



How Do Career Decision Regret and Work-Related Quality of Life Predict Organizational Commitment?

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ABSTRACT

The purpose of this paper is to determine the effect of career decision regret with work-related quality of life on organizational commitment. The research is limited to the opinions of teachers from school staff. In this study, a correlational survey method was used. The research was carried out in the province of Denizli in Turkey. In the research, a multiple linear regression analysis was conducted to determine the extent to which teachers' organizational commitment was predicted by their career decision regrets and quality of work life. To determine which of the independent variables make a significant contribution to predicting the level of organizational commitment, a stepwise regression method was applied. First, it was examined whether the responses from the scales were normally distributed. It has also been investigated whether there are multicollinearity connections between the data. According to the results of the research, it has been found that job and career satisfaction is a significant predictor of calculative commitment. The strongest predictor of the moral commitment variable is job and career satisfaction. Moral commitment was found to be negatively associated with career decision regret. However, it has been found that the sub-dimensions of work-life quality, job and career satisfaction, job control, and general well-being perception have a positive effect on moral commitment.

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1. Introduction

People make different decisions throughout their lives. The choice of career is one of those decisions that are important in human life. Even someone who thinks that teaching is a suitable career before entering the profession can experience regret. Sometimes the employee may not see the quality of life at work as positive. These regrets and the quality of life at work can also have a negative impact on organizational life. Perhaps one of these negative effects can be seen on organizational commitment.

1.1. Statement of the Problem

Organizational commitment is defined as the employees seeing organizational interests above their interests (Baysal & Paksoy, 1999). According to Etzioni's theory, commitment develops in reaction to the type of force exerted on the employee (Hornung, 2010). Etzioni has distinguished the types of power applied to the employees of the organization as coercive, rewarding, and normative power (Etzioni, 1969). According to these types of power, alienative, calculative, and moral commitment occur respectively (Balay, 2000).

A rebellious teen may not want control of his family, but he cannot afford to leave his family. As in this example, the continuation of the employee to the organization does not mean that the employee

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adopts the norms of the organization (Kanter, 1968). The types of commitment in Etzioni's theory are from high to low; moral commitment, calculative commitment, and alienative commitment (Duska, 2008). In Etzioni's theory; there are three regions, namely the negative region where alienative commitment takes place, the positive region where moral commitment takes place, and the central region where calculative commitment takes place (Starling, 1968).

The desire of the employee with alienative commitment to stay in the organization is temporary (Etzioni, 1969). Alienative commitment represents one of two emotional perspectives of organizational commitment, with moral commitment. There may be different reasons for staff with forced commitment to remain at work. These can be listed as follows; fear of serious financial losses due to leave of the job; the perception that there is no business alternative to working with; fear of losing family ties due to geographical mobility. Moral commitment is concerned with the recognition and acceptance of the organization's goals. The calculative commitment represents the instrumental view of organizational commitment. Staff who are calculative commitment contribute to their organization but want to benefit from the organization in return (Penley & Gould, 1988).

One of the variables that are thought to affect organizational commitment is career decision regret. Regret is experienced when people think or imagine that their current situation might be better if they made different decisions in the past (Zeelenberg & Pieters, 2007). The regret of a decision is a negative emotion that focuses on the results of the choice made and the decision-making process. In the decision taken, the person may regret not getting the expected result, or the decision-maker may feel guilty and regret his/her choice (Hickman et al., 2012).

In the research conducted; it was found that teacher candidates consider that teacher salaries are inadequate, their social status is low, and that the society does not respect the teacher, none of the participants want to the profession of a teacher. Also, the factors such as the academic success levels, self-efficacy perceptions, and undergraduate education process of the candidates were found to be unable to change the unwillingness of teacher candidates for the profession of a teacher (Aydoğmuş & Yıldız, 2016). In the research conducted by Şahin (2011), It has been determined that some candidates are reluctant to do the teaching profession. In another research conducted; Among the opinions of prospective teachers about the teaching profession, the views that they attach great importance to are listed as follows: "Profession of a teacher is important in community development", "Profession of a teacher is a profession that requires responsibility" and "Profession of a teacher is a profession that requires altruism". Among the opinions of prospective teachers about the teaching profession, the opinion that they attach the least importance to is "profession of a teacher is in my ideal". Also, it was found that students had a high average score in the item "I do not want to teach as a profession if I am not obliged", which was asked negatively (Özbek, Kahyaoğlu & Özgen, 2007). It can be said that some of the pre-service teachers believe that the teaching profession is important, that responsibility and sacrifice are required, but they think that teaching is not the occupation in their ideals and they do it due to necessity. When choosing a profession for reasons such as getting high salaries, catching career opportunities, increasing their professional knowledge and skills, respecting society, taking responsibility, contributing to the development of the society, employees may experience regret when they do not happen.

