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Organizational Commitment According to the Opinions of Classroom Teachers

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Abstract

Organizational commitment is fundamental at school, as in many institutions. It is only possible for teachers to exhibit a successful performance and to deal with students in a highly motivated manner only if they have a strong organizational commitment. This research aims to determine the organizational commitment levels of teachers according to the opinions of primary school teachers and to determine how classroom teachers' organizational commitment levels differ according to demographic variables. Survey research, which is one of the quantitative research designs, was used. The study population of the research consists of 674 classroom teachers working in Efeler district of Aydın province in the 2021-2022 academic year. With the proportional stratified sampling method, 300 classroom teachers were sampled. According to the opinions of the classroom teachers, it was concluded that organizational commitment was moderate, moral commitment was high, self-interested commitment was moderate and forced commitment was very low.

Keywords: Educational sciences, organizational commitment, classroom teacher, opinion

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Introduction

In order for educational organizations to survive, employees need to focus on their work with knowledge and skills as well as good management. However, the knowledge, skills and expertise that employees have are not sufficient alone for the success of the organization. In addition, it is important that employees have a high level of organizational commitment. As employees' organizational commitment is strengthened, the success of their organization increases at the same rate. Employees with low organizational commitment have weak ties with the organization they are in, they do not strive to achieve the organization's goals. Individuals with moderate organizational commitment cannot feel belonging to the organization, even though they have adopted the policies, goals and goals of their organization. Although they are trying to achieve the organization's goals, problems arise when their individual interests and the organization's objectives do not match. Employees with strong emotional attachment to their organization are not their needs to remain in the organization, but their aspirations. Employees with high organizational commitment are working hard to achieve the goals and objectives of their organization. Thay have a strong desire to stay in their organization and thus perform much better than individuals with low organizational commitment.

The concept of organizational commitment has been a concept that is important and researched in educational institutions, as in other institutions. In parallel with the development of the concept of organizational commitment, there have been many studies in education organizations, especially since the 1980 years (Shin & Reyes, 1991; Anderman et al., 1991; Fresco et al., 1997; Somech & Bogler, 2002). The number of these studies has increased significantly when coming to the present day (Marshall, 2015; Yorulmaz & Celik, 2016; Sahin & Kavas, 2016; Demir, 2016; Ozgozlu & Altunay, 2016; Uzun & Ayık, 2016). Considering the vital role of educational institutions in the development and progress of countries, the increase in research examining the organizational commitment of employees in these institutions can be considered as a positive situation.

Literature Review

Organizational Commitment

The concept of commitment, expressed as being loyal, being connected with respect and love (TDK Dictionary) creates synergy for the combination of individuals who meet for a common purpose in both the act and thought level (Cihangiroglu, 2009, p. 5). Commitment is the attitude and obligations that one takes to a thought, to a person, to what one thinks is important. For these reasons, commitment is highly important compared to other emotions (Mercan, 2006, p. 10-11). In this context, the sense of commitment of the individual is not only about themselves, but also about the organization. The commitment and success of people working in an organization must be assessed together.

Actions and emotions must be taken into consideration within the organization to increase the level of commitment (Koybası et al., 2017). The organizational commitment, expressed as an increase in the will to remain in the organization structure, represents the behavior of the individual within the organization structure within the framework of behavior and business relations in organizations. Organizational commitment, effort to achieve the organization's objectives, loyalty and belonging to the organization can be expressed as unwilling to leave the organization for various reasons. Organizational commitment expresses the basic psychology that the individual feels in front of the organization, and is a sign of the adoption of organizational features with all its its own. (Abdurrezzak & Ustuner, 2020, p. 156).

It has been determined that organizational commitment has a tight relationship with the consequences of leaving the job, wanting to leave, absenteeism, etc. Organizational commitment reveals the level of employee engagement with a specific organization and three elements are identified. The first is the acceptance of the organization's values and goals and the strong belief that has been developed toward them. The second is to be prepared to do more than expected for the benefit of the organization, and the last is a strong desire to continue to be a member of the

organization. The strongest indicator of organizational commitment is the close parallelism of the value, purpose and vision of the employee with the value purpose and vision of the organization. The employee who is not in an organization that has adopted values and objectives cannot demonstrate a commitment to that organization. The employee's expectations and the lack of distance between the organization's offerings or the excess distance are the key determinant of the level of organizational commitment (Cihangiroglu, 2009, p. 13).

Different perspectives in organizational engagement have led to different classifications. Different researchers have suggested different classifications based on different criteria. For example, Huang (2000) divided commitment theory into four groups: Sociological, adaptive, moral and attitudinal types of commitment. The main reason for the behavioral and behavioral approach of organizational engagement is that social psychologists and organizational behaviorists have different approaches. While organizational behaviorists focused on attitudes, social psychologists conducted their work on behavioral commitment (Mowday et al., 1984).

Organizational Commitment Approaches

Behavioral commitment approaches. Behavioral commitment approaches have been considered by social psychologists as transforming commitment into behaviors (İnce & Gül, 2005). Behavioral commitment is the behavior of employees, such as being willing to leave or stay in the organization and not being absent, depending on the result of the shopping, by entering into a shopping relationship with their organization. Therefore, behavioral commitment is also referred to as self-interested commitment or continuance commitment in the literature. In behavioral commitment approaches, people feel dependent to engage in an activity and behave in this direction. These displayed behaviors are also the result of commitment to the activity (Bakan, 2018, p. 62).

Attitudinal commitment. Attitude is defined as a trend that drives the person to certain behaviors. Attitudes tend to constantly engage in objects, events, people or activities. Attitudinal commitment is seen in the case that individuals identify with their organizations, the individual's goals and values, and the organization's goals and values are close and parallel. When individuals identify the goals and values of the organization with their own goals and values, they also want to maintain the organization's membership. Attitudinal commitment can be defined as the power of the individual's participation in the organization and integration into the organization. According to researchers, attitudinal commitment emerges in different ways and can have different characteristics (Cihangiroglu, 2009).

Etzioni's organizational commitment classification. Etzioni (1975) defines the concept of organizational engagement as the compliance that individuals provide to these tasks in the tasks given within the organization. He has collected loyalty under three topics as moral commitment, self-interested commitment and forced (alienating) commitment (Newton & Shore, 1992; Balay, 2000):

-Moral Commitment: The organizational goals and the value of the work in the organization are done because the work is valued above all else. Moral intimacy or moral commitment ensures that organizational purpose, norm and values are internalized, and is a strong and positive orientation for the organization, based on the equalization. Therefore, moral commitment is a type of commitment that occurs when values and standards are internalized, when commitment to the organization is not influenced by reward or change. The objectives of the organization are based on internalization and authoritarianism of norms and values. Organizational commitment levels are also increasing when employees follow the useful goals of society.

– Self-interested Commitment: Self-interest commitment involving a shopping relationship is about self-loving tactics. It's about delivering yourself, delivering more responsibility, trying to make yourself look the best. The successful execution of the individual's self-responsibilities includes ways of acting in such a way that their manager is aware of their accomplishments. It is based on a mutual shopping relationship between employees and the organization. Employees are committed to the rewards they will receive in return for their contributions to their organizations. At the core of the interest, there is a growing shopping relationship between the member and organization, as is the type of commitment to the giant. The person is committed to doing what he has to do for the price he

receives. The member appears when he sees the organization in which he is involved as harmful or punitive.

– *Forced (Alienating) Commitment:* In this type of commitment that has the element of obligation, the loyalty of employees is not for their individual benefit, but because they believe that their actions are moral and accurate. It is based on the belief that the individual has an obligation to the organization, and that it is obligatory to remain in the organization. Necessity is based on moral feelings and virtue. It refers to the negative orientation of employees toward the organization, which occurs when behavior patterns are blocked and restricted. The employee is not psychologically committed to the organization, but continues to be a member.

Results of Organizational Commitment

Depending on the level of commitment, organizational commitment can have positive or negative consequences. It is stated by researchers that the strongest relationship with organizational commitment is among behavioral outcomes (Balay, 2000). In the literature, the levels of organizational commitment were classified as low organizational commitment, moderate (moderate) organizational commitment and high level of organizational commitment.

Results of low level organizational commitment. In addition to the lack of adopting and internalizing the organization, there are cases where the individual does not give sufficient dedication to the organization's objectives. In addition, it is seen that the individual has invested in his personal development. The lack of organizational affiliation makes him evaluate alternative business opportunities and is therefore known to focus on individual development, not on the organization's goals. Because the desire to move to another organization at the first opportunity is strong in this type of employee. Low loyalty to the organization results in objections, rumors and complaints, and therefore is harmful to the organization, damaging organizational trust, causing income losses (Randall, 1987, p. 461-462).

Results of moderate (moderate) organizational commitment. This level of commitment is also referred to as "norm commitment" or "formative commitment". When it comes to commitment at this level, the employee considers staying in the organization a task and thinks it is right to show commitment to the organization and is sufficient for the employee. It is a condition that the individual organization accepts its goals, strategies and policies, but does not feel fully belonging to the organization. The employee who has this level of commitment believes that he should remain in the organization because he feels that he needs it very badly, or because he feels that the organization he is connected to is in need of him (Bayram, 2005; Koc, 2009).

Results of high levels of organizational commitment. It is the level of commitment in which the individual adopts and accepts all the values, goals and objectives of the organization and dedicates herself to the organization. Employees at this level of commitment work very hard to achieve organizational goals and objectives. They are interested in his business even after hours to ensure his organization is successful. In addition, there is a strong desire to remain in the organization (Ak & Sezer, 2017).

Organizational Commitment at School

Education organizations have a fundamental role for the country to move forward, to develop, to increase the level of prosperity, to reach a level of life where the public can be successful, modern and happy. In addition to the organizational structure, management style and organizational commitment levels, these roles can be carried out as required, there is a very important place in which employees perform their tasks as required (Shaw & Reyes, 1992, p. 297).

Employees are more likely to work for organization success than normal values, but they can be explained by their commitment to the organization. Without anticipation or expectation of financial benefits, the ability to make self-sacrifice only to ensure that the organization in which it works is successful is an indication that the organization and the employee are becoming identical. The employee, who has adopted the goals, goals and values of the organization, has been working harder than expected for the organization, is also in a strong need for further organization membership.

Therefore, organizational commitment acts as a psychological bond that allows parallel activity with the interests of the organization.

Teachers with a high level of organizational commitment are deeply adopting and in compliance with school norms, goals, rules, and are working hard to make the most of their profession. In order to be useful to their students, they love the institution in which they work and think they are permanent in their schools (Isıktas, 2016; Demirtas, 2010). Staff with high organizational loyalty pay attention to punctuality and attend their classes on time. Communication with students is continuous and interaction is strong. They also take care of students voluntarily during extracurricular hours (Korkmaz, 201, p. 119). Teachers with a high level of organizational commitment are also known to be in a working system that is compatible with school management. In the success of the school, these teachers are making an important effort. For these reasons, the overall purpose of this study is to determine the type and level of organizational engagement according to the opinion of classroom teachers. In addition, this research aims to see how the organizational commitment of classroom teachers varies according to demographic variables (age, gender, occupational seniority, educational status). For this purpose, the answers to the following questions are sought:

1. What are the opinions of primary school teachers about the level of organizational commitment?

2. Do primary school teachers' views on organizational commitment differ significantly according to gender, age, occupational seniority, educational status?

Method

This is a survey research one of the quantitave research desings. The screening model is a research model that explains what happened today or what happened in the past. The run cannot be controlled and a new variable cannot be introduced into the environment. The study cannot be controlled, and a new variable cannot be included in the environment. The survey model is to scan across the population, where there are many elements, across the universe, or on a group of samples from the universe to get to the judgment of the universe (Sonmez & Alacapinar, 2019). In this study, the survey model was selected to determine the opinions of classroom teachers on organizational engagement.

Population and Sample

The study universe of the research is composed of 674 primary school teachers in Efeler district of Aydın province in the 2021-2022 academic year, who are serving in the public primary schools of the Ministry of National Education. The data is collected through the sample selected by proportional stratified sampling, as it was stated in the abstract., as it is not possible in time, labor and material terms to reach all of the study population. Based on the sample size 95% confidence level, 300 class teachers were sampled using the proportional stratified sampling method.

Stratified sampling is called selecting and taking the number of people calculated from them after dividing them into layers according to their specific properties in the population. It is important to note the representation of the people on the plates. If not, the sampling error has been made (Sonmez & Alacapinar, 2019). The number of classroom teachers who served in official primary schools in the Efeler district has been included in the sampling by proportionately representing their schools. Demographics of teachers who have been sampling are shown in Table 1.

Table 1.

Demographics of teachers who have been sampling

Variable		Frequency	Percent
Gender	Female	180	60,0
	Male	120	40,0
Age	20-30 age	12	4,0
	31-40 age	90	30,0
	41-50 age	115	38,3
	51-65 age	83	27,7
Occupational Seniority	1-10 year	18	6,0
	11-20 year	100	33,3
	21-30 year	130	43,3
	31-40 year	52	17,3
Educational Status	University	275	91,7
	Master's degree	25	8,3
TOTAL		**300**	**100**

Data Collection Tool and Data Analysis

In this study, the "Organizational Commitment Scale" developed by Penley and Gould (1988) and adapted to Turkish by Ergun and Celik (2019) was used as the data collection tool. In order to achieve the number of samples targeted within the scope of the research, a total of 360 scales have been distributed to classroom teachers in 28 primary schools outside village schools in Efeler. Only 311 scales were taken back, 11 sloppy and incompletely filled scales were removed and a total of 300 scales were used.

SPSS 16.0 software package was used for data analysis. Frequency and percentage distributions were calculated to determine descriptive statistics for those sampled with a personal information form. The values of the Kolmogorov-Smirnov test have been observed in the analysis of the data, which determines the normality of the distribution in deciding which parametric or non-parametric tests to be performed. The overall Organizational Commitment score was (K-s) - $z = 0.10$ $p = 0.02$) and moral commitment (K-s) - $z = 0.16$ $p = 0.00$), forced commitment (K-s) - $z = 0.21$ $p = 0.00$), self-interested commitment (K-s) - $z = 0.06$ $p = 0.00$) are used from non-parametric Mann Whitney-U tests and Cruscal Wallis tests as they do not show normal distribution. In order to interpret the findings, the discontinuous data in the scales were turned into continuous data by dividing the number of intervals by the number of options. For this purpose, the four intervals in the scales were divided into five, which is the number of options, and the result obtained was added to the lowest value, 1.00, and new values were obtained. The 0.80 number obtained was added to 1.00 and the range 1.00-1.80 was "very low", the range 1.81-2.60 "low", the range 2.61-3.40 "medium", the range 3.41-4.20 "high", and the range 4.21-5.00 "very high" interpreted as.

Validity and reliability

The Organizational Commitment Scale consists of 3 dimensions and 15 items. Of these dimensions, "Moral Commitment" is from 5 items (3rd, 6th, 9th, 12th. 15. items), "Forced Commitment" from 5 items (2nd, 5th, 8th, 11th, 14th. items), "Self-interested Commitment" from 5 items (1st, 4th, 7th, 10th, 13th. items).The items on the scale are prepared according to the 5-point Likert type scale. The options are "I disagree at all", "I agree with little", "I agree with Medium", "strongly agree" and "fully agree". As a result of the exploratory factor analysis, the scale consisted of three dimensions called "forced commitment, self-interested commitment and moral commitment" as in the original. These three dimensions describe 79.996% of the total variance. As a result of the exploratory and confirmatory factor analysis, it was found that the scale had construct validity. The Cronbach Alpha Coefficient, which gives the internal consistency of the materials that make up the scale, is 0.83 for the larger scale. The scale is divided by two halves by a semi-test reliability method, which is one of the methods for determining the internal plausibility coefficient of the scale. The relationship between the measurements obtained from the two halves was calculated with the Pearson

Moments Product Correlation Coefficient. The correlation coefficient between the two halves is r = 0.95 (p = 0.00). With these findings, the scale's plausibility coefficient is sufficient.

The coefficient of internal consistency of the Organizational Commitment Scale was 0.94 in the size of "moral commitment", 0.92 in the dimension of "forced commitment", 0.93 in the size of "self-interest" and 0.95 for the whole scale. In the study, the internal coefficient of the organizational Commitment Scale was 0.86 for the size of "moral commitment", 0.83 for the dimension of "forced commitment", 0.53 for the dimension of "self-interest" and 0.73 for the whole scale.

Ethical Information

The process of collecting data in the research coincided with the Covid-19 process that took place worldwide. In this period, restrictions have were made in many areas and these restrictions have affected public primary schools of the Ministry of National Education (MEB). The data was collected in November 2021-January 2022, when schools were open and education was conducted. Prior to the collection of the data, the Ethics Board has been granted permission.

In the study, the data was given face-to-face information about the "purpose and content of the research", "data collection tools" to the classroom teachers who were in public primary schools in Efeler district of Aydın province. The data is collected on a voluntary basis by "eliminating any hesitation about research and data collection tools". It has been emphasized that data collection tools do not include special information such as name, surname, school name, etc. It is specifically stated that the data obtained in the research will only be used for research purposes and that they will be informed.

Findings

Findings of the first sub-problem

The first sub-problem of the research is "primary school teachers' opinions on the level of organizational commitment". The views of classroom teachers on the level of organizational commitment and its sub-dimensions are given in Table 2.

Table 2.

Primary school teachers' opinions on the level of organizational commitment and sub-dimensions of organizational commitment

Organizational commitment and sub-dimensions are	n	$\bar{x}$	Ss	Meaning
Organizational commitment	300	2,92	0,35	Moderate
Moral commitment	300	3,70	1,09	High
Self-interested commitment	300	3,37	0,71	Moderate
Forced commitment	300	1,69	0,84	Too low

According to the opinion of the class teachers, the organizational commitment ($\bar{x}$=2.92) is "moderate" with arithmetic mean, moral commitment from its lower dimensions ($\bar{x}$=3.70) with arithmetic mean "high", self-interested commitment ($\bar{x}$=3.37) with arithmetic mean "medium" and forced commitment ($\bar{x}$=1.69) is "too low" with arithmetic mean.

Findings related to the second sub-problem

In the second sub-problem of the study, the "difference of the opinion of the primary school teachers on organizational commitment by gender, age, occupational seniority, educational status" was discussed.

Gender

Findings on the gender comparison of the opinions of the organizational commitment and sub-dimensions of the primary school teachers were given in Table 3.

Table 3.

Gender comparison of the opinions of primary school teachers on organizational commitment and sub-dimensions (Mann Whitney U Test)

Organizational commitment and sub-dimensions are	Gender	n	Mean rank	Row sum	U	p
Organizational commitment	Female	180	163,16	29368,50	8521,500	0,00
	Male	120	131,51	15781,50		
Moral commitment	Female	180	154,62	27832,00	10058,000	0,31
	Male	120	144,32	17318,00		
Forced commitment	Female	180	150,65	27117,50	10772,500	0,96
	Male	120	150,27	18032,50		
Self-interested commitment	Female	180	163,48	29427,00	8463,000	0,00
	Male	120	131,03	15723,00		

The opinions of the primary school teachers on organizational commitment differ statistically in the overall organizational commitment (U=8521.500, p:0.00) according to gender and in the self-interest commitment (U=8463.000, p:0.00). However, there is no statistically significant difference in moral commitment and forced commitment based on gender variability. The entire organizational commitment and self-interest commitment of female primary school teachers is higher than male primary school teachers.

Age

The findings of comparisons of the opinions of the organizational commitment and sub-dimensions of the primary school teachers are given in Table 4.

Table 4.

Age-based comparisons of primary school teachers' opinions on organizational commitment and sub-dimensions (Kruskal-Wallis Test)

Organizational commitment and sub-dimensions are	Age	n	Mean rank	Sd	Chi-Square	P
Organizational commitment	20-30 age	12	133,71	3	3,065	0,38
	31-40 age	90	150,24			
	41-50 age	115	160,02			
	51-65 age	83	140,01			
Moral commitment	20-30 age	12	81,08	3	25,270	0,00
	31-40 age	90	126,44			
	41-50 age	115	154,57			
	51-65 age	83	180,99			
Forced commitment	20-30 age	12	204,00	3	20,111	0,00
	31-40 age	90	173,78			
	41-50 age	115	145,47			
	51-65 age	83	124,49			
Self-interested commitment	20-30 age	12	143,75	3	8,855	0,03
	31-40 age	90	159,36			
	41-50 age	115	161,16			
	51-65 age	83	127,10			

The opinions of primary school teachers on organizational commitment do not differ by age. However, moral commitment (Chi-Square=25.270, p:0.00), forced commitment (Chi-Square=20.111, p:0.00), and a statistically significant difference in self-interested commitment (Chi-Square=8.855, p:0.03).

The Mann Whitney U Test has been performed to determine which age groups differ in the opinions of primary school teachers on "moral commitment". The results of the test are shown in Table 5 below.

Table 5.

Mann Whitney U Test Results showing difference between the opinions of primary school teachers on "moral commitment".

Age	n	Mean rank	Row sum	U	P	Difference	Groups that are different
20-30 age (1)	12	36,50	438,00	360,000	0,06	There's no difference	1-3/4
31-40 age (2)	90	53,50	4815,00				
20-30 age (1)	12	34,96	419,50	341,500	0,00	**There's a difference**	
41-50 age (3)	115	67,03	7708,50				
20-30 age (1)	12	22,62	271,50	193,500	0,00	**There's a difference**	
51-65 age (4)	83	51,67	4288,50				
31-40 age (2)	90	92,26	8303,00	4208,000	0,02	**There's a difference**	2-3/4
41-50 age (3)	115	111,41	12812,00				
31-40 age (2)	90	71,69	6452,00	2357,000	0,00	**There's a difference**	
51-65 age (4)	83	103,60	8599,00				
41-50 age (3)	115	92,13	10594,50	3924,500	0,03	**There's a difference**	3-4
51-65 age (4)	83	109,72	9106,50				

According to the results of the Mann Whitney U Test, there is a statistically significant difference among the opinions of primary school teachers regarding "moral commitment" by age. According to the opinions of classroom teachers, the lowest moral commitment was found in teachers aged 20-30, and the highest moral commitment was found in teachers aged 51-65.

The Mann Whitney U-Test was performed to determine the age of the difference between the opinions of primary school teachers on "forced commitment". The results of the test are shown in Table 6 below.

Table 6.

Mann Whitney U Test Results that show the difference between "age" and the opinions of primary school teachers on "forced commitment".

Age	n	Mean rank	Row sum	U	P	Difference	Groups that are different
20-30 age (1)	12	61,88	742,50	415,500	0,19	There's no difference	1-3/4
31-40 age (2)	90	50,12	4510,50				
20-30 age (1)	12	85,62	1027,50	430,500	0,02	**There's a difference**	
41-50 age (3)	115	61,74	7100,50				
20-30 age (1)	12	69,50	834,00	240,000	0,00	**There's a difference**	
51-65 age (4)	83	44,89	3726,00				
31-40 age (2)	90	114,02	10261,50	4183,500	0,01	**There's a difference**	2-3/4
41-50 age (3)	115	94,38	10853,50				
31-40 age (2)	90	100,65	9058,50	2506,500	0,00	**There's a difference**	
51-65 age (4)	83	72,20	5992,50				
41-50 age (3)	115	105,34	12114,50	4100,500	0,07	There's no difference	
51-65 age (4)	83	91,40	7586,50				

According to the results of the Mann Whitney U Test, there is a statistically significant difference among the opinions of primary school teachers on "forced commitment" in relation to age. According to the study findings, the level of forced commitment is at the highest level of teachers in the 20-30-year-old group, and the teachers in the 41-year-olds and older age group at the lowest.

The Mann Whitney U Test has been performed to determine which age groups the primary school teachers' opinions on "self-interested commitment" differ between. The results of the test are shown in Table 7 below.

Table 7.

Mann Whitney U Test Results that show the difference between the "age" and the opinions of primary school teachers on "self-interested commitment".

Age	n	Mean rank	Row sum	U	P	Difference	Groups that are different
20-30 age (1)	12	47,00	564,00	486,000	0,57	There's no difference	
31-40 age (2)	90	52,10	4689,00				
20-30 age (1)	12	57,92	695,00	617,000	0,54	There's no difference	
41-50 age (3)	115	64,63	7433,00				
20-30 age (1)	12	51,83	622,00	452,000	0,60	There's no difference	
51-65 age (4)	83	47,45	3938,00				
31-40 age (2)	90	101,98	9178,00	5083,000	0,82	There's no difference	2-4
41-50 age (3)	115	103,80	11937,00				
31-40 age (2)	90	96,28	8665,00	2900,000	0,01	**There's a difference**	
51-65 age (4)	83	76,94	6386,00				
41-50 age (3)	115	108,73	12503,50	3711,500	0,00	**There's a difference**	3-4
51-65 age (4)	83	86,72	7197,50				

According to the results of the Mann Whitney U Test, there is a statistically significant difference among the opinions of primary school teachers regarding "self-interested commitment" by age. Research findings have concluded that the level of self-interest commitment is at the highest level of teachers aged 41-50 years.

Occupational seniority

Findings on the comparison of the opinions of the primary school teachers on organizational commitment and sub-dimensions in relation to the occupational seniority are provided in Table 8.

Table 8.

Comparison of the opinions of primary school teachers on organizational commitment and sub-dimensions according to occupational seniority. (Kruskal-Wallis Test)

Organizational commitment and sub-dimensions are	Occupational seniority	n	Mean rank	Sd	Chi-Square	P	Difference
Organizational commitment	1-10 year	18	127,86	3	5,367	0,14	There's no difference
	11-20 year	100	154,71				
	21-30 year	130	158,43				
	31-40 year	52	130,40				
Moral commitment	1-10 year	18	101,78	3	24,446	0,00	**There's a difference**
	11-20 year	100	125,48				
	21-30 year	130	163,37				
	31-40 year	52	183,31				
Forced commitment	1-10 year	18	174,94	3	17,769	0,00	**There's a difference**
	11-20 year	100	173,48				
	21-30 year	130	142,24				
	31-40 year	52	118,51				
Self-interested commitment	1-10 year	18	156,39	3	11,064	0,01	**There's a difference**
	11-20 year	100	163,74				
	21-30 year	130	153,46				
	31-40 year	52	115,61				

The opinions of the primary school teachers on organizational commitment in accordance with occupational seniority do not differ significantly in the entire organizational commitment. However, there is a statistically significant difference in moral commitment (Chi-Square=24.446, p:0.00), forced commitment (Chi-Square=17.769, p:0.00) and self-interested commitment (Chi-Square=11.064, p:0.01).

The Mann Whitney U Test was performed to determine which occupational seniority ranges differ in the opinions of the primary school teachers on "moral commitment". The results of the test are shown in Table 5 below.

Table 9.

Mann Whitney U Test Results showing the difference in the opinion of the primary school teachers on "moral commitment" according to the "occupational seniority" variable

Occupational seniority	N	Mean rank	Row sum	U	P	Difference	Groups that are different
1-10 year (1)	18	50,78	914,00	743,000	0,23	There's no difference	1-3/4
11-20 year (2)	100	61,07	6107,00				
1-10 year (1)	18	47,17	849,00	678,000	0,00	**There's a difference**	
21-30 year (3)	130	78,28	10177,00				
1-10 year (1)	18	22,83	411,00	240,000	0,00	**There's a difference**	
31-40 year (4)	52	39,88	2074,00				
11-20 year (2)	100	98,30	9829,50	4779,500	0,00	**There's a difference**	2-3/4
21-30 year (3)	130	128,73	16735,50				
11-20 year (2)	100	67,12	6712,00	1662,000	0,00	**There's a difference**	
31-40 year (4)	52	94,54	4916,00				
21-30 year (3)	130	87,35	11355,00	2840,000	0,09	There's no difference	
31-40 year (4)	52	101,88	5298,00				

According to the results of the Mann Whitney U Test, there is a statistically significant difference among the opinions of primary school teachers regarding "moral commitment" according to the occupational seniority. According to the opinions of classroom teachers, the lowest moral commitment was found in teachers with a occupational seniority of 1-10 years, and the highest moral commitment was found in teachers with a occupational seniority of 31-40 years.

The Mann Whitney U-Test was performed to determine which occupational seniority ranges the difference in primary school teachers' opinions on "forced commitment" is being conducted. The results of the test are shown in Table 10 below.

Table 10.

Mann Whitney U Test Results showing difference between the "occupational seniority" opinions of the primary school teachers

Occupational seniority	N	Mean rank	Row sum	U	P	Difference	Groups that are different
1-10 year (1)	18	60,83	1095,00	876,000	0,85	There's no difference	
11-20 year (2)	100	59,26	5926,00				
1-10 year (1)	18	88,17	1587,00	924,000	0,13	There's no difference	
21-30 year (3)	130	72,61	9439,00				
1-10 year (1)	18	44,94	809,00	298,000	0,01	**There's a difference**	1-4
31-40 year (4)	52	32,23	1676,00				
11-20 year (2)	100	129,41	12941,00	5109,000	0,00	**There's a difference**	2-3/4
21-30 year (3)	130	104,80	13624,00				
11-20 year (2)	100	85,81	8580,50	1669,500	0,00	**There's a difference**	
31-40 year (4)	52	58,61	3047,50				
21-30 year (3)	130	95,83	12458,00	2817,000	0,06	There's no difference	
31-40 year (4)	52	80,67	4195,00				

According to the results of the Mann Whitney U Test, there is a statistically significant difference among the opinions of primary school teachers regarding "forced commitment" in relation to occupational seniority. According to the opinions of the primary school teachers, the lowest forced commitment was found in the teachers with a occupational seniority between 31-40 years, and the highest forced commitment was found in the teachers with a occupational seniority of 1-10 years.

The Mann Whitney U Test has been performed to determine which age groups differ in the opinions of primary school teachers on "self-interested commitment". The results of the test are shown in Table 5 below.

Table 11.

Mann Whitney U Test Results showing the difference in the opinion of primary school teachers regarding "self-interested commitment" according to the "occupational seniority" variable.

Occupational seniority	n	Mean rank	Row sum	U	P	Difference	Groups that are different
1-10 year (1)	18	57,36	1032,50	861,500	0,77	There's no difference	
11-20 year (2)	100	59,89	5988,50				
1-10 year (1)	18	75,67	1362,00	1149,000	0,90	There's no difference	
21-30 year (3)	130	74,34	9664,00				
1-10 year (1)	18	42,36	762,50	344,500	0,09	There's no difference	
31-40 year (4)	52	33,13	1722,50				
11-20 year (2)	100	119,82	11981,50	6068,500	0,38	There's no difference	
21-30 year (3)	130	112,18	14583,50				
11-20 year (2)	100	85,04	8504,00	1746,000	0,00	**There's a difference**	2-4
31-40 year (4)	52	60,08	3124,00				
21-30 year (3)	130	97,94	12732,00	2543,000	0,00	**There's a difference**	3-4
31-40 year (4)	52	75,40	3921,00				

According to the results of the Mann Whitney U Test, there is a statistically significant difference among the opinions of primary school teachers regarding " self-interested commitment" according to my occupational seniority. According to the research findings, the highest level of self-interested commitment was found in teachers with occupational seniority for between 11-20 years.

Educational status

Findings on the comparison of the opinions of primary school teachers on organizational commitment and sub-dimensions based on the educational status are provided in Table 12.

Table 12.

Comparison of classroom teachers' opinions on organizational commitment and sub-dimensions based on educational status (Mann Whitney U Test)

Organizational commitment and sub-dimensions are	Educational Status	n	Mean rank	Row sum	U	p	Meaning
Organizational commitment	Licence	275	148,94	40958,50	3008,500	0,30	There's no difference
	Master's Degree	25	167,66	4191,50			
Moral commitment	Licence	275	152,78	42013,50	2811,500	0,13	There's no difference
	Master's Degree	25	125,46	3136,50			
Forced commitment	License	275	148,24	40765,00	2815,000	0,12	There's no difference
	Master's Degree	25	175,40	4385,00			
Self-interested commitment	License	275	147,52	40567,50	2617,500	0,04	**There's a difference**
	Master's Degree	25	183,30	4582,50			

According to the educational status of the primary school teachers, their views on organizational commitment differ status in the self-interested commitment (Chi-Square=2617.500, p:0.04). However, the education status does not differ statistically in organizational commitment, moral commitment and forced commitment. It has been concluded that the level of self-interested commitment of the primary school teachers who have completed their master's degree has been higher.

Discussion, Results and Suggestions

In the first problem of the study, primary school teachers' opinions on the level of organizational commitment were discussed. The study concluded that the level of organizational commitment is "medium" and the level of moral commitment is "high" according to the opinion of the class teachers. The level of self-interested commitment has also been determined at "medium" and forced commitment "very low" level. In the study of literature, the organizational commitment is moderate (Akın & Orman, 2015; Atik & Ustuner, 2014; Coban & Demirtas, 2011; Saleem & Sağir, 2020), there are studies in which the size moral commitment is high (Abdurrezzak & Ustuner, 2020; Ergun, 2017). This finding matches the findings of similar studies. The high moral commitment of teachers may be due to the emotional dimension of the teaching profession. This is very beneficial for the development of the school and students.

In the second problem of the study, the opinions of primary school teachers on organizational commitment were examined according to gender, age, occupational seniority and educational status. There is a difference in gender among the opinions of primary school teachers on organizational commitment. Although there is no statistically significant difference in the sub-dimensions of moral commitment and forced commitment, there is statistically significant difference in the entire organizational commitment and subdimensional self-interested commitment. It was concluded that the level of organizational commitment and self-interested commitment of female class teachers was higher than male teachers. Similar research found that female teachers have higher organizational commitment than male teachers (Sethi, 2018), higher levels of female teachers' self-interested commitment than male teachers (Ergun, 2017). These findings are consistent with the study's findings. However, some studies found that male teachers have higher organizational commitment levels than female teachers (Goren & Yengin Sarpkaya, 2014; Tulunay Ates & Buluc, 2018).

Among the opinions of primary school teachers regarding organizational engagement, there is no significant difference in the whole of organizational commitment by age. The same result was also achieved in the study Karatas and Güles (2010) to determine the relationship between organizational commitment and work satisfaction of teachers working in primary schools.In other related research (Abdurrezzak & Ustuner, 2020; Atik & Ustuner, 2014; Bayraktar & Uzunpınar, 2020; Mathieu &

Zajac, 1990; Memisoglu & Kalay, 2017; Salami, 2008) the lack of age difference in the whole of organizational commitment supports the discovery of research.

Among the opinions of the primary school teachers on organizational commitment is a statistically significant difference in the sub-dimensions of "moral commitment" and "forced commitment" of organizational commitment according to the age. In the study, which focuses on the relationship between the organizational commitment of teachers and the job saturation by Ocal (2020), the moral commitment of teachers differs according to age variability (Kursunoğlu & Tanriogen, 2010; Meyer & Allen, 1991). In this study, according to the opinions of primary school teachers, the lowest level of moral commitment was found in teachers between the ages of 20-30, and the highest level of moral commitment was found in teachers between the ages of 51-65 (Ocal, 2020). This may be caused by older teachers completing their organizational socialization process, when compared to their younger colleagues. The completion of the organizational socialization process is seen as possible with the acceptance and continuation of the organization's culture (Lunenburg & Ornstein, 1996: 64).

In the study, it was determined that teachers' forced commitment levels differ depending on age variation. In the study of the relationship between teacher's work performance and organizational commitment by Yavuzkilic (2020), the difference between age variable and teacher's forced commitment supports the finding of research. According to the study findings, the level of forced commitment is at the highest level of 20-30 year-old teachers, and the lowest level of forced commitment is at the age group of 41 and above. The level of commitment to individuals' organizations is increasing in cases where behavior patterns are blocked and restricted (Newton & Shore, 1992; Balay, 2000). Younger teachers are more enthusiastic than others, and limiting these behaviors in a school environment can lead to a high level of forced commitment.

As with the research, there are studies (Ocal, 2020) in which teachers differ between self-interested commitment levels according to age variable. Research findings have concluded that the level of self-interested commitment is at the highest level of teachers aged 41-50 years. In the study where Ocal (2020) researches the relationship between the organizational commitment of teachers and the job saturation, the highest level of self-interested commitment is among teachers in the 41-50-year-old group. The two research finds are one-on-one. At the core of the self-interested commitment, there is a growing shopping relationship between the member and organization (Newton & Shore, 1992; Balay, 2000). Accordingly, the level of self-interested commitment may be higher than other age groups, as teachers in the 41 to 50 age group are approaching their retirement age but have to work because they have not yet retired.

Among the opinions of primary school teachers regarding organizational commitment, there is no significant difference in the entire organizational commitment to the occupational seniority. With related research in the field articles (Abdurrezzak & Ustuner, 2020; Atik & Ustuner, 2014; Basyigit, 2009; Memisoglu & Kalay, 2017) this finding is supported. However, there is statistically significant difference in the sub-dimensions of "moral commitment" "self-interested commitment" and "forced commitment" according to the occupational seniority. According to the occupational seniority, the lowest average in the sub-dimension of moral commitment is in teachers with occupational seniority between 1-10 years and the highest average is in 31-40 years; it has been concluded that there is no significant statistical difference between teachers with occupational seniority in 31-40 years and teachers with occupational seniority from 21-30 years. According to the opinion of the primary school teachers, the lowest level of moral commitment was found in teachers with occupational seniority between 1-10 years and the highest level of moral commitment was in teachers with vocational seniority in 31-40 years. Yavuzkilic (2020) also conducted a study to investigate the relationship between teachers' work performance and organizational commitment, and it was determined that the moral commitment level of teachers with occupational seniority was higher than other teachers for 21 years and more occupational seniority. This finding is consistent with the research findings. The level of moral commitment increases when values and standards are internalized, when commitment to the organization is not affected by reward or change (Newton & Shore, 1992). Teachers with more than 21 years of occupational seniority can have a higher level of moral commitment due to acceptance of corporate standards and values.

In the study, the findings of a significant difference in the lower dimension of the level of forced commitment according to the occupational seniority variable are similar to the study in which the relationship between work performance and commitment to the organization is examined by Ozutku (2008). However, there are studies that have been concluded that there is no significant difference between the occupational seniority variable and the level of forced commitment (Yavuzkilic, 2020). According to the opinion of the primary school teachers, the lowest level of commitment was found in teachers with occupational seniority between 31-40 years, and the highest level of commitment was in teachers with occupational seniority between 1-10 years. Forced commitment is based on the belief that the individual has an obligation to the organization, so that they feel obligated to remain in the organization. Teachers who are close to retirement and have a higher occupational seniority may think they're serving enough. Because of this, they don't feel obligated to stay in their institutions, their forced commitment levels may be lower than other teachers.

In the study, according to the occupational seniority variant, the difference was determined between the levels of self-interested commitment of teachers. However, in similar research (Ergun, 2017; Ocal, 2020; Yavuzkilic, 2020) in contrast, there was no meaningful relationship between the occupational seniority variable and the level of self-interested commitment commitment. These differences between the results of the research work suggest that more extensive work must be carried out to interpret the relationship between the self- interested organizational commitment and the occupational seniority variable. There is an obligation to continue at the core of the self- interested commitment.

In the study, which discussed the organizational commitment levels of primary school teachers by Kursunoglu and Tanriogen (2010), the result of increased continued commitment as emotional exhaustion increases. According to the research findings, the level of self-interested commitment of teachers with professional seniority between 11-20 years is higher than other teachers. According to the findings of similar studies (Ocal, 2020; Ustuner, 2009), teachers with 10-20 years between of occupational seniority have a high level of self-interested commitment. Teachers begin to experience burnout as a result of their expectations from the profession do not match with the realities in the first years of their career, and although they want to leave the profession, they cannot leave due to their increasing responsibilities and financial concerns. For these reasons, it may be considered that the levels of self-interested commitment have increased.

There is a significant difference in the education status among the opinions of the primary school teachers on organizational commitment. There is no statistically significant difference in the whole of organizational commitment, in the moral commitment and the forced commitment. However, there is a statistically significant difference in the self-interested commitment, and it has been concluded that the self-interested commitment of graduate class teachers is higher than the undergraduate teachers. In the studies of Basyigit (2009) and Ergun (2017), it was concluded that the level of self-interested commitment of masters graduate teachers is higher than those with undergraduate degrees. This finding supports the research. In the sub-dimension of self-interested commitment, there is self-love, self-presentation, conveying the demand for taking more responsibility, and showing oneself as the best possible (Newton & Shore, 1992). As the educational level of teachers increases, their expectations of being prominent and endearing themselves in their institutions increase, which may lead to higher levels of self-interested commitment.

According to the opinion of the classroom teachers, organizational commitment is "moderate". Qualitative research methods can be used to investigate the cause of this situation. Methods to increase teachers' organizational commitment can be revealed through qualitative research. Participation in decisions, reconciliation between organizational and individual values can be supported by managers to ensure that the organizational commitment of classroom teachers can be high. This study is with larger and different groups of examples (branch teachers, teachers who work in private education, etc.) it can be done. In addition, the relationship between organizational commitment and other variables (organizational culture, job satisfaction, organizational justice, etc.) can be investigated.

Limitations

This study is limited to official primary schools in Efeler district of Aydın province in 2021-2022 academic year. The sampling is limited to the views of the teachers received and the measuring tools used in the research process. And the fact that only class teachers were involved in the study is one of the limitations of this study.

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