in decisions. In order to make teachers stay committed and make the organization a democratic and successful place, teachers' involvement in decision process should be provided. This may also affect teachers' organizational citizenship behaviors. Ünüvar (2006) evidenced such a significant relationship between organizational commitment and organizational citizenship behaviors.

A further result shows that teachers show low level of organizational commitment. As they are not satisfied with the working conditions and administrative practices at schools, they feel they are not attached to their schools. This might stem from the centrally-administrated body of the ministry that does not allow them to participate in decisions as well as working conditions. It is considered that this central body, lack of democracy and conditions do not let teachers express themselves properly. Similarly, in his study Celep (2000) discovered that teachers' commitment is low. On the other hand, Balay and İpek (2010) discovered that there is moderate level organizational commitment among primary school teachers and low level commitment among secondary school teachers. In a similar study, Shaw & Reyes (1992) observed that primary school teachers were more committed to their schools than secondary school teachers. However, teachers' organizational commitment perceptions were found high in some studies (Boylu, Pelit & Güçer 2007; Buluç 2009; Erdem 2010; Izgar 2008; Karataş & Güleç 2010; Korkmaz 2011; Kurşunluoğlu, Bakay & Tanrıoğen 2010; Nartgün & Menep 2010; Nayir 2013; Öksüz 2012; Yörük & Sağban 2012; Topaloğlu, Koç & Yavuz 2008). In some studies it was found at moderate level (Akyol, Atan & Gökmen 2012; Özgan, Külekçi & Özkan 2012; Uygur & Yıldırım 2011). Yıldız (2013) found high negative correlation between organizational commitment and organizational cynism and high positive correlation with organizational opposition.

As far as teachers' perceptions on relations on loyalty/attachment to their organization are concerned, the teachers' opinions are negative as well. As can be concluded from their statements above, the teachers of this sample intend to leave their schools as soon as they find a better chance. This shows that they are not happy and committed to their schools. It may stem from their negative feelings as a result of alienation to their schools. They may be considering that the administrative practices are ill-mannered, school culture is weak and conditions are bad. Therefore, they do not have strong ties with their schools. This is similar with the results as

mentioned in organizational literature, organizational commitment has negative effects on employees' intention to leave the work (Chang 1999; Chen 2006; Uyguç & Çımrın 2004). Contrary to this committed staff show greater effort and they seem happier while to uncommitted ones show less effort and look unhappy (Dolu 2011).

According to a further result, the teachers' perceptions on organizational values are also negative. They claim that they are not valued and they sometimes feel insignificant at their schools. Moreover, they mention that they are not proud of their school, which makes them feel unattached. They indicate that human beings are still accepted as parts of mechanical parts of an organization as used to be in the classical management bodies. This may stem from the psychological needs that are not met properly. As known, people enter an organization to meet their personal needs. When their needs are not met by the organization, they may feel detached. Whereas, values have become driven aspects of contemporary educational organizations in which people are accepted with their values because they are value-laden places. However, Lynch (2013) reveals that people who feel connected are those that experience a sense of belonging a sense of being part of a relationship with others.

Furthermore, it was also found in this research that teachers' perceptions are negative in terms of the fate/future of their organization as well. They think that without taking teachers into consideration at a school, the fate/future of it is at stake. This is probably because of the idea which considers the staff as unimportant at schools and if they are not happy in that organization, the future of the organization does not concern them. If they believe to be successful, they can put their ultimate efforts to make it a better place. Otherwise, even though a school is equipped with the best technology, it is the teachers who will move the school ahead. Therefore, although administrative tasks are important in school management process, psychological aspects should not be ignored as they have indirect effects on teachers. According to Copland (2001) the leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make schools work for their students and to build teachers' determination and capacity to pursue this collective goal.

It is considered that employees should feel valued and recognized by management to stay committed. Teachers' perceptions of the organization's values are the strongest predictor of their commitment. This emphasizes the importance for schools to display fairness across all their practices and policies. It is an emotional attachment to the school. Therefore, the way people are managed in their organizations has a major impact on their commitment and on organizational performance. The recommendations reached through the results obtained in this study and implications for further research and practice are below:

- Educational system in Turkey is very centralized. It prevents teacher participation, which makes them detached. Therefore, teachers should be involved in decisions.
- Teachers' workload is heavy. This prevents them from professional development and student supervision. It should be reduced to give them more free time to develop themselves professionally and supervise their students.
- Feeling valuable at a school is crucial for teachers. However, it is not at a desired level. This should be improved by creating healthy school culture to make them attached to the school.

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Genişletilmiş Özet

Araştırmalar örgütsel adanmışlık ve bireysel/örgütsel performans arasında güçlü ilişkiler bulunduğunu göstermektedir. Bu durum örgütsel adanmışlık ya da bağlılık duygularının örgütlerdeki önemini ortaya koymaktadır.

Örgütsel adanmışlık, bir çalışanın örgütüne karşı hissettiği psikolojik bağlılık olarak tanımlanmaktadır. Aynı zamanda çalışanların örgüt içinde kalma isteği, örgüt amaç ve değerlerine olan bağlılığıdır. Diğer bir anlatımla, kişinin belirli bir örgüt ile girdiği kimlik birliği ve bağlılığın birleşik gücüdür yani bir kişinin belirli bir örgüt ile kimlik birliğine girerek oluşturduğu güç birliğidir. Bireyler kendilerini örgütlerine bağlı hissettikleri ölçüde başarı sağlarlar. Sahip oldukları yetenek ve bilgiyi örgüt için kullanırlar. Özetle, örgütsel bağlılık genel olarak bir çalışanın örgütüyle bütünleşmesi ve örgütün değerlerini benimsemesi ve örgütün bir üyesi olarak kalma istekliliğidir (Blau ve Boal 1987:290).

Örgütsel bağlılık söz konusu olduğunda iki önemli kavram öne çıkmaktadır. Bunlar; sadakat ve örgütte kalma eğilimidir. Sadakat, görev ve sorumluluk duygusuna dayanan, bir örgütle özdeşleşme ve duygusal sorumluluk duyma, örgütte kalma eğilimi ise duygusal bir yakınlık ve çalışanın örgütün bir üyesi olarak kalma niyeti olarak açıklanabilir (Uygur 2007:73-74). Meyer ve Allen (1991; 1993; 1997) uzun yıllar süren çalışmaları sonucunda örgütsel bağlılığı duygusal bağlılık, devam bağlılığı ve normatif bağlılık olmak üzere üç boyutu olan bir modeli “Örgütsel Bağlılık Modeli” geliştirmişlerdir.

Bu modele göre duygusal bağlılık, örgütsel amaçlara ve kurallara karşı duyulan saygı, yöneticilere duyulan sevgi ve saygı, duygusal yakınlık, örgütsel vizyon ve misyonun paylaşılması ile oluşan bağlılık türüdür. Duygusal bağlılığı kuvvetli olanlar örgütte kalmaya gereksinim duydukları için değil, “gerçekten örgütte kalmak istedikleri, arzu ettikleri” için işlerine devam ederler ve örgütün çıkarları için büyük çaba göstermeye isteklidirler (Meyer ve Herscovitch 2001: 301).

Diğer bir bağlılık olan devam bağlılığı, çalışanın yapmış olduğu kişisel yatırımlar nedeniyle çalıştığı örgütte kalma isteğidir. Bu yatırımlar; mesai arkadaşlarıyla yakın sosyal ilişkiler, emeklilik hakları, kıdem, kariyer ve bir örgütte uzun yıllar çalışmaktan dolayı elde edilen özel bilgi, tecrübe ve yetenekler şeklinde sıralanabilir (Bayram 2005:133). Devam bağlılığı içten gelen bağlılık değil, dış faktörlere dayalı bağlılıktır ve kişi örgütüyle özdeşim kuramamıştır.