Teachers work in various environments in their career lives. While school environments sometimes offer the quality of life at work, sometimes the quality of work-life can be very low. Another variable that is thought to affect organizational commitment is the quality of work life. It can be said that the original use of the quality of life at work concept, shows the relationship between the employee and the work environment and the work aims to emphasize the generally forgotten human dimension (Erdem, 2010). Quality of life at work focuses on the individual and tries to improve the working conditions of the employees. Thus, employees fulfill their duties with pleasure and happiness (Timossi, Pedroso & Francisco, 2008). There is a significant and positive relationship between quality

of life at work and job satisfaction (Chib, 2012). "Quality of life at work approach" aims to use the human resources of organizations efficiently, to focus on people in management and to increase efficiency in the organization. Also, it aims to create a healthy working environment aimed at ensuring that employees are satisfied with their jobs and feel comfortable and safe (Akar & Üstüner, 2017).

In the study conducted by Van Laar, Edwards, and Easton (2007), the quality of work-life was revealed to consist six dimensions: job and career satisfaction, general well-being, control at work, stress at work, working conditions, and home-work interface (Akar & Üstüner, 2017). In another study on the quality of work-life, it has been found that there are four dimensions: supportive management and positive working environment, personal development and autonomy, the nature of work, and promoting opportunities and colleagues (Wyatt & Wah, 2001). In the study conducted by Swamy, Nanjundeswaraswamy and Rashmi (2015), the quality of work-life has been found that it has nine dimensions: workspace, organizational culture and climate, relationship and cooperation, education and development, concession and rewarding, opportunity, job satisfaction, and job security, job autonomy, and sufficient resources.

The objectives of the quality of work-life can be specified as follows (Srivastava & Kanpur, 2014):

- a) To increase individual productivity, accountability, and loyalty,
- b) To ensure better teamwork and communication,
- c) To improve the morale of the employees,
- d) To reduce organizational stress,
- e) To develop business-related and non-business relationships,
- f) To improve safe working conditions,
- g) To provide adequate human resources development programs,
- h) To increase employee satisfaction,
- i) To improve learning in the workplace,
- j) To keep change constantly and to manage it better,
- k) To ensure participation in management at all levels while structuring the organization.

In the study conducted by Sojka (2014) in Slovakia, while the quality of work-life is most affected by financial rewards, this effect is listed respectively as workload, the scope of work, business conditions, social relations, institutional localized, job position, and career development potential, benefit, cooperation culture, and institutional image. In the study conducted by Van Schalkwyk, Els, and Rothmann (2011), it was found that there was a positive relationship between workplace violence and intention to quit work. In other words; workplace violence, which negatively affects the quality of work-life, makes it easier for the employee to leave the job. To increase corporate efficiency, it is necessary to develop an organizational culture that values subordinates, to give employees the feelings and emotions that are appreciated, to reduce uncertainty and risk emotions to protect employees from dangerous conditions, and attach importance to the duties performed by employees (Leitão, Pereira & Gonçalves, 2019).

Etzioni considered alienative commitment as alienation (Etzioni, 1969). In the research conducted by Erdem (2014), significant relationships were found between alienation from work and quality of work life. In the study carried out by Toulabi, Raoufi, and Allahpourashraf (2013), it was found that teacher happiness has a significant relationship with all dimensions of quality of work-life except for the opportunity to rise. In the research conducted by Shahbazi et al. (2011), positive and meaningful relationships were determined between the quality of work-life and sub-dimensions with performance. In the research conducted by Taşdan and Erdem (2010), it has been found that organizational values such as consensus, quality, and process centrality are significant predictors of the "appropriate and fair response" dimension of the quality of work life. In the study carried out by Islam and Siengthai (2009), no significant relationship was found between work quality and

organizational performance. However, a positive and significant relationship was found between quality of life at work and job satisfaction. Quality of life at work has a positive impact on organizational citizenship and work performance (Suyantiningsih, Haryono & Zami, 2018), and a considerable part of organizational performance is explained by the quality of life at work (Al-Shawabkeh & Hijjawi, 2018). In the research conducted by Çetinkanat and Kösterelioglu (2016), negative and significant relationships were determined between the sub-dimensions of quality of life at work and sub-dimensions of alienation to work. As a result of the research conducted by Erdem (2010), while a negative relationship was observed between the sub-dimensions of work-life quality and the adaptation dimension of organizational commitment, there was a positive relationship between the dimensions of identification and internalization. It can be said that as the quality of work-life increases, organizational commitment also increases.

As the factors affecting organizational commitment are revealed, the obstacles in front of organizational commitment will be removed. The teacher is expected that they have a low quality of work-life and career decision regret will affect the organizational commitment of the teacher. This research aims to determine the effect of career decision regret with work-related quality of life on organizational commitment. The research is limited to the opinions of teachers from school staff. As a result of the research; findings on how we can benefit from career decision regret and work-related quality of life to increase teachers' organizational commitment can be obtained.

2. Method

In this section, it is mentioned that research group and data collection, data collection tools, and analyzing of data. In this study, a correlational survey method was used. In the research, multi-directional regression analysis was conducted to determine the extent to which teachers' organizational commitment was predicted by their career decision regrets and quality of work life. To determine which of the independent variables make a significant contribution to predicting the level of organizational commitment, a stepwise regression method was applied.

2.1. Population and Sample

The research was carried out in the province of Denizli in Turkey. There are two central districts named Pamukkale and Merkezefendi in Denizli province. While 4572 teachers work in official schools in the Pamukkale district, 3985 teachers work in official schools in the Merkezefendi district. There are 8557 teachers in the population of the study. The sample of the study was determined as 95% confidence level, 5% margin of error 370 people (Bartlett, Kotrlik, & Higgins, 2001). The sample was selected by using the simple random sampling method. Although the sample was determined to be 370 people, it was thought that there could be unanswered questions in the data collected. Therefore, the answers of 376 participants who answered all the questions in the scale were included in the scope of the evaluation.

Three of the participants did not specify the type of gender. Of the other participants, 56 % are women and 44 % are men. The ages of the participants are between 20 and 61 and seniority is between 1-37 years. 5.3 % of the participants received an associate degree; 84.3% received undergraduate education and 10.4 % received postgraduate education. One of the participants did not specify the union information. 61.3% of the participants gave information about whether they are union members. Four of the participants did not specify the type of school they work at. The distribution of the schools in which the participants work is as follows: 8.5% in kindergarten, 28% in primary school, 34.9% in secondary school, 8.5% in secondary school providing religious education, 1.9% in Anatolian high school, 5.2% in multi-program high school, 6.6% in vocational education high school, 3.3% in religious education high school, 3% in science and social sciences high school.

2.2. Data Collection Tools

In the study, the work-related quality of life scale, the organizational commitment scale, and the career decision regret scale were applied to the teachers. The work-related quality of life scale was developed by Van Laar, Edwards, and Easton (2007) and adapted to Turkish by Akar and Üstüner (2017). The dimensions of the scale are job and career satisfaction, general well-being, control at work, stress at work, working conditions, and home-work interface. The scale consists of 23 (twenty-three) items. In the Turkish adaptation study conducted by The work-related quality of life scale of Akar and Üstüner (2017); the test-retest and Cronbach's alpha coefficient results of the scale respectively are job and career satisfaction, (.78; .73), general well-being, (.79; .81), control at work, (.89; .71), stress at work (.70; .77), working conditions (.80; .80), home-work interface (.91; .75), work-related quality of life general (.93; .88). It was evaluated that each item constituting the scale was sufficient to differentiate the scale and was compatible with the scale completely. Confirmatory factor analysis (CFA) was performed to confirm the structure of the scale. As a result of the CFA, the scale was found to have acceptable goodness-of-fit indices values (Akar & Üstüner, 2017). In this study cronbach's alpha coefficient results of the scale are job and career satisfaction, (.84), general well-being, (.57), control at work, (.82), stress at work (.79), working conditions (.81), home-work interface (.80), work-related quality of life general (.89).

The career decision regret scale was developed by Brehaut et al (2003) and adapted to Turkish by Erdurcan ve Kırdök (2017). The career decision regret scale is a scale that aims to measure regret after a certain decision situation. The scale was developed to measure situational regret in health-related decisions. In the adaptation study, the expression of "regret about a health decision" was replaced with the expression of "regret of decision about a profession" situation. The scale was adapted to Turkish as a regret scale for the professional decision situation. Items 1, 3, and 5 of the scale are reverse-coded. In the adaptation study, the variance explained by the scale was found to be .74. Cronbach alpha internal consistency coefficient of the career decision regret scale, which was adapted to Turkish, was calculated as .91. As a result of the CFA, the scale was found to have acceptable goodness-of-fit indices values (Erdurcan & Kırdök, 2017). In this study Cronbach's alpha coefficient results of the scale are as .77.

The organizational commitment scale was developed by Penley ve Gould (1988) and adapted to Turkish by Ergün ve Çelik (2017). The scale is three-dimensional and consists of alienative, calculative, and moral commitment dimensions. There are five items in each dimension. Cronbach alpha coefficient of the first sub-dimension (moral commitment) was .94, Cronbach alpha coefficient of the second sub-dimension (calculative commitment) was .93, Cronbach alpha coefficient of the third sub-dimension (alienative commitment) was .92. It was evaluated that each item constituting the scale was sufficient to differentiate the scale and was compatible with the scale completely. Confirmatory factor analysis (CFA) was performed to confirm the structure of the scale. As a result of the CFA, the scale was found to have acceptable goodness-of-fit indices values (Ergün & Çelik, 2017). In this study cronbach's alpha coefficient results of the scale are calculative commitment, (.71), alienative commitment, (.87), moral commitment, (.87).

2.3. Data Collection Process

The questions in the scales were transferred to forms prepared electronically. The data were collected with the help of these forms. Research data were collected in the 2018-2019 academic year. While collecting the data, care was taken not to obstruct the educational activities in the school. Since the scales were sent electronically, no one was forced to fill the scales and the scales were filled by volunteer teachers. Instructions are written in the introduction part of the data collection tool that "it is understood that participating in this study is completely voluntary, that they have the right to leave the study at any time after not participating in the study or participating in the study, and that if they answer the study, they give consent to participate in the study".

2.4. Data Analysis

Items 1, 3, and 5 of the career decision regret scale and items 7, 9, and 19 of the quality of work-life scale are reversed items. For this reason, the transformations in the items were carried out before these items were analyzed. It was examined whether the data showed normal distribution. Dimensions not showing normal distribution were excluded. Also, it is examined whether there are multiple linear connections between the data.

The arithmetic average of the career decision regret scale was taken to find out whether the data showed a normal distribution. In other scales, the dimensions are averaged. The skewness and kurtosis coefficients of the data consisting of these average values were examined. The skewness values of the dimensions of quality of work-life were between -.428 and -.827, and kurtosis values between -.091 and -.498. The skewness values of career decision regret were 1.170 and the kurtosis value was .695. The skewness values of the dimensions of the Organizational Commitment were found between -.177 and 1.700, and the kurtosis values were between .021 and 2.507. In the organizational commitment scale, the skewness value of the alienative commitment dimension is 1.700, the kurtosis values are 2.507; the skewness value of moral commitment is -1.355, the kurtosis values are 1.623; the skewness value of the calculative commitment was found to be -.177, and the kurtosis values as .021. According to the mentioned values; it can be said that the research data show normal distribution apart from alienative commitment (Bayram, 2010; Kunnan, 1998; Karagöz, 2016). Since the alienative commitment dimension does not show normal distribution, it has not been evaluated in the analysis process.

VIF values were examined to see if there are multiple linear connections between the data. To find the VIF value, the organizational commitment dimensions, which are dependent variables, were made dependent variables, respectively, and the regression model was estimated with other variables. VIF value was found in this way. These values were calculated to be between 1.851 and 4.687, and all VIF values were found to be less than the problematic critical value of 10 (Kleinbaum et al. 1988, as cited in Gujarati & Porter, 2009, p.340; Chatterjee & Price, 1991, as cited in Stine, 1995, p.54).

The interpretation of the mean scores obtained from the scales was done as follows: 5.00-4.20 "high", 4.19-3.40 "above middle", 3.39-2.60 "medium", 2.59-1.80 "below middle", 1.79-1.00 "low". In the research, a multi-directional regression analysis was conducted to determine the extent to which teachers' organizational commitment was predicted by their career decision regrets and quality of work life. In order to determine which of the independent variables make a significant contribution to predicting the level of organizational commitment, a stepwise regression method was applied.

3. Findings

Before starting multiple regression analysis, the relationships between variables were examined. Correlation coefficients were examined to reveal the relationships between variables. The relationships between research variables and descriptive statistics are shown in Table 1.

As seen in Table 1 (appendix), the arithmetic mean values of the variables discussed in the study ranged from 1.88 to 4.02. It is seen that the career decision regrets of the teachers are below the middle ($\bar{x} = 1.88$). In another sense, it can be said that the level of career decision regrets of the participants in the research is low. It is seen that the moral commitment of the teachers is above the average ($\bar{x} = 4.02$). It can be said that teachers show moral commitment to their school. Other variables were also perceived above the average. Participants positively perceived the quality of work-life of their schools. When the correlation coefficients are analyzed, it is not found that the calculative commitment has a significant relationship with any variable. It is seen that moral commitment has a significant relationship with variables other than calculative commitment. Correlation coefficients that were found to be significant between the variables ranged from $r = -.82$ to $r = -.38$.

For multiple regression analysis, the arithmetic average of the dimensions in the scales was examined and whether these variables predicted moral commitment and calculative commitment (See Table 2 and Table 3).

Table 2. B and Beta Correlation Coefficients and Significance Levels of Variables

	Predictors	B	Standard error	β	t	p
1. Calculative Commitment	Constant (a)	3.627	.369		9.840	.000
	Job and career satisfaction	.347	.109	.352	3.179	.002
	General well-being	-.159	.089	-.168	-1.785	.075
	Control at work	-.055	.067	-.070	-.808	.419
	Working	-.136	.096	-.151	-1.417	.157
	Stress at work	-.052	.056	-.064	-.923	.357
	Home-work	.027	.060	.035	.449	.653
	Career decision regret	-.005	.059	-.006	-.088	.930
2. Moral Commitment	Constant (a)	2.157	.303		7.116	.000
	job and career satisfaction	.248	.090	.220	2.764	.006
	General well-being	.192	.073	.178	2.616	.009
	Control at work	.154	.056	.174	2.781	.006
	Working	.071	.079	.069	.898	.370
	Stress at work	-.051	.046	-.056	-1.109	.268
	Home-work	.003	.050	.003	.053	.958
	Career decision regret	-.211	.049	-.224	-4.323	.000

By applying linear multiple regression, it was determined to what extent the level of work-related quality of life and career decision regret predicted the level of calculative commitment. As a result of this process, it was found that $R=.200$, $R^2=.040$. In other words, it is seen that 4 % of the total variance at the level of calculative commitment is explained by these variables. Only job and career satisfaction significantly predicted calculative commitment. However, other variables do not significantly predict calculative commitment. It can be said that the employee can put his interests first as he gets career opportunities. Since a variable that predicts the level of calculative commitment is seen, a progressive regression analysis could not be performed for this variable.

By applying linear multiple regression, it was determined to what extent the level of work-related quality of life and career decision regret predicted the level of moral commitment. As a result of this process, it was found that $R = .708$ and $R^2 = .501$. In other words, it is seen that 50% of the total variance at the level of moral commitment is explained by these variables. However, it was observed that the variables such as working conditions, stress at work, and home-work interface did not significantly predict moral commitment.

Table 3. The level of predicting moral commitment and calculative commitment of variables

	R	R ²	Adjusted R ²	Standard Error of the Estimate
Calculative Commitment	.200	.040	.022	.77
Moral Commitment	.708	.501	.492	.63

By applying the stepwise regression method; the contribution of each of the variables that make a significant contribution to predicting the level of moral commitment to the total variance explained in predicting moral commitment was determined. In the implementation of this method, the total variance explained in moral commitment was reached after four stages (model) (See Table 4-Table 5).

Table 4. Progressive Regression Analysis Concerning the Predictors of Moral Commitment

Model	R	R ²	Adjusted R ²	Standard Error of the Estimate
1	.656	.430	.429	.67334
2	.686	.471	.468	.64949
3	.698	.487	.483	.64060
4	.706	.499	.493	.63421

In the first model (See Table 4 and Table 5), job and career satisfaction regression equality was entered. As seen in the first model; 43% of the variance in moral commitment is explained by the variable of job and career satisfaction (R =.656; R² =.43). In other words, the job and career satisfaction variable is determined as the most powerful predictor of moral commitment. The positive (+) direction of the beta value indicates that the relationship between moral commitment and job and career satisfaction is positive; the increase in job and career satisfaction score shows that moral commitment also increased.

