Teachers' organizational commitment to internal and external stakeholders of the school

Ayça Kaya[*]

Department of Physical Education and Sports Teaching, Haliç University, İstanbul, Turkey
ORCID: 0000-0001-7510-7708

The relationships between teachers' commitment to internal and external stakeholders of school and their relation to gender, age, length of service in school and in teaching profession, and level of education were examined in this study. The research used a relational screening model. The sample group determined by the simple random method consists of 806 teachers working in schools in Ataşehir and Beşiktaş districts of Istanbul, Turkey. The scales used are as follows: Commitment to Internal Stakeholder of School Scale (CISSS), adapted by using "Teachers' Organizational Commitment Scale" developed by Celep (2000) to determine teachers' views on the commitment to internal stakeholder of school; Commitment to External Stakeholder of School Scale (CESSS), adapted by using "Commitment Focuses of Teachers" developed by Celep & Bülbül (2003) to determine teachers' opinions on the commitment to external stakeholder of school. During the adaptation period, confirmatory factor analysis was performed while Maximum Likelihood Estimation of Mplus statistical program was used in the analysis. Since the data did not provide normality to analyze the Spearman correlation coefficient was employed, the Mann-Whitney U and the Kruskal-Wallis H tests were referred to with a view to comparing the differences in participants' opinions on commitment focuses based on demographic variables. The Friedman test was applied to examine whether organizational commitment differed depending on the focus they prioritized. Among dimensions in two scales, there is a negative, statistically significant, and low relationship between commitment to school and commitment to politics, commitment to profession and commitment to politics and religion; there is a low and positive relationship between commitment to profession and to family. There is a negative relationship between commitment to internal and external stakeholders of school. Significant differences were found among commitment focuses of teachers based on gender, age, length of service in school and teaching, and education level.

[*] Correspondency: ayca.bagmen@hotmail.com, aycabagmenkaya@halic.edu.tr

Introduction

It is known that organizations have members who tend to internalize organizations' goals and work harder to achieve them. For members with this tendency, there exists a certain level of commitment to the organization such that they possess the obligatory and balancing force that directs the tendencies of the organization members to work more on behalf of the organization and enables individuals to engage in any work process is called commitment (Özdemir & Orhan, 2020). According to Mowday, Steers & Porter (1979), dedication is defined as "*behavior that is limited to one's actions*" or "*behavior that exceeds formal, normative expectations*". Weiner (1982) defines commitment as "*the totality of internalized normative pressures*", making the distinction between organizational commitment and instrumental motivation (external reward). Theoretically, the structure of commitment is stable and holistic compared to motivation (Mowday et al., 1979; Weiner, 1982). Organizational commitment consists of the individual's actions in the organization, but also includes their opinions and beliefs about the organization (Limon, 2021). In other words, organizational commitment constitutes the individual's actions in the organization in parallel with the expression of his/her beliefs and opinions about the organization (Şahinbaş, 2018). Commitment is connected with one or more structures and is explained by three sub-dimensions (Meyer & Allen, 1991). These are affective, normative, and continuance commitment. Along with other concepts, organizational commitment includes some aspects of organizational identification. In this context, the significant relationship between organizational commitment and organizational identification was revealed by some studies (Anaza & Rutherford, 2012; Chughtai & Buckley, 2009; Gözükara & Simsek, 2016). On the other hand, Mowday et al. 's (1979) definitions of organizational commitment (adopting the organization's goals and values, exerting more than expected effort to achieve this, the desire to maintain organizational membership) include behavioral tendencies, internalization of values, and positive influences. Although identification is necessarily directed towards a particular organization, in fact, people are committed to the organization's values, not the organization itself. In other words, while the focus of identification is the organization, the organization's goals and values are the commitment focuses. In this regard, since a teacher working in a school is committed to the school's goals and values, he/she can also be committed to another school that shares the same values. An individual can change his/her commitment to another organization with similar goals and values through the right incentives. However, when an individual leaves the organization he/she identifies with, he/she may experience some psychological losses (Celep, 2014).

In educational organizations, it can be argued that commitment can be more effective than identification. Because commitment is based on the cognitive dimension, while identification is based on the affective dimension. Since interaction between members and the committed object is intense, the organizational commitment is based on rationality. Rationality is the most important basis of education. As a result, a dedicated individual voluntarily adheres to the object's expectations to which he/she is dedicated and aims to maintain a strong association with the object. Due to the nature of voluntary commitment; concepts such as *intrinsic motivation* carry importance in organizations where the rewards obtained by the individual, and the results he/she achieves, are more important compared to the conditions controlled by others (Deci & Ryan, 1985). In turn, this is connected with organizations that demonstrate high work performance. Because high work performance provides an opportunity for the *self-rewarding behavior* of the inner motivation (Hackman, & Oldman, 1980). Commitment is defined as one of the most important factors in the unborn success of education and seminaries. A teacher's commitment is closely related to a teacher's ability to

innovate during work performance and integrate new ideas into his/her practices. Teaching is a complex profession (Aydın, 2018). Teachers need to show their personal commitment to maintain their vigor and enthusiasm in their work. Considered as an investment in personal resources, the concept of "commitment" has long been associated with the professional characteristics of a teacher (Crosswell & Elliott, 2004). Thus, it has been observed that preceptors with high situations of commitment parade visionary actions, show willingness to take initiative and learn, are content with their jobs, and have less intention to leave since they feel more attached to their school (İnce, 2016). On the other hand, the factors that enhance and reduce the teacher's commitment should be taken into consideration and not be overlooked (Celep, 2014).

The commitment focuses are based on characteristics that apply to the individuals or groups to whom the employees belong (Reichers, l985). The focus of employees' commitment may be on their organizations, as well as on themselves, their professions, and their unions. Some studies reveal that employees are committed to senior management, supervisors, colleagues, and students to different degrees, and there is valid evidence for the existence of multidimensional commitment (Gökaslan, 2018; Leithwood & Sun, 2012; Meriç, Çiftçi & Yurtal, 2019). According to Reichers (1985), the argument on which multidimensional commitment is based is that there are many groups within the organization and that showing commitment to these groups includes the total commitment. In other words, although the *coalitional entities* formed the organization, the goals and values of the stakeholders may conflict with each other. In addition, the organization is not only limited to coalitional entities within the organization. There are also external coalitional entities that affect the organization. Within the context of educational organizations, it is possible to say that the external coalitional entities are family, religion, economy, politics, social values, and political structure. Penning & Goodman (1979) use the concept of *"the circle of influence"* to express both internal and external groups that contribute to organizational effectiveness, determining its limits. March & Simon describe the circle of influence as *the dominant coalition* or a group of people who have the power to make decisions about a particular issue. The dominant coalition is the circle of influence, which provides a formally accepted definition of organizational effectiveness. When the purpose of the dominant coalition is met, the organization's work success is considered to be realized effectively. Among coalitional entities that form an organization, the goals, and values of the dominant or influential one can also be perceived as the organization's goals and values. Since the administrator creates an atmosphere (dominant) based on the managerial mindset in a school, the quantitative increase in students' success may lead to the perception that the school works well in administrative terms. However, from the teachers' point of view, this situation may also lead to an opposite judgment. If so, the teacher's commitment to school does not mean that the teacher is completely committed to the school's goals and values. Because it is possible that the teacher will be committed to the goals and values of only one or few coalitional entities (Celep, 2014). On the other hand, there may be internal and external reference groups that influence the teacher's' commitment. Reference groups are defined as group perceptions that the individual identifies with, forming the basis for the judgments of effectiveness. Social roles reflect the individual's identification with reference groups. A member of an organization can fulfill his/her role based on the internal and external reference groups to which he/she is committed (Akbal, 2010).

Considering the global competition, eagerness and volunteering are inevitable for the organization members to meet their organization's expectations. Thus, organizational activities will likely be carried out more effectively and successfully. In this case, however,

the organizational commitment emerges in accordance with the eagerness and volunteering of the organization's members (Kavaklı, 2021). In educational organizations, the teachers' commitment can be seen as a concept that includes the commitment to the profession. In the absence of commitment to the profession, it is inevitable that teachers' organizational commitment will be out of the question or that it will not be at an adequate level. Therefore, the teachers' commitment to the profession is directly proportional to the job's nature, their perception of the teaching profession, and the communication structure in the school (Meriç, Çiftçi, & Yurtal, 2019). If the commitment of teachers to their schools and professions is low, the teachers' success will diminish, which will reduce the efficiency of the school as well. Therefore, this situation will negatively affect the degree of achieving the school's goals and will be an obstacle to reaching its aims (Celep, 1998). By identifying with their organization, and being proud of it, teachers are expected to be more motivated for success, thus positively affecting their performance levels. Revealing findings of scientific research on the concept of commitment to internal and external stakeholders in educational institutions will strengthen the connections between practice and theory, hence will play a leading role in improving the quality of the education system (Altunay, 2017). Considering the goals of educational institutions, meaning to change human behavior in a positive way, it is thought that determining the commitment to internal and external stakeholders of the school will further contribute to achieving schools' goals. In this context, this study is the first to review the commitment to internal and external stakeholders of the organization together.

The Purpose of the Study

In this study, it is aimed to determine the teachers' opinions on the commitment to internal and external stakeholders and the effects of independent variables affecting their commitment. Within this framework, the answers to the following questions were sought:

(1) Is there a relationship between teachers' commitment to the internal and external stakeholders of the school?
(2) Is there a significant difference in the teachers' opinions on the commitment to the internal and external stakeholders of the school, based on their demographic variables (gender, age, tenure in school and the teaching profession, education level)?
(3) Is there a significant difference in the teachers' opinions based on the organizational commitment focus that is prioritized?

Method

Research Design

Using a relational screening model, this study examines the relationships between teachers' commitment to the internal and external stakeholders of the school and the relationships between teachers' commitment focuses based on gender, age, tenure in school and in the teaching profession, and education level. In the relational screening model, both the correlations between the variables and the effect of independent or multiple independent variables on the dependent variable can be investigated (Mertens, 2010).

Population and Sample

The research population consists of teachers working in schools in the central districts of Istanbul, Turkey including Ataşehir (3619 teachers) and Beşiktaş (3462 teachers) during the academic term of 2020 and 2021 (https://atasehir.meb.gov.tr/ and

https://besiktas.meb.gov.tr/). The population of the research consists of 7081 teachers. Since the number of teachers in the population was too large for the researcher to reach, the method of sampling from the population was used; Krejcie and Morgan's (1970) table was used to determine the number of samples representing the population. Accordingly, it was indicated that it is sufficient for 364 people to represent the population. The sample of the study consists of 878 teachers located in this region with simple random sampling method. The final sample consisted of 806 teachers and 72 teachers were taken out of the sample due to the missing information in one or more of the key variables. In this case, it is possible to state that the sample represents the population at a considerably high level (seen Table I).

Table 1. The distribution of participants according to personal variables

Personal Information		*f*	**%**
Gender	Female	434	53.8
	Male	372	46.2
Age	21-30	272	33.7
	31-40	337	41.8
	41-50	157	19.5
	51-60	40	5.0
The tenure in the school	Less than 1 year	202	25.1
	1-5	367	45.5
	6-10	163	20.2
	11-15	74	9.2
The tenure in the teaching	1-5	197	24.4
	6-10	232	28.8
	11-15	160	19.9
	16-20	216	26.8
Education level	Educational institute or college (3 years or less)	139	17.2
	4-year college or faculty	620	76.9
	Graduate degree	46	5.7
	Total	**806**	**100**

Data Collection Tools

Aiming to determine teachers' commitment focuses, a scale development study was carried out by using two main scales in the research. For this reason, necessary legal permissions were obtained from the owners of the scales that are used.

The Scale of the Commitment to the Internal Stakeholder of the School (SCISS)

The scale of the "Teachers' Organizational Commitment'' developed by Celep (2000) was used to determine the teachers' opinions on the commitment to the internal stakeholders of the school. This scale consists of 4 dimensions and 28 items. The reliability coefficient of this scale is 0.88 and the reliability coefficients of the dimensions are as follows; the school is 0.80; the teaching affairs is 0.75; the teaching profession is 0.78, and the colleagues are 0.81. The scale of commitment to the internal stakeholders of the school was calculated regarding all three dimensions except for the commitment to the educational affairs dimension using a total of 21 items, in line with the purpose of this research.

The Scale of the Commitment to the External Stakeholder of the School (SCESS)

For the scale of the commitment to the external stakeholder of the school, the scale of the "Commitment Focuses of the Teachers", consisting of 22 items and 3 dimensions, was

used (Bülbül, 2001; Celep & Bülbül, 2003). The reliability coefficient of this scale is 0.82 and the reliability coefficients of the dimensions are as follows; commitment to political values is 0.74; commitment to family values is 0.73, and commitment to religious values is 0.66.

The Validity Study of the Scales

The Construct Validity of the Scale of Commitment to Internal Stakeholder of the School (SCISS)

Confirmatory factor analysis was applied to provide evidence of validity for the structure of SCISS, which consists of 3 dimensions and is adapted from the scale of the teachers' organizational commitment. While the Mplus statistical program was used during the analyses, the MLE (Maximum Likelihood Estimation) method was preferred during the confirmatory factor analysis. Aiming to determine the teachers' opinions on the commitment to the internal stakeholders of the school, this scale con'ists of a total of 32 items and 3 sub-dimensions. The first sub-dimension consists of the commitment to school (items between 1-13), the second sub-dimension consists of items related to the commitment to colleagues (items between 14-21), and the third sub-dimension consists of items related to the commitment to the profession (items between 22-32). Created by two-level confirmatory factor analysis with a total of 32 items, model fit indices are given in the table below.

Table 2. Model fit indices and related predictions of the scale of the commitment to internal stakeholder of the school

Model Fit Indices	Predicted Values
RMSEA	0.053 (0.050-0.056 with 90% CI)
X^2/sd	1487.858/ 461
CFI	0.91
TLI	0.90
SRMR	0.05

The model fit indices are given in the table above. Since the RMSEA value is between 0.05 and 0.08, it can be indicated that the fit is adequate (Browne & Cudeck, 1993). When the confidence interval for RMSEA is examined, it is seen that this value varies between 0.050 and 0.056. This interval indicates where the true value of the RMSEA fit index lies in the population (MacCallum, Browne, & Sugawara, 1996), and it can be said that the model fit is sufficient according to the intervals predicted by the model. By dividing the chi-square value by the degrees of freedom, a value of 1487.858 / 461 = 3.2 was obtained as another index. Values lower than 3 imply a good fit to the true population parameters (Browne & Cudeck, 1993). It is seen that the fit value is within acceptable values. The CFI fit index is estimated to be 0.91 while the TLI fit index is estimated to be 0.90. When these values are close to 1, they show good fit, while values that are 0.90 and above indicate model-data fit (Tabachnick & Fidell, 2001). When the SRMR value is examined as another fit indices, it is seen that the predicted value obtained from the analysis is 0.05. The fact that the SRMR value is less than 0.05 is an indication of a good fit (Hu & Bentler, 1995). When the fit indices are examined in general, it can be said that the research data fit the model, so the model-data fit is achieved.

Table 3. Standardized path coefficients and error variance of the items in the scale of the commitment to internal stakeholder of the school

Dimensions	Items	Standard Predicted Value	The standard error	The two-sided p-value	Cronbach's Alpha
Commitment to school	m1	0.81	0.34	0.00	
	m2	0.59	0.65	0.00	
	m3	0.79	0.38	0.00	
	m4	0.78	0.39	0.00	
	m5	0.56	0.69	0.00	
	m6	0.76	0.42	0.00	0.93
	m7	0.72	0.49	0.00	
	m8	0.63	0.61	0.00	
	m9	0.77	0.41	0.00	
	m10	0.76	0.42	0.00	
	m11	0.80	0.35	0.00	
	m12	0.61	0.63	0.00	
	m13	0.77	0.40	0.00	
Commitment to colleagues	m14	0.76	0.43	0.00	
	m15	0.61	0.63	0.00	
	m16	0.66	0.57	0.00	
	m17	0.73	0.47	0.00	0.87
	m18	0.75	0.44	0.00	
	m19	0.57	0.68	0.00	
	m20	0.63	0.61	0.00	
	m21	0.72	0.48	0.00	
Commitment to the profession	m22	0.66	0.57	0.00	
	m23	0.54	0.71	0.00	
	m24	0.72	0.49	0.00	
	m25	0.58	0.67	0.00	
	m26	0.65	0.58	0.00	0.90
	m27	0.73	0.46	0.00	
	m28	0.72	0.48	0.00	
	m29	0.54	0.71	0.00	
	m30	0.69	0.52	0.00	
	m31	0.74	0.45	0.00	
	m32	0.72	0.48	0.00	
Commitment to Internal Stakeholder of the School	Com. to school	0.92	0.16	0.00	
	Com. to col.	0.78	0.39	0.00	0.95
	Com. to pro.	0.61	0.61	0.00	

Above, the standardized path coefficients of the 3-dimensional SCISS, and the errors and significance values of these coefficients are given. According to the p values, it was determined that all of the path coefficients were significant. This result shows that 32 items in the scale predict the scale. The path coefficients vary as follows; between 0.56 and 0.81 for the first dimension, between 0.57 and 0.76 for the second dimension, and between 0.54 and 0.74 for the third dimension. Since these standardized values are above 0.30, it can be said that these items measure the intended attribute. In the meantime, it can be said that the errors in items are low and at an acceptable level.
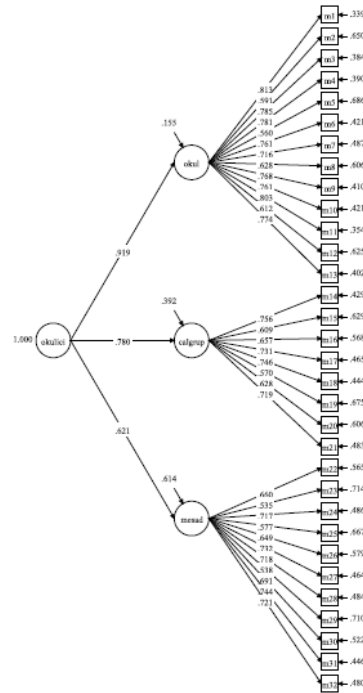
Figure 1. Path diagram of items of the scale of the commitment to internal stakeholder of the school

The Construct Validity of the Scale of the Commitment to External Stakeholder of the School (SCESS)

Confirmatory factor analysis was applied to provide evidence of validity for the structure of SCESS, which consists of 3 dimensions and is adapted from the scale of the "Commitment Focuses of the Teachers''. While the Mplus statistical program was used during the analyses, the MLE (Maximum Likelihood Estimation) method was preferred during the confirmatory factor analysis. Aiming to determine the teachers' opinions on the commitment to the external stakeholders of the school, this scale con'ists of a total of 22 items and 3 sub-dimensions. The first sub-dimension consists of the commitment to family (items between 33-38), the second sub-dimension consists of items related to the commitment to religion (items between 39-45), and the third sub-dimension consists of items related to the commitment to politics (items between 46-54). Obtained by two-level confirmatory factor analysis with a total of 22 items, model fit indices are given in the table below.

Table 4. Model fit indices and related predictions of the scale of the commitment to external stakeholder of the school

Model Fit Indices	Predicted Values
RMSEA	0.047 (0.042-0.052 with 90% CI)
X^2/sd	568.914/206
CFI	0.95
TLI	0.94
SRMR	0.04

The model fit indices are given in the table above. When the confidence interval for RMSEA is examined, it is seen that this value varies between 0.042 and 0.052. This interval indicates the true value of RMSEA, one of the fit indices, as an interval in the population and when the prediction intervals are examined, it can be said that the model fit is sufficient. By dividing the chi-square value by the degrees of freedom, a value of 568.914/206 = 2.8 was obtained as another index and since the obtained value is less than 3, it is seen that it is within the acceptable values. When the CFI and TLI fit indices are examined, it is seen that the two values are estimated as 0.95 and 0.94, respectively. When the SRMR value is examined as another fit indices, it is seen that the predicted value obtained from the analysis is 0.04. When the fit indices are examined in general, it can be said that the research data fit the model.

Table 5. Standardized path coefficients and error variance of the items in scale of the commitment to external stakeholder of the school

	Items	Standard Predictions	Error Variance	The two-sided p-value	Cronbach's Alpha
Commitment to family	M33	0.70	0.51	0.00	
	M34	0.75	0.43	0.00	
	M35	0.53	0.72	0.00	
	M36	0.74	0.45	0.00	0.84
	M37	0.66	0.57	0.00	
	M38	0.72	0.49	0.00	
Commitment to religion	M39	0.80	0.36	0.00	
	M40	0.71	0.49	0.00	
	M41	0.71	0.50	0.00	
	M42	0.65	0.58	0.00	0.87
	M43	0.65	0.58	0.00	
	M44	0.72	0.49	0.00	
	M45	0.72	0.48	0.00	
Commitment to politics	M46	0.80	0.36	0.00	
	M47	0.77	0.41	0.00	
	M48	0.71	0.50	0.00	
	M49	0.76	0.42	0.00	0.92
	M50	0.73	0.46	0.00	
	M51	0.68	0.54	0.00	
	M52	0.80	0.36	0.00	
	M53	0.82	0.33	0.00	
	M54	0.38	0.86	0.00	
Commitment to external stakeholder of the school	Com. to family	0.68	0.54	0.00	
	Com. to religion	0.74	0.46	0.00	0.90
	Com. to politics	0.48	0.77	0.00	

Above, the standardized path coefficients of the 3-dimensional SCESS, and the errors and significance values of these coefficients are given. According to the p values, it can be said that each of the path coefficients are significant. When this result is interpreted, it is possible to say that 22 items in the scale predict it. The path coefficients vary as follows; between 0.53 and 0.75 for the first dimension, between 0.65 and 0.80 for the second dimension, and between 0.38 and 0.82 for the third dimension. Since these standardized values are above 0.30, it is possible to say that these items measure the intended attribute. In addition, when the errors in items are examined, it can be said that they are low and at an acceptable level.
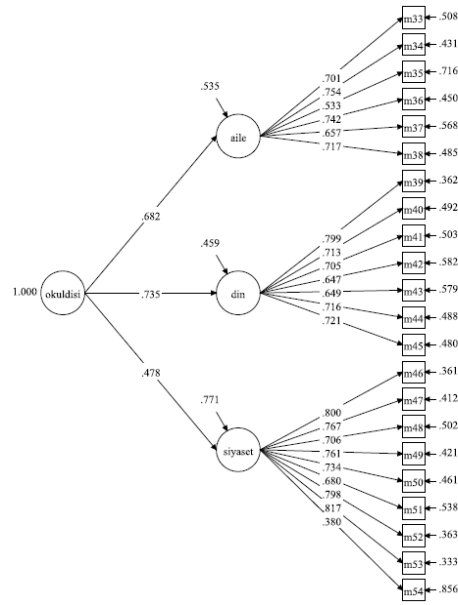
Figure 2. Path diagram of items in the scale of the commitment to external stakeholder of the school

The path diagram showing the connection between two measurement tools is given below. Between the two measurement tools, it was determined that there is a moderate correlation in terms of both the scales and their dimensions.
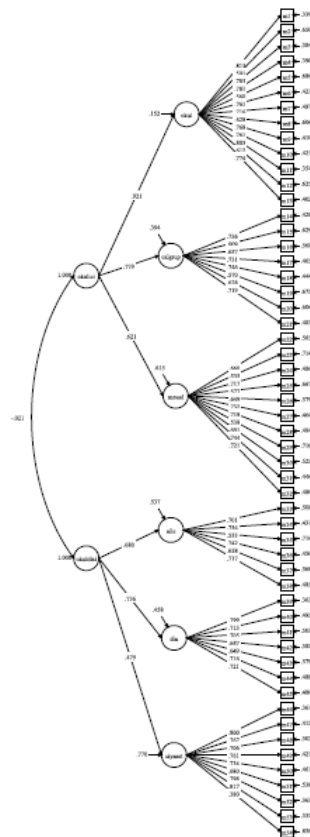

Figure 3. The path diagram on the relationship between the scales of commitment to internal and external stakeholders of the school

The Data Analysis

At the adaption stage of the scales used in the data analysis, the literature was examined by using two scales and the construct validity of the SCISS and SCISS are exhibited. For this purpose, MLE (Maximum Likelihood Estimation) method is applied through the Mplus statistical program to conduct confirmatory factor analysis. Accordingly, model fit indices, standardized path coefficients, the coefficients errors, and the significance of coefficients were analysed. Spearman's correlation coefficient was also calculated since the data did not provide normality when examining the relationships between dimensions of commitment to the internal and external stakeholders of the school. The findings of the differences in the participants' opinions on the commitment focuses based on their demographic variables were analysed with the Mann-Whitney U test and the Kruskal-Wallis H test. The Friedman test was applied in order to examine whether the level of participants' organizational commitment differed depending on the focus that they prioritized.

Findings

The following are tried to be determined; the data obtained on teachers' commitment to the internal and external stakeholders of the school, the relationship between stakeholders, and whether teachers' opinions differ based on some variables (gender, age, tenure in school and the teaching profession, education level). In addition, the differences in teachers' priorities about their commitment focuses and their opinions about other dimensions are tried to be explained.

The Relationship Between th' Scales of Commitment to Internal and External Stakeholders of the School

Considering that the data did not provide normality when examining the relationships between dimensions of commitment to the internal and external stakeholders of the school, Spearman's correlation coefficient was calculated and interpreted in the research. Table 6 shows the coefficient estimations for this index.

Table 6. The relationship between the dimensions of commitment to internal and external stakeholders of the school

	School	Colleagues	Profession	Family	Religion
Commitment to Colleagues	0.631**				
Commitment to the profession	0.520**	0.412**			
Commitment to family	-.0.036	0.059	0.075*		
Commitment to religion	-0.053	-0.042	-0.095*	0.413	
Commitment to politics	-0.112**	-0.034	-0.235**	0.313**	0.356**

*p<0.05, **p<0.01

When Table 6 is examined, it is seen that the relationships between the commitment to internal stakeholder of the school (commitment to school, colleagues, and the profession) are moderate and statistically significant; Similarly, it is seen that the relationships between the

dimensions of commitment to external stakeholder of the school (commitment to family, religion, and politics) are moderate and statistically significant. When connection of the scales across dimensions are taken into consideration, it is observed that while the relationship between commitment to school and commitment to politics and commitment to the profession and commitment to religion is negative, statistically significant but weak; relationship between commitment to the profession and commitment to family is positive but statistically weak.

The Difference in Teachers' Opinions on Commitment to Internal and External Stakeholders of the School based on the Participants' Demographic Variables

Below, the findings are given regarding the differences in teachers' opinions participated in the research based on commitment focuses including gender, age, tenure at school and in the teaching profession, and education level.

Gender

To analyze whether the teachers' organizational commitment differed statistically between different genders, the Mann-Whitney U test was used, and the statistical test results are presented in Table 7.

Table 7. The results of Mann-Whitney U test on the comparison of teachers' organizational commitment by gender

Dimensions	Gender	Descriptive Statistics			The Mann-Whitney U test	
		n	*The mean rank*	*The rank sum*	*U*	*p*
Commitment to school	Female	434	407.66	176923.50	78919.500	0.458
	Male	372	398.65	148297.50		
Commitment to colleagues	Female	434	404.87	175715.50	80127.500	0.856
	Male	372	401.90	149505.50		
Commitment to the profession	Female	434	437.36	189813.00	66030.000	0.000
	Male	372	364.00	135408.00		
Commitment to family	Female	434	390.23	169361.00	74966.000	0.080
	Male	372	418.98	155860.00		
Commitment to religion	Female	434	360.90	156630.50	62235.500	0.000
	Male	372	453.20	168590.50		
Commitment to politics	Female	434	357.39	155109.00	60714.000	0.000
	Male	372	457.29	170112.00		

* p<0.05

When Table 7 is examined, according to the Mann-Whitney U test conducted to examine whether there is a significant difference between the levels of commitment to the organization between female teachers and male teachers, the level of organizational commitment of female and male teachers is significantly different in the dimensions of commitment to the profession, religion, and politics (U=66030, p<0.05 for the commitment to the profession; U= 62235.5, p<0.05 for the commitment to religion; U=60714, p<0.05 for the commitment to politics). The organizational commitment levels of male and female teachers are higher for female teachers in the dimension of commitment to the profession, and higher for male teachers in the dimensions of commitment to religion and politics, according to the mean ranks of the test scores.

Age

To analyze whether the level of organizational commitment between teachers differed based on their ages, the Kruskal-Wallis H test was used, and the results are presented in Table 8.

Table 8. The Kruskal-Wallis H test on the comparison of teachers' opinions about the organizational commitment behavior by gender

Dimensions	Age	Descriptive Sta.		Kruskal-Wallis H			Group Differences
		n	The mean ra.	X^2	*sd*	*p*	
Commitment to school	20-30	272	383.87	10.905	3	0.012	1-4
	31-40	337	396.86				2-4
	41-50	157	426.75				
	51-60	40	501.74				
Commitment to colleagues	20-30	272	381.64	11.097	3	0.011	1-4
	31-40	337	402.53				2-4
	41-50	157	416.68				
	51-60	40	508.65				
Commitment to the profession	20-30	272	427.46	8.363	3	0.039	2-4
	31-40	337	379.06				
	41-50	157	402.06				
	51-60	40	452.14				
Commitment to family	20-30	272	395.72	1.647	3	0.649	-
	31-40	337	406.89				
	41-50	157	399.35				
	51-60	40	444.11				
Commitment to religion	20-30	272	407.33	2.112	3	0.549	-
	31-40	337	398.02				
	41-50	157	396.46				
	51-60	40	451.23				
Commitment to politics	20-30	272	345.89	32.967	3	0.000	1-2
	31-40	337	413.11				1-3
	41-50	157	470.61				1-4
	51-60	40	450.90				

According to the non-parametric Kruskal-Wallis test, which was conducted to understand whether the teachers' levels of organizational commitment in groups formed based on age show a significant difference; A significant difference was found between the dimensions of commitment to school, colleagues, and politics ($X^2_{(3)=}$10,905, *p*<,05 for the dimension of commitment to school; $X^2_{(3)=}$11,097, *p*<,05 for the dimension of commitment to colleagues; $X^2_{(3)=}$8,363, *p*<,05 for the dimension of commitment to the profession; $X^2_{(3)=}$32,967, *p*<,05 for the dimension of commitment to politics). According to the results of the Dunn-Bonferroni post-hoc method, which was carried out to determine between which groups this difference was, for the dimension of commitment to school, a difference was found in favor of teachers aged between 51-60 compared to 20-30 age interval, and similarly, a difference was found in favor of teachers aged between 51-60 compared to 31-40 age interval. For the dimension of commitment to colleagues, a difference was found in favor of teachers aged between 51-60 compared to 20-30 age interval, and similarly, a difference was found in favor of teachers aged between 51-60 compared to 31-40 age interval. For the dimension of commitment to the profession, a difference was found in favor of teachers aged between 51-60 compared to 31-40 age interval. For the dimension of commitment to politics, a difference was found in favor of teachers aged between 31-40, 41-50, and 51-60 compared to the 20-30 age interval.

The Educational Status

To analyze whether the teachers' organizational commitment levels differed based on the level of education, the Kruskal-Wallis H test was used, and the obtained results are presented in Table 9.

Table 9. The Kruskal-Wallis H test on the teachers' level of organizational commitment by the level of education

Dimensions	Education	Descriptive Sta.		Kruskal-Wallis H			Group Differences
		n	The mean ra.	*X²*	*sd*	*p*	
Commitment to school	Educational institute or college (3 years or less)	139	459.04	9.99	2	0.007	1-2
	4-year college or faculty	620	390.15				
	Graduate degree	46	406.91				
Commitment to colleagues	Educational institute or college (3 years or less)	139	458.02	10.932	2	0.004	1-2
	4-year college or faculty	620	388.52				
	Graduate degree	46	431.96				
Commitment to the profession	Educational institute or college (3 years or less)	139	447.76	7.813	2	0.020	1-2
	4-year college or faculty	620	390.58				
	Graduate degree	46	435.13				
Commitment to family	Educational institute or college (3 years or less)	139	417.71	0.675	2	0.714	-
	4-year college or faculty	620	400.00				
	Graduate degree	46	399.03				
Commitment to religion	Educational institute or college (3 years or less)	139	428.59	2.212	2	0.331	-
	4-year college or faculty	620	396.71				
	Graduate degree	46	410.39				
Commitment to politics	Educational institute or college (3 years or less)	139	458.97	10.538	2	0.005	1-2
	4-year college or faculty	620	393.00				
	Graduate degree	46	368.60				

According to the non-parametric Kruskal-Wallis test, which was conducted to understand whether the teachers' level of organizational commitment in groups formed based on the level of education, a significant difference was found between the dimensions of commitment to school, colleagues, and politics ($X^2_{(2)}$=9.99, $p<,05$ for the dimension of commitment to school; $X^2_{(2)}$=10.932 $p<,05$ for the dimension of commitment to colleagues; $X^2_{(2)}$=7.813, $p<,05$ for the dimension of commitment to the profession; $X^2_{(2)}$=10.538, $p<,05$ for the dimension of commitment to politics). According to the results of the Dunn-Bonferroni post-hoc method, which was carried out to determine between which groups such a difference exists, the dimensions of organizational commitment that emerged based on the education level differ between teachers who graduated from education institute or college (3 years or less) and 4-year college or faculty, and this difference was in favor of the former.

The Tenure in the Teaching Profession

To analyse whether the teachers' level of commitment differed according to the tenure of teaching profession, the Kruskal-Wallis H test was used, and the obtained results are presented in Table 10.

Table 10. The Kruskal-Wallis H test on the comparison of teachers' opinions about the organizational commitment behavior by the tenure in the teaching profession

Dimensions	The tenure	Descriptive Sta.		Kruskal-Wallis H			Group Differences
		n	The mean ra.	X^2	*sd*	*p*	
Commitment to school	1-5	197	399.45	14.867	3	0.002	2-4
	6-10	232	368.35				
	11-15	160	392.39				
	16-20	216	451.31				
Commitment to colleagues	1-5	197	384.36	10.206	3	0.017	2-4
	6-10	232	374.19				
	11-15	160	426.70				
	16-20	216	433.39				
Commitment to the profession	1-5	197	439.81	18.040	3	0.000	2-4, 1-2
	6-10	232	352.67				
	11-15	160	399.29				
	16-20	216	426.23				
Commitment to family	1-5	197	383.26	1.974	3	0.578	-
	6-10	232	412.95				
	11-15	160	407.63				
	16-20	216	406.89				
Commitment to religion	1-5	197	413.94	2.078	3	0.556	-
	6-10	232	403.27				
	11-15	160	380.78				
	16-20	216	409.20				
Commitment to politics	1-5	197	355.01	30.634	3	0.000	1-3, 1-4, 2-4
	6-10	232	369.63				
	11-15	160	429.23				
	16-20	216	463.19				

According to the non-parametric Kruskal-Wallis test, which was conducted to understand whether the teachers' levels of organizational commitment in groups formed based on the tenure show a significant difference; A significant difference was found between the dimensions of commitment to school, colleagues, and politics ($X^2_{(3)}$=14.876, $p<,05$ for the dimension of commitment to school; $X^2_{(3)}$=10.206, $p<,05$ for the dimension of commitment to colleagues; $X^2_{(3)}$=18.040, $p<,05$ for the dimension of commitment to the profession; $X^2_{(2)}$=30.634, $p<,05$ for the dimension of commitment to politics). According to the results of the Dunn-Bonferroni post-hoc method, which was carried out to determine between which groups this difference was, for the dimension of commitment to school, a difference was found in favor of teachers with 16-20 years of service compared to 6-10 years of service; for the dimension of commitment to colleagues, a difference was found in favor of teachers with 16-20 years of service compared to 6-10 years of service; for the dimension of commitment to the profession, a difference was found in favor of teachers with 16-20 years of service compared to 6-10 years of service; and lastly, for the dimension of commitment to politics, a difference was found in favor of teachers with 11-15 and 16-20 years of service compared to 6-10 years of service and similarly in favor of teachers with 16-20 years of service compared to 6-10 years of service.

The tenure in the school

To analyze whether the teachers' level of organizational commitment differed based on the tenure in school, the Kruskal-Wallis H test was used, and the obtained results are presented in Table 11.

Table 11. The Kruskal-Wallis H test on the comparison of teachers' opinions about the organizational commitment behaviour by the tenure in school

Dimensions	The tenure	Descriptive Sta.		Kruskal-Wallis H			Group Differences
		n	The mean ra.	X^2	sd	p	
Commitment to school	Less than 1 year	202	353.48	18.023	3	0.000	1-3
	1-5	367	406.34				1-4
	6-10	163	426.52				
	11-15	74	475.28				
Commitment to colleagues	Less than 1 year	202	342.60	26.699	3	0.000	1-2
	1-5	367	404.40				1-3
	6-10	163	440.94				1-4
	11-15	74	482.78				2-4
Commitment to the profession	Less than 1 year	202	411.57	2.721	3	0.437	
	1-5	367	395.50				
	6-10	163	394.94				
	11-15	74	440.01				
Commitment to family	Less than 1 year	202	410.43	5.091	3	0.165	-
	1-5	367	384.46				
	6-10	163	425.84				
	11-15	74	429.77				
Commitment to religion	Less than 1 year	202	406.87	2.401	3	0.493	-
	1-5	367	403.43				
	6-10	163	385.31				
	11-15	74	434.74				
Commitment to politics	Less than 1 year	202	373.30	7.335	3	0.062	
	1-5	367	401.53				
	6-10	163	429.86				
	11-15	74	437.64				

According to the non-parametric Kruskal-Wallis test, which was conducted to understand whether the teachers' levels of organizational commitment in groups formed based on the tenure show a significant difference; A significant difference was found between the dimensions of commitment to school and colleagues ($X^2_{(3)}$=18.023, $p<,05$ for the dimension of commitment to school; $X^2_{(3)}$=26.699, $p<,05$ for the dimension of commitment to colleagues). According to the results of the Dunn-Bonferroni post-hoc method, which was carried out to determine between which groups this difference was, for the dimension of commitment to school, a significant difference was found in favor of teachers with 6-10 and 11-15 years of service compared to less than 1 year of service; for the dimension of commitment to colleagues, a significant difference was found in favour of teachers with 1-5, 6-10 and 11-15 years of service compared to less than 1 year of service.

The Difference in Teachers' Opinions on Commitment to Prioritized Stakeholder

To analyze whether the teachers' level of organizational commitment differed based on the prioritized stakeholder, the Friedman test was used, and the obtained results are presented in Table 12.

Table 12. The Friedman test on the comparison of teachers' level of the organizational commitment based on the prioritized stakeholder

Decision	Dimensions	Descriptive Sta.		Friedman			Group Differences
		n	The mean ra.	X^2	sd	p	

According to the school's objectives	School (1) Colleagues (2) Profession (3) Family (4) Religion (5) Politics (6)	555	4.57 4.12 5.32 3.20 1.98 1.82	1614.43	5	0.000	Among all groups (except for 5-6)
According to the colleagues' expectations	School (1) Colleagues (2) Profession (3) Family (4) Religion (5) Politics (6)	15	4.03 4.63 4.87 2.87 2.10 2.50	29.301	5	0.000	5-2, 5-3, 6-2, 6-3
According to their professional values	School (1) Colleagues (2) Profession (3) Family (4) Religion (5) Politics (6)	170	4.24 3.96 5.54 3.67 1.97 1.61	531.269	5	0.000	6-1, 6-2, 6-3, 6-4, 5-1, 5-2, 5-3, 5-4, 4-3, 2-1, 2-3, 1-3
According to their family values	School (1) Colleagues (2) Profession (3) Family (4) Religion (5) Politics (6)	22	4.05 3.36 5.18 4.07 2.14 2.20	44.205	5	0.000	5-1, 5-4, 5-3, 6-1, 6-4, 6-3, 2-3
According to their religious values	School (1) Colleagues (2) Profession (3) Family (4) Religion (5) Politics (6)	11	3.64 4.36 4.14 3.32 3.18 2.36	8.263	5	0.142	-
According to their political values	School (1) Colleagues (2) Profession (3) Family (4) Religion (5) Politics (6)	17	4.35 4.24 4.53 3.12 1.97 2.79	26.017	5	0.000	5-1 5-2 5-3

According to the Friedman test, which was conducted to understand whether the teachers' levels of organizational commitment differ based on commitment focuses that are prioritized, teachers differed significantly from one another depending on their school goals, the colleagues' expectations, professional, family, and political values ($X^2_{(5)}$=1614.43 for the school goals; $X^2_{(5)}$=29.301 for the colleagues' expectations; $X^2_{(5)}$=531.269 for the professional values; $X^2_{(5)}$=44.205 for the family values, $X^2_{(5)}$=26.017 for the political values).

Conclusions, Discussions, and Recommendations

In the process of realizing the school goals, the harmony and coordination of the school and its stakeholders play an important role. Between the dimensions in the two scales, there is a negative, statistically significant, and low relationship between commitment to school and commitment to politics, commitment to the profession and commitment to politics and religion; there is a low and positive relationship between commitment to the profession and commitment to family. According to these findings, teachers show high commitment levels to their school, the teaching profession, and the goals and values of colleagues. Also, various studies support this finding (Altunay, 2017; Babaoğlan & Ertürk, 2013; Oltulu, 2021; Örer, 2020; Yazıcı, 2021; Yıldırım & Tösten, 2019). In fact, Crosswell (2006) concluded in

her research that teachers' professional fondness is a very important factor in their commitment to the profession. Based on these findings, many results can be obtained including how teachers find their profession valuable, how they give importance to their profession, how they are dedicated to their profession, and how they can make many sacrifices for their profession. Teachers' understanding of religious, family, and political values play a role in professional socialization. In this context, it may be reflected in classroom teaching activities when teachers give priority to committing to external stakeholders of the school as the primary focus of their professional life. The research findings have shown that teachers place their focus on commitment to the internal stakeholder of the school mostly in their professional life. On the other hand, it was determined that there is a negative relationship between commitment to internal and external stakeholders of the school. When the literature is reviewed, it is found that commitment is significantly affected by work-life (Steers, 1977). The following are found to have a positive relationship with commitment; being open or reliable, central life interests, promotion in title, ambition, need for social relations, being married (Hrebiniak & Alutto, 1972), the priority of work in an individual's life, internal control and developmental orientation (London, 1983), sense of belonging, participation in decision-making, collaboration, and professional growth opportunities (Dannetta, 2002), and having a high need for achievement (Steers, 1977). In this context, for the teachers participating in the research, the focus of the central life interest is their school, profession, and colleagues. The commitment to external stakeholders of the school such as politics and religion are at the lowest level. Based on the values of commitment focuses that are prioritized, it is determined in the research that although the teachers give priority to political or religious values, this situation does not reduce the level of commitment to the internal stakeholder of the school. In this context, it can be suggested that the teachers participating in the research did not reflect their understanding of their political or religious priorities to in-school education.

When compared on the gender dimension, findings of the study indicate that female teachers are more prominent in the dimension of commitment to the profession, and male teachers in the dimensions of commitment to religion and politics. his can be explained by the fact that female teachers, by their nature, show more sacrifice and commitment to their profession, as they internalize themselves more easily with the teaching profession (Kaya, 2019). There are research findings in favor of female teachers in the dimension of commitment to the profession (Ekinci, 2012; Yazıcı, 2021; Zöğ, 2007). When the studies in the literature are examined, it was determined that there are differences between female and male teachers in terms of the levels of commitment and the commitment focuses (Fuller et al., 2006). The research findings also coincide with the literature data. Unlike this finding, some studies (Doğan, 2015; Güner, 2006; Oltulu, 2021) concluded that male teachers' level of commitment to school is higher than female teachers' level. Depending on the teachers' age, their level of commitment also differs. While the teachers' level of commitment to religion has not changed, the teachers' level of commitment to school, the profession, colleagues, and politics has also increased depending on the increase in age. These findings are in parallel with the findings in the literature (Alutto, Hrebiniak, & Alonso, 1973; Artun, 2008; Morris & Sherman, 1981; Welsh & LaVan, 1981; Yazıcı, 2021). This situation can be explained by the possibility that as teachers are getting older, their mastery in the profession, as well as their commitment increases. In terms of education level, it was determined that the teachers with a 3-year college education, who participated in the research, had a higher level of commitment to school, colleagues, profession, and politics compared to faculty graduates.

These findings are in line with the estimations of other studies in the literature. Similar studies

have demonstrated a negative relationship between the education level of employees and commitment (Koch & Steers, 1978; Angle & Perry, 1981; Morris & Sherman, 1981). As the education level of the individual increases, the level of commitment will decrease, as his/her expectation from the organization will likely be increased. As the teachers' tenure in the profession increases, the level of commitment to school, colleagues, and politics also increases. While the results of some studies (Çoban & Demirtaş, 2011; Karakuş, 2005; Kalaz, 2016; Ulusoy, 2014; Yazıcı, 2021) overlap with this finding, the research result of Kandemir (2019) does not coincide with it. According to the research results, the teachers' commitment in the early years of their profession was found to be lower compared to the more senior teachers. The increase in the tenure in the profession may also lead to an increase in the vocational problem-solving skills of teachers to some extent. It can be argued that this situation can also increase the commitment to school, profession, and colleagues. However, it is noteworthy that the commitment to politics also increases. Considering that the level of commitment to politics does not take precedence over the teacher's commitment to internal stakeholders of the school, this situation cannot be considered a problem. Research findings on commitment to the profession show that there is a decrease in the level of commitment towards the 10th year compared to the initial years of service in the profession, and there is an increase again after 10 years. It has been determined that the level of commitment is high among employees who think that they have the power to influence events that affect their profession (Blau, 1985). The organizational commitment may be at a higher level for an individual who may have the knowledge and skills required by his profession and the authority to make the necessary decisions. It has been determined that as the tenure in the school increases, the level of teachers' commitment to the school and colleagues also increases. Since the increase in the employees' work experience increases the chances of success and adaptation to the organization, this situation can positively affect the commitment (Celep, 2014; Schneider, Hall, & Nygren, 1971; Sheldon, 1971; Welsh & LaVan, 1981). According to Uzun's (2011) research, as the tenure in the school increases, their level of affective commitment increases as well.

According to all these findings, it can be thought that when organizational goals are kept at a reasonable level by the organization member, the possibility of transforming a high level of commitment into effective behaviours will increase. However, in some cases, having a high level of commitment can strengthen the member's position and increase his/her recognition in the organization (Celep, 2000). According to Varoğlu (1993), the groups formed by the committed members of the organization are more permanent and have more efficiency than the groups formed by the less committed members. Therefore, it is thought that knowing the commitment to internal and external stakeholders in educational organizations will be a guide for schools in setting effective goals for achievement. The positive atmosphere created by committed teachers will create a strong school climate. In this context, Keleş (2006) also stated that high performance is a strong indicator of organizational commitment, that there is a positive relationship between organizational commitment and seniority, that members who are more committed to their profession will be more likely to continue their membership in the organization and their absenteeism rates will be lower. Although the research has some limitations (It is limited to two districts in Istanbul and data collection is carried out under pandemic conditions), one of its strengths is the high number of participating teachers. In this way, the in-depth analysis of the findings obtained by interviewing the teachers may be a proposal for further research. Besides the teachers' commitment to internal and external stakeholders of the school, it may be another suggestion to evaluate them together with different variables (student performance, motivation, performance, competence, perseverance, well-being, school climate, leadership, organizational silence, etc.) in larger sample groups

and with school administrators. In addition to these, by expanding the scope of the research, the similarities and differences between the commitment focuses of teachers in public and private schools can be revealed. To increase the male teachers' level of commitment to the profession, activities can be organized where male and female teachers can cooperate with each other and create joint workspaces together. By organizing seminars and in-service training to introduce the popular aspects of the teaching profession, the commitment and dedication of teachers who have just started their profession can be increased.

Resources

Altunay, E. (2017). Examination of the relationship between primary school teachers' organizational trust and commitment levels. *Journal of National Education, 46*(213), 37-66.

Akbal, B. (2010). *A field study to determine the effects of performance evaluation criteria applied in banks on employees' job satisfaction: Comparison of private and public banks in Ankara province* (Master's Thesis). Institute of Social Sciences.

Alutto, J. A., Hrebiniak, L. G., & Alonso, R. C. (1973). On operationalizing the concept of commitment. *Social Forces*, *51*(4), 448-454.

Anaza, N. A., & Rutherford, B. (2012). How organizational and employee-customer identification, and customer orientation affect job engagement. *Journal of Service Management, 23*(5), 616-639.

Artun, B. (2008). *The effect of Anatolian high school teachers' organizational commitment levels on their attitudes towards organizational change* (Unpublished Master's Thesis). Yeditepe University Institute of Social Sciences, Istanbul.

Angle, H. L., & Perry, J. L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. *Administrative Science Quarterly, 26*(1), 1-14.

Aydın, İ. (2018). Teacher career cycles and teacher professional development. *Journal of Human Sciences, 15*(4), 2047-2065.

Babaoğlan, E. & Ertürk, E. (2013). The relationship between teachers' perception of organizational justice and their organizational commitment. *Hacettepe University Faculty of Education Journal, 28*(2), 87-101.

Blau, G. J. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology, 58*(4), 277-288.

Browne, M. W. & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A.

Bülbül, T. (2001). *Out-of-School Commitment Foci of Teachers* (Unpublished Master's Thesis). Trakya University Institute of Social Sciences, Edirne.

Celep, C. (1998). Organizational commitment of teachers in educational organizations. *Journal of Education and Science, 22*(108), 56-62.

Celep, C. (2000). Teachers' organizational commitment in educational organizations. *National Forum of Teacher Education Journal, 10*(3), pp. 1999-2000.

Celep, C., & Bülbül, T. (2003). Teachers' focus on commitment outside of school. *Education and Science, 28*(127).

Celep, C. (2014). *Organizational commitment in educational organizations.* Ankara: Nobel Publishing.

Chughtai, A. A., & Buckley, F. (2009). Linking trust in the principal to school outcomes: The mediating role of organizational identification and work engagement. *International Journal of Educational Management, 23*(7), 574-589.

Crosswell, L., & Elliott, R. (2004). *Committed Teachers, Passionate Teachers: the dimension of passion associated with teacher commitment and engagement*. In AARE Conference 2004 (pp. 1-12). AARE.

Crosswell, L. (2006). *Understanding teacher commitment in times of change* (Doctoral Dissertation). Queensland University of Technology Faculty of Education.

Çoban, D. & Demirtaş, H. (2011). The relationship between the academic optimism level of schools and the organizational commitment of teachers. *Educational Management in Theory and Practice, 17*(3), 317-348.

Dannetta, V. (2002). What factors influence a teacher's commitment to student learning?. *Leadership and Policy in Schools, 1*(2), 144-171.

Deci, E. L., & Ryan, R. M. (1995). *Human autonomy: The basis for true self-esteem*. In M. Kernis (Ed.), Efficacy, agency, and self-esteem (pp. 3149). New York: Plenum.

Doğan, Ü. (2015). *The relationship between the organizational commitment levels of private school teachers and the servant leadership behaviours of their principals* (Master's Thesis). Ondokuz Mayıs University Institute of Educational Sciences, Samsun.

Ekinci, Ö. (2012). *The relationship between secondary school teachers' mobbing behaviors and their organizational commitment* (Doctoral dissertation). Necmettin Erbakan University, Konya.

Gökaslan, M. O. (2018). The relationship between organizational commitment, job embeddedness, job dedication and turnover intention in teachers: A field study. *Turkish Journal of Social Sciences Studies, 3*(2), 25-46.

Gözükara, İ., & Simsek, Ö. F. (2016). Role of leadership in employees' work engagement: Organizational identification and job autonomy. *International Journal of Business and Management, 11*(1), 72-84

Güner, H. (2006). *Teachers' commitment problem: A case study of Istanbul province* (Master's thesis). Marmara University Institute of Educational Sciences, Istanbul.

Hackman, J. R., Hackman, R. J., & Oldham, G. R. (1980). *Work redesign* (Vol. 2779). Reading, Mass.: Addison-Wesley.

Hrebiniak, L. G., & Alutto, J. A. (1972). Personal and role-related factors in the development of organizational commitment. *Administrative Science Quarterly,17*(4), 555-573.

Hu, L., & Bentler, P. (1995). *Evaluating model fit*. In R. H. Hoyle (Ed.), Structural equation modelling. Concepts, issues, and applications (pp. 76−99). London: Sage.

İnce, A. R. (2016). The mediating role of managerial support in the effect of perceived organizational support on work engagement. *Electronic Journal of Social Sciences, 15*(57).

Kalaz, M. (2016). *Examining the relationship between school administrators' ethical leadership characteristics and teachers' organizational commitment according to teachers' opinions* (Doctoral dissertation). Yıldız Technical University Institute of Social Sciences, Istanbul.

Kandemir, M. (2019). *The relationship between teachers' technological pedagogical content knowledge, their dedication to the profession and their level of technology use* (Unpublished Master's Thesis). Van Yüzüncü Yıl University, Van, Turkey.

Karakuş, M. (2005). *Organizational commitment levels of teachers working in secondary education institutions (Case Study of Elazig province)* (Master's thesis). İnönü University Institute of Social Sciences, Malatya.

Kavaklı, B. Ş. (2021). *Examining the relationship between organizational commitment and job satisfaction levels of secondary school Turkish teachers and administrators* (Master's Thesis). Istanbul Sabahattin Zaim University Graduate Education Institute, Istanbul.

Kaya, A. (2019). *Teacher views regarding learning agility, teacher quality and teacher retention* (Doctoral dissertation). Bolu Abant İzzet Baysal University Education Science Institute, Bolu.

Keleş, H. N. (2007). A study on the effect of job satisfaction on organizational commitment in pharmaceutical manufacturing and distribution companies. *Selcuk University Faculty of Economics and Administrative Sciences Journal of Social and Economic Research, 7*(13), 243-263.

Koch, J. L., & Steers, R. M. (1978). Job attachment, satisfaction, and turnover among public sector employees. *Journal of Vocational Behavior, 12*(1), 119-128.

Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607-610.

Leithwood, K. A. & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly, 48*(3), 387-423.

Limon, İ. (2021). Relationship between Empowering Leadership and Teachers' Job Performance: Organizational Commitment as Mediator. *Journal of Theoretical Educational Science*, *15*(1), 16-41.

London, M. (1983). Toward a theory of career motivation. *Academy of Management Review, 8*(4), 620-630.

MacCallum, R. C., Browne, M. W., & Sugawara, H. M. (1996). Power analysis and determination of sample size for covariance structure modeling. *Psychological Methods, 1*(2), 130.

Meriç, E., Çiftçi, D. Ö., & Yurtal, F. (2019). A study on the relationship between perceived organizational support and work engagement. *Kastamonu Journal of Education, 27*(1), 65-74.

Mertens, D. M. (2010). *Research and Evaluation in Education and Psychology*. Los Angeles: Sage Publications.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*(1), 61-89.

Morris, J. H., & Sherman, J. D. (1981). Generalizability of an organizational commitment model. *Academy of Management Journal, 24*(3), 512-526.

Mowday, R. T., Steers, R. M. & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behaviour, 14*(2), 224-247.

Oltulu, M. (2021). *Investigation of the leadership behaviours of secondary school administrators perceived by teachers and organizational commitment levels of teachers* (Master's Thesis). Istanbul Sabahattin Zaim University Graduate Education Institute, Istanbul.

Örer, H. (2020). *Investigation of teachers' pre-service education efficacy perceptions, professional commitment perceptions and professional resilience beliefs* (Master's Thesis). Aydın Adnan Menderes University Social Sciences Institute.

Özdemir, T. & Orhan, M. (2020). The relationship between primary and secondary school teachers' perceptions of professional image and organizational commitment behaviours. *Journal of Contemporary Management Sciences, 7*(2): 132-147.

Pennings, J.M. & Goodman, P.S. 1979. *Towards a Workable Framework.* In P.S. Goodman & J.M. Pennings (Eds.). New Perspectives on Organizational Effectiveness: 146-184. San Francisco: Jossey-Bass.

Reichers, A. E. (1985). A review and reconceptualization of organizational commitment. *Academy of Management Review, 10*(3), 465-476.

Schneider, B., Hall, D. T., & Nygren, H. T. (1971). Self-image and job characteristics as correlates of changing organizational identification. *Human Relations, 24*(5), 397-416.

Sheldon, M. E. (1971). Investments and involvements as mechanisms producing commitment to the organization. *Administrative Science Quarterly, 16*(2), 143-150.

Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly, 22*(1), 46-56.

Şahinbaş, F. (2018). *The relationship between positive organizational behaviour, co-worker friendship and work dedication: A research on health workers* (Master's thesis). Hacettepe University Institute of Social Sciences, Ankara.

Tabachnick, B. G., & Fidell, L. S. (2001). *SAS for windows workbook for Tabachnick and Fidell using multivariate statistics.* Allyn and Bacon.

Ulusoy, T. (2014). *The relationships between distributed leadership behaviours in schools and teachers' job satisfaction and organizational commitment* (Master's thesis). Gaziosmanpaşa University Institute of Educational Sciences, Tokat.

Uzun, O. (2011). *The relationship between leadership styles, organizational trust and organizational commitment* (Master's Thesis). Uşak University Institute of Social Sciences, Uşak.

Welsh, H. P., & LaVan, H. (1981). Inter-relationships between organizational commitment and job characteristics, job satisfaction, professional behaviour, and organizational climate. *Human Relations, 34*(12), 1079-1089.

Wiener, Y. (1982). Commitment in organizations: A normative view. *Academy of Management Review, 7*(3), 418-428.

Varoğlu, D. Y. (1993). *Doctoral dissertation of public sector employees' attitudes, commitment and values towards their jobs and organizations.* Ankara University Institute of Social Sciences, Ankara.

Yazıcı, E. (2021). *Examining the teachers' level of dedication to the profession* (Master's Thesis). Ataturk University Institute of Educational Sciences, Erzurum.

Yıldırım, İ. & Tösten, R. (2020). Examination of teachers' positive psychological capital perceptions and professional dedication. *Journal of Dicle University Ziya Gökalp Faculty of Education,* (36), 10-17.

Zöğ, H. (2007). *The relationship between organizational commitment and job satisfaction of primary school teachers working in Kağıthane district of Istanbul* (Master's thesis). Yıldız Technical University Institute of Social Sciences, Istanbul.