Üçüncü boyut olan normatif bağlılık/zorunlu bağlılık ise örgüte olan minnettarlık hissini ortaya koyar. Bu bağlılık türü yüksek olan çalışanlar, bireysel değerlere ya da örgütte kalma yükümlülüğünün oluşmasını sağlayan inancına dayanarak, örgütte çalışmayı, kendisi için bir “görev, ahlaki bir sorumluluk” olarak görürler (Dunham ve diğerleri 1994:370; Bolat ve Bolat 2008: 78).

Örgütsel adanmışlığa sahip bir çalışanın örgütün hedeflerini ve değerlerini sahiplenmesi, kendini örgüte bağlı hissetmesi ve örgütsel yurttaşlık hissini güçlü olması beklenmektedir. Örgütsel bağlılık ya da adanmışlığın işe geç gelme, devamsızlık ve işten ayrılma gibi istenmeyen sonuçları azalttığı, ayrıca hizmet kalitesine olumlu yönde katkıda bulunduğu ifade edilmektedir. Bazı araştırmalar örgütsel bağlılık tutumunda; yaş, mesleki kıdem gibi bireysel değişkenler ile iş dizaynı, yöneticinin liderlik vasıfları gibi örgütsel değişkenlerin önemli bir rol oynamakta olduğunu ortaya koymaktadır. Bunun yanı sıra örgütsel yapı ve olumlu örgüt iklimi, iş güvenliği, kararlara katılabilme fırsatları, sorumluluk duygusu ve özerkliğe sahip olabilmek çalışanların örgüte bağlılığı üzerinde etkili olduğu değerlendirilmektedir.

Bu çalışma öğretmenlerin kurumlarının örgütsel başarısına dair politikalarına, kurumlarına dair bağlılık, aynı kurumda çalışmaya devam etme isteklerine, örgütlerinin değerlerine ve örgütlerinin geleceği konularındaki örgütsel bağlılıklarına dair algılarının ortaya çıkarılmasını amaçlamaktadır. Bu çalışmada nitel araştırma deseni kullanılmıştır. Bu çerçevede bu çalışma, İstanbul ilinde 10 devlet lisesinde çalışan 20 öğretmenle gerçekleştirilen görüşmeler yöntemiyle yürütülmüştür. Bu tür araştırmalar bir konuyla ilgili daha derinlemesine veri elde etmek için kullanılır (Denzin ve Lincoln 2005; Marshall ve Rossman 2006). Araştırma sonuçları öğretmenlerin kurumlarının örgütsel başarısına dair politikaları, kurumlarına dair bağlılıkları/sadakatlari, örgütlerinin değerlerine ve örgütlerinin geleceğine dair bağlılık algılarının düşük ve olumsuz olduğunu ortaya koymuştur. Bu sonuçlar araştırmanın yürütüldüğü okullarda sağlıklı bir örgütsel kültürün bulunmadığını ortaya koymaktadır. Bu nedenle okullarda başarının yakalanabilmesi için öğretmenlerin örgütlerine bağlılıklarının artırılması yönünde yönetsel bazı adımların atılması gerektiği önerilmektedir. Araştırma sonucunda şu öneriler geliştirilebilir:

- Türk eğitim sisteminin merkezi yapısı öğretmenlerin karara katılımını önlemektedir. Bu durum onların okulda kendilerini değersiz hissetmelerine neden olabilir. Bu nedenle öğretmenlerin karar katılımları sağlanmalıdır.
- Bu örneklemede yer alan öğretmenlerin iş yükleri ağırdır. Bu durum onların mesleki gelişimlerine zaman ayıramamalarına ve öğrencilerine danışmanlık yapmalarına engel olmaktadır. Bu durum, öğretmenlerin iş yükleri azaltılarak mesleki gelişimlerine ve öğrencilerine danışmanlık yapmalarına yetecek zaman sağlanarak iyileştirilebilir.
- Öğretmenlerin kendilerini okulda değerli hissetmeleri önemlidir, ancak bu durum istenilen düzeyde değildir. Öğretmenlerin okula bağlayacak sağlıklı bir okul kültürü oluşturularak geliştirilebilir.

Citation Information

Balyer, A. (2015). Organizational Commitment: Teachers' Perceptions in Turkey. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi [Hacettepe University Journal of Education], 30(2), 01-14.