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## The Relationship Between Classroomteachers' Levels of Agency and Organizational Commitment

*Sınıf Öğretmenlerinin Faillik Düzeyleri ve Örgütsel Bağlılık Düzeyleri İlişkisi*

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### Abstract

In order to keep up with the rapidly advancing and developing world, people must constantly educate themselves. When we talk about education, schools and teachers come to mind. Without a doubt, one of the most important factors in education is teachers. Teachers need to develop themselves sufficiently and be active in terms of education and training. Among the factors that affect teacher agency, getting support and encouragement from the organization that they are affiliated with has an important place. The aim of this study is to reveal the relationship between teacher agency and organizational commitment. In this capacity, the survey model which is one of the quantitative research methods was used in the study. In accordance, the population of the study was determined as teachers working in public primary schools in Şanlıurfa that are affiliated with the Ministry of National Education, during 2021 - 2022 the academic year. The sample of the study consists of a total of 268 classroom teachers (100 Women and 168 Men) working in Karaköprü, Haliliye and Eyyübiye districts of Şanlıurfa. This data obtained from the study was then analyzed descriptively using frequency, arithmetic mean and standard deviation. Because the data had a normal distribution, parametric tests were used. For the comparisons between two-group variables, independent sample t-test was used. For the comparisons among variables that are three or more groups, Anova test was used. For the examination of the correlation coefficients among the scores of the scales, Pearson correlation analysis was used. Based on the findings of the study, a meaningful positive relationship was found between teacher agency and organizational commitment. Suggestions were also made for researchers and practitioners in line with the findings of the study.

**Keywords:** Teacher agency, organizational commitment, classroom teacher.

### Öz

Hızla ilerleyen ve gelişen Dünya'nın getirilerine ayak uydurmak için insanlar sürekli olarak kendilerini eğitmelidirler. Eğitim denince akla okullar ve öğretmenler gelmektedir. Şüphesiz eğitimin en önemli unsurlarından birisi öğretmenlerdir. Öğretmenlerin yeterince kendilerini geliştirmeleri ve eğitim öğretim anlamında fail olmaları üzerinde durulması gereken konulardandır. Öğretmenlerin fail olma durumlarını etkileyen faktörler arasında bağlı oldukları örgüt tarafından desteklenmeleri ve teşvik edilmeleri önemli bir yer tutmaktadır. Bu çalışma

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amaç öğretmen failliği ile örgütsel bağlılığın arasındaki ilişkiyi ortaya koymaktır. Bu kapsamda çalışmada nicel araştırma yöntemlerinden tarama modeli kullanılmıştır. Bu doğrultuda araştırma evreni 2021-2022 eğitim öğretim yılında Şanlıurfa ilinde Milli Eğitim Bakanlığına bağlı resmi ilkokullarda görev yapan öğretmenler olarak belirlenmiştir. Çalışmanın örneklemini ise Şanlıurfa ili merkez Karaköprü, Haliliye ve Eyyübiye ilçelerinde görev yapmakta olan 100 Kadın ve 168 Erkek olmak üzere toplam 268 sınıf öğretmeni oluşturmaktadır. Araştırmada elde edilen bu veriler betimsel analiz esnasında frekans, aritmetik ortalama ve standart sapmadan faydalanılmıştır. Veriler normal dağılım gösterdikleri için parametrik testlerden yararlanılmıştır. İki gruplu değişkenler arasındaki karşılaştırmalar için bağımsız örneklem t testi yapılmıştır. Üç grup ve üzeri olan değişkenler arasındaki karşılaştırmalar için Anova testi yapılmıştır. Ölçeklerin puanları arasındaki korelasyon katsayılarının incelenmesinde Pearson korelasyon analizi kullanılmıştır. Çalışmanın bulgularına dayanarak öğretmen failliği ve örgütsel bağlılık aralarında pozitif yönde anlamlı bir ilişki bulunmuştur. Araştırma bulguları doğrultusunda araştırmacı ve uygulayıcılara önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Öğretmen failliği, örgütsel bağlılık, sınıf öğretmeni.