Table 5. B and Beta Correlation Coefficients and Significance Levels of Variables

Model	Predictors	B	Standart error	β	t	p
1	(Constant)	1.268	.167		7.574	.000
	Job and career satisfaction	.738	.044	.656	16.802	.000
2	(Constant)	2.396	.265	.496	9.056	.000
	Job and career satisfaction	.558	.054	-.258	10.343	.000
	Career decision regret	-.243	.045		-5.382	.000
3	(Constant)	2.489	.262		9.486	.000
	Job and career satisfaction	.379	.075	.337	5.040	.000
	Career decision regret	-.259	.045	-.276	-5.796	.000
	Control at work	.173	.051	.195	3.380	.001
4	(Constant)	2.074	.296		7.005	.000
	Job and career satisfaction	.284	.081	.252	3.492	.001
	Career decision regret	-.205	.048	-.218	-4.262	.000
	Control at work	.154	.051	.174	3.016	.003
	General well-being	.194	.066	.180	2.922	.004

In the second regression model, career decision regret was added to the model after variables of job and career satisfaction. With the addition of this variable to the model, the variance explained in the moral commitment score increased to 47.1% (R=.686; R²=.471). In other words, the career decision regret variable brought about 4 % contribution to the explained variance. Beta value of career decision

regret variable (-.258); the relationship between moral commitment and career decision regret variable score is negative; the increase in career decision regret score shows that moral commitment also decreased.

In the third regression model, control at work was added to the model after variables of job and career satisfaction and career decision regret. With the addition of this variable to the model, the variance explained in the moral commitment score increased to 48.7 % ($R=.698$; $R^2=.487$). In other words, the control at work variable brought about 1% contribution to the explained variance. Beta value of control at work variable (.195); the relationship between moral commitment and control at work the variable score is positive; the increase in control at work score shows that moral commitment also increased.

In the fourth regression model, general well-being variable was added to the model after variables of job and career satisfaction, career decision regret, and control at work. With the addition of this variable to the model, the variance explained in the moral commitment score increased to 49.9% ($R=.706$; $R^2=.499$). In other words, general well-being variable brought about 1% contribution to the explained variance. Beta value of general well-being variable (.180); the relationship between moral commitment and general well-being variable score is positive; the increase in general well-being score shows that moral commitment also increased.

4. Discussion and Conclusion

In the study, by applying linear multiple regression, it was determined to what extent the level of work-life quality and career decision regret predicted the level of calculative commitment. As a result of this process; it is seen that only job and career satisfaction significantly predicted calculative commitment. However, it was observed that the other variables did not significantly predict calculative commitment. This finding can be considered as an indication that some teachers can stay in the organization to access career opportunities. A teacher at school may hope to be an assistant manager, manager, inspector. The teacher can continue to contribute to his/her school to achieve these goals. If their expectations are not fulfilled, they may not be able to contribute enough to their school.

In the study, by applying linear multiple regression, it was determined to what extent the level of work-life quality and career decision regret predicted the level of moral commitment. As a result of this process, they were found that it was seen that approximately 50% of the total variance at the level of moral commitment was explained by these variables ($R=.708$ and $R^2=.501$). However, it was observed that the variables such as working conditions, stress at work, and home-work interface did not significantly predict moral commitment. By applying the stepwise regression method; the contribution of each of the variables that make a significant contribution to predicting the level of moral commitment to the total variance explained in predicting moral commitment was determined. It can be said that moral commitment is more affected by variables such as job and career satisfaction, control at work, and general well-being, which are related to the essence of the job.

In the first model; job and career satisfaction entered the regression equation and 43% of the moral commitment variance was explained by the job and career satisfaction variable. The positive (+) direction of the beta value indicates that there is a direct relationship between moral commitment and job and career satisfaction; the increase in the score of job and career satisfaction points shows that the moral commitment score also increased. Then, along with the variable of job and career satisfaction, the career decision regret variable was added to the model, and with the addition of this variable, the variance explained in the moral commitment score increased. The Beta value of the career decision regret variable indicates that there is a negative relationship between moral commitment and career decision regret; the increase in career decision regret points shows that the moral commitment score decreases. In the third step, the variable of control at work with the variables of job and career satisfaction and career decision regret is added to the model. With the addition of this variable to the

model, the variance explained in the moral commitment score increased. The relationship between moral commitment and control at work is positive, and the increase in the scores of control at work shows that moral commitment also increases. After these three variables, the general well-being variable was added to the model and the variance explained in the moral commitment score increased. The relationship between moral commitment and general well-being points is positive, and the increase in general well-being points shows that moral commitment also increases.

The teachers' job and career satisfaction, control at work, and general well-being affect the moral commitment positively, while the regret of entering the profession negatively affects moral commitment. In the research; it was found that career stability has a positive effect on organizational commitment (Earl & Bright, 2007) and people with increased career determination are more likely to stay in the organization (Earl et al., 2011). The findings of the research, which suggests that the moral commitment of teachers who do not career decision regret are positively affected, are supported by the other research findings (Earl & Bright, 2007; Earl et al., 2011). A teacher who has regret in career decisions may not be expected to show self-sacrifice in his profession and to give priority to his students and school. It can be said that a teacher with a lower level of career decision regret is more likely to give priority to her students and school.

It has been found that the sub-dimensions of work-life quality, job and career satisfaction, job control, and general well-being perception have a positive effect on moral commitment. It is stated that one of the goals of work-life quality is an increase in commitment (Srivastava & Kanpur; 2014: 56). It can be said that the increase in work-life quality is expected to increase organizational commitment. This research supports that the quality of work-life has a positive effect on organizational commitment (Akar, 2017; Afşar, 2015; Erdem, 2010; Yasin & Khalid, 2015; Faghih Parvar, Allameh & Ansari, 2013; Daud, Yaakob & Ghazali, 2015; Birjandi, Birjandi & Ataei, 2013).

A school principal who wants to increase the teachers' organizational commitment should first increase the Work-Related Quality of Life in the school. Of course, a school principal cannot be expected to offer teachers career opportunities. However, the school principal may set a course schedule for a teacher who has just given birth or has a patient. It can make the course schedule regular for teachers with no excuse. When making a decision, she/he can include the views of the teacher. The school principal may try to take precautions by finding the sources of stress in the school. In the study, it was found that the variable that most affects moral commitment is job and career satisfaction.

The Ministry of National Education can offer career opportunities to teachers by organizing career steps. The Ministry of National Education should not leave their teachers alone with the physical problems of the school. They can conduct studies to eliminate them by researching the factors that increase teachers' career regret. It can eliminate some of the reasons why teachers regret choosing their teaching careers by increasing their quality of work-life in their schools. When the teachers' level of professional regret decreases, their organizational commitment may be positively affected. The similar work can also be repeated with teachers in rural Settings. Studies should be conducted with different independent variables affecting the variables of organizational commitment. The research is limited to data from pre-school, primary, secondary, and high school schools. Similar studies should be conducted for higher education institutions.

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Appendix:

Table 1. Descriptive statistics of the research and relationships between variables (n=376)

Variables	\bar{x}	Standard Deviation	Job and Career Satisfaction	General Well-Being	Control at Work	Working Conditions	Stress at Work	Home-Work Interface	Calculative Commitment	Moral Commitment	Career Decision Regret
Job and Career Satisfaction	3.72	.79	1	.760**	.762**	.821**	.533**	.679**	.040	.656**	-.619**
General Well-Being	3.78	.82	.760**	1	.611**	.753**	.576**	.639**	-.068	.622**	-.663**
Control at Work	3.51	1.0	.762**	.611**	1	.754**	.568**	.616**	-.031	.566**	-.416**
Working Conditions	3.72	.86	.821**	.753**	.754**	1	.599**	.706**	-.052	.595**	-.497**
Stress at Work	3.98	.96	.533**	.576**	.568**	.599**	1	.593**	-.081	.391**	-.380**
Home-Work Interface	3.54	1.0	.679**	.639**	.616**	.706**	.593**	1	-.019	.497**	-.480**
Calculative Commitment	3.50	.78	.040	-.068	-.031	-.052	-.081	-.019	1	-.067	-.001
Moral Commitment	4.02	.89	.440	.190	.547	.311	.118	.719	.194	1	-.565**
Career decision regret	1.88	.94	.656**	.622**	.566**	.595**	.391**	.497**	-.067	-.067	1

** p= .01 * p= .05