## Introduction

As with every public organization, schools also need to keep up with the requirements of the modern age. To that end, it's the teachers in particular that bear a significant responsibility. That's because even the most insignificant behaviors exhibited by a teacher in the classroom may have a direct impact on students and the entirety of the organization. That is why teacher agency is of utmost importance. The term "agency" was adapted to Turkish from English as "faillik". In that regard, teacher agency can be described as teachers staying active in order to constantly develop themselves and increase their competencies (Yörük, 2017). As a result of other studies, it was concluded that the role of teachers in education is too great to be ignored and that they have a shaping and directing effect on education (Oktar & Yazçayır, 2008). In this regard, the encouragement, trust and support provided by the organization to the teacher in all kinds of activities will not only increase the organizational commitment but also affect their level of agency in a positive way. Otherwise, the teacher, when they don't feel supported, will have negative feelings and thoughts towards their organization, which will then have a direct impact on the success of the organization. Yüksel (2005) emphasized in his study that one of the most important factors that have a controlled and significant impact on an organization's ability to reach its goals is the support given by the organization to its employees. No matter how good the economical and physical conditions of the organization are, it will be difficult for it to be successful so long as the teacher has a negative attitude towards the organization and their activities are not supported by the organization. Akyol et al. (2011) indicated in their study that the more commitment a teacher has towards an organization, the faster and easier it is to achieve success and job satisfaction.

The concept of teacher agency was first introduced in the Scottish educational system. As a solution to the problem of the country-wide curricula being too much of a weight on teachers' shoulders, the power of teachers themselves was again pointed to (Ball, 2008). The first studies to be conducted on this concept were single layered and they were limited to the active behaviors that people exhibit to solve the problems they experience. Later on, it took its place in the literature as teacher agency. Teacher agency is the capacity of a teacher to influence their work (Priestley et al., 2012). According to the study conducted by Liu et al. (2016), having an increased level of agency allows teachers to not avoid improving themselves, to work hard to teach, to have an optimistic character and to not give up in achieving their goals even when they feel good or face problems. In this context, it is seen that the agency level of a teacher is related to their personal behaviors, competencies and the environment that they are in (Acar, 2021).

The concept of organizational commitment is the psychological commitment of an individual to their workplace. An employee's desire and effort to stay in the organization that they are affiliated with is their commitment to that organization. Also, goals and values of the organization aligns with the employee's goals and desires without any sort of financial concerns (Balay, 2000). According to Yörük & Sağban (2012), organizational commitment is teachers having feelings that connect them to the organization. As a result of that, teachers will be pleased with the work they do, and this will have a positive impact in school success. For Meyer & Allen (1991), organizational commitment is divided into three types of commitment. These are affective commitment, continuance commitment and normative commitment. For employees, affective commitment is realized because they *want* to be committed to their organization, continuance commitment is realized because of their *essential needs* and normative commitment is realized because they think this is *the way things should be*.

In other words, affective commitment is the individual's involvement in the organization with their own wishes and choices, and their emotional attachment and identification with the organization (Allen et al., 1990). The characteristics that are indicators of affective commitment to the organization are divided into three groups: personal, work experience and structural. According to Mowday et al. (1979), work experience makes the employee feel competent in fulfilling their job-related tasks and makes them feel satisfied in the organization because of their experience.

Continuance commitment is a compulsory commitment process associated with reasons. The person sees the costs that they will face if they leave the organization and stays in the organization by looking at the benefits of staying in the organization (Meyer & Allen, 1991). The element of continuance depends on two factors within the organization. These are the lack of investment and alternatives.

Normative commitment, on the other hand, is a commitment that arises as a result of feeling obliged to work for the organization with which the individual is affiliated (Erdil & Keskin, 2003). The normative element depends on two factors within the organization. The first of these is past socialization and organizational socialization. The second is the educational expenditures and investments made by the organization for the employee. The biggest factor that triggers a person to develop normative commitment is the amount of money that the organization spends for them (Meyer & Allen, 1991).

Teachers are one of the backbones of education. Teachers' positive and negative behaviors can have permanent effects in students (Özdemir et al., 2018). Teachers being active in and out of the classroom will contribute to students' learning and increase the success of the organization. In this regard, it can be interpreted that if teachers are materially and morally supported and encouraged by their organizations, both their commitment to their organizations will be strengthened and their level of agency will increase (Soydan, 2012).

When the literature is examined, it has been determined by researchers that a good education to be given to students will be provided by effective teaching programs and effective teachers (Üzüm, 2005; Oktay & Yazçayır, 2008; Çoban, 2011). Genç (2000) concluded that the teacher is a major actor in achieving success in education. The ways in which teachers demonstrate their achievements are agency behaviors.

The aim of the study is to determine the relationship between teachers' agency levels and organizational commitment levels. In line with this purpose, answers to the following sub-problems were sought;

1. What is the level of classroom teachers' agency and organizational commitment?

2. Is there a significant difference in classroom teachers' agency and organizational commitment levels according to their demographic characteristics?

3. Is there a significant relationship between classroom teachers' agency levels and organizational commitment levels?

### Method

In this study, the survey model was adopted to determine the relationship between teachers' organizational commitment levels and their levels of agency. The survey model is used to determine the interaction between different variables and to make interpretations between the resulting interactions (Karasar, 2009). Quantitative research method, one of the scientific research methods, was used. Quantitative research methods are a model in which situations and phenomena can be observed, measured and expressed numerically (Ekiz, 2009).

This research was carried out with the permission of the ethics committee, which was taken with the decision no. 26 taken at the meeting of the Social and Human Sciences Ethics Committee of Gaziantep University, dated 04.03.2022 and numbered 03.

### Population and Sample

The population of the study was determined as classroom teachers working in public schools in Şanlıurfa that are affiliated with the Ministry of National Education, during 2021 - 2022 the academic year. It is usually more time-consuming and costly to include the entire population in research. For this reason, a sample group that can represent the population in the most appropriate way is formed (Nakip, 2006). The sample of the study, which was conducted to determine the relationship between teachers' organizational commitment levels and their levels of agency, was determined by purposive sampling method. In this context, the sample of the study consists of a total of 268 classroom teachers working in Karaköprü, Haliliye and Eyyübiye districts of Şanlıurfa. Accordingly, maximum variation and criterion sampling techniques were used. According to Yıldırım and Şimşek (2008), this sampling method is used in studies where the cases are rich in information. For this reason, all primary schools in the central districts and teachers from different employment types were included in the study. The criterion set by this study is that teachers should have worked in their current school for at least two years. Because this duration is foreseen for the formation of organizational commitment and teacher agency. The sample group was formed with volunteer teachers who met this criterion. Table 1 shows the demographic variables of the teachers.

**Table 1:** Sample Group Demographic Variables

	N	%
<b>Gender</b>		
Female	100	37.3
Male	168	62.7
<b>Age</b>		
21-30 years old	88	32.8
31-40 years old	97	36.2
41 years old and above	83	31.0
<b>Seniority period</b>		
1-4 years	63	23.5
5-8 years	52	19.4
9-12 years	57	21.3

13 years and above	96	35.8
<b>Duration of employment in current organization</b>		
2-5 years	179	66.8
6 years and above	89	33.2

According to Table 1, 62.7% (n=168) of the teachers participating in the study were men and 37.3% (n=100) were women. It was observed that 36.2% (n=97) of the teachers were between the ages of 31-40, 35.8% (n=96) had a seniority of 13 years or more, and 66.8% (n=179) had a service period of 1-5 years at their current organization.

### Data Collection Tools

The tools for collecting research data consist of three parts. The first part consists of the "Personal Information Form" developed by the researchers to reveal the demographic characteristics of the teachers included in the study. In the second part, the "Teacher Agency Scale" developed by Liu et al. (2016) and adapted into Turkish by Bellibaş et al. (2019) was used to determine the agency levels of classroom teachers. The Teacher Agency Scale consists of 24 items and 4 sub-dimensions. The scale is prepared as a 5-point Likert scale and there are no reverse items. The third part includes the "Organizational Commitment Scale" which was developed by Meyer et al. (1993) and adapted into Turkish by Han et al. (2018) This scale consists of 18 questions in total and has 3 sub-dimensions. Questions 3, 4, 5 and 13 in the 5-point Likert scale are reverse scored. As a result of the reliability analysis of the scales in this study, Cronbach's Alpha Coefficient obtained from the teacher agency scale was calculated as .911 and Cronbach's Alpha Coefficient obtained from the organizational commitment scale was calculated as .803. Therefore, it can be said that the scales used in the research are quite reliable.

### Data Collection and Analysis

The research data were analyzed using the SPSS 23 statistical program. Data were collected from 268 teachers.

The fact that the skewness and kurtosis coefficients of the scores calculated from a continuous variable remain within the  $-1.5 \pm 1.5$  limits can be interpreted as the scores do not show a significant deviation from the normal distribution (Büyüköztürk, 2005).

**Table 2:** Analysis of normal distribution

	Kolmogorov-Smirnov Z		Skewness		Kurtosis	
	z	p	Statistics	Std. Error	Statistics	Std. Error
Learning effectiveness subscale	0.146	0.001	-0.763	0.149	0.338	0.297
Teacher effectiveness subscale	0.149	0.001	-0.155	0.149	0.642	0.297
Optimism subscale	0.160	0.001	-0.410	0.149	-0.622	0.297
Constructive engagement subscale	0.134	0.001	-0.190	0.149	-0.243	0.297
Agency scale (total score)	0.094	0.001	-0.211	0.149	0.258	0.297
Affective	0.087	0.001	-0.730	0.149	0.097	0.297

<b>commitment subscale</b>						
<b>Continuance commitment subscale</b>	0.104	0.001	-0.050	0.149	-0.094	0.297
<b>Normative commitment subscale</b>	0.082	0.001	0.177	0.149	-0.263	0.297
<b>Organizational commitment scale (total score)</b>	0.085	0.001	-0.502	0.149	0.975	0.297

When the skewness and kurtosis values of the scores obtained from the scales were examined, it was observed that the values were within the range of  $\pm 1$ , that is, there was no special clustering in any direction in the distributions. Accordingly, it can be said that the data are normally distributed (Tabachnick & Fidell, 2013; George & Mallery, 2010).

Since the normality test revealed that the scores of learning effectiveness, teacher effectiveness, optimism, constructive engagement, agency, teachers' affective commitment, continuance commitment, normative commitment and organizational commitment scales were normally distributed (Table 2), the scores of the scales were analyzed with the help of parametric tests.

## Findings

In this section, the findings regarding the scores of the agency and organizational commitment scales of the classroom teachers who voluntarily participated in the study are presented within the framework of the sub-problems.

### 1. Findings Related to the Sub-Problem

Descriptive statistics of the classroom teachers who participated in the study regarding the agency and organizational commitment scales and their sub-dimensions are presented in Table 3.

**Table 3:** Descriptive analysis results of agency and organizational commitment scales

Variable	N	Min.	Max.	$\bar{X}$	ss
Learning effectiveness subscale	268	1.67	5.00	3.69	0.73
Teacher effectiveness subscale	268	2.71	5.00	4.01	0.45
Optimism subscale	268	2.00	4.80	3.71	0.70
Constructive engagement subscale	268	2.67	5.00	4.00	0.55
Agency scale (total score)	268	2.54	4.96	3.87	0.49
Affective commitment subscale	268	1.00	5.00	3.28	0.95
Continuance commitment subscale	268	1.33	4.67	2.85	0.72
Normative commitment subscale	268	1.00	4.83	2.90	0.80
Organizational commitment scale (total score)	268	1.00	5.00	3.28	0.58

According to the information in Table 3, the mean score of the teachers' learning effectiveness subscale is  $\bar{X}=3.69\pm 0.73$ . The mean score of the teacher effectiveness subscale is  $\bar{X}=4.01\pm 0.45$ . The mean score of the teachers' optimism subscale is  $\bar{X}=3.71\pm 0.70$ . The

mean score of the teachers' constructive engagement subscale is  $X=4.00\pm 0.55$ . The mean score of the teachers' agency scale is  $X=3.87\pm 0.49$ .

The mean score of the teachers' affective commitment subscale is  $X=2.91\pm 0.52$ . The mean score of the teachers' continuance commitment subscale is  $X=2.85\pm 0.72$ . The mean score of the teachers' normative commitment subscale is  $X=2.94\pm 0.81$ . The mean score of the teachers' organizational commitment scale is  $X=2.90\pm 0.51$ .

## 2. Findings Related to the Sub-Problem

It was tested whether the scores of teachers' agency and organizational commitment scales differed according to their gender, age, seniority and the duration of their current employment. Test results are presented in tables.

**Table 4:** t Test comparison of teachers' agency and organizational commitment levels according to their gender

Scales	Group	N	$\bar{X}$	SS	t	p
Learning effectiveness subscale	Female	100	3.53	0.84	-2.721	0.007*
	Male	168	3.79	0.64		
Teacher effectiveness subscale	Female	100	3.88	0.48	-3.726	0.001*
	Male	168	4.09	0.42		
Optimism subscale	Female	100	3.51	0.73	-3.650	0.001*
	Male	168	3.83	0.66		
Constructive engagement subscale	Female	100	3.82	0.48	-4.306	0.001*
	Male	168	4.11	0.56		
Agency scale (total score)	Female	100	3.70	0.52	-4.448	0.001*
	Male	168	3.97	0.44		
Affective commitment subscale	Female	100	3.28	1.03	-0.004	0.997
	Male	168	3.28	0.91		
Continuance commitment subscale	Female	100	2.80	0.72	-1.057	0.291
	Male	168	2.89	0.72		
Normative commitment subscale	Female	100	2.91	0.76	0.210	0.834
	Male	168	2.89	0.82		
Organizational commitment scale (total score)	Female	100	3.00	0.72	-0.311	0.756
	Male	168	3.02	0.48		

\*p<0.05

According to Table 4, as a result of the Independent Sample t-test conducted to determine whether the scores of teachers' learning effectiveness, teacher effectiveness, optimism, constructive engagement and agency scales showed a significant difference according to the gender of the teachers, the difference between the group averages was found statistically significant in favor of men. [Respectively;  $t=-2.721$   $t=-3.726$ ;  $t=-3.650$ ;  $t=-4.306$  ve  $t=-4.448$ ;  $p<0.05$ ]. Male teachers' scores on learning effectiveness, teacher effectiveness, optimism, constructive engagement and agency scales were higher than female teachers' scores on learning effectiveness, teacher effectiveness, optimism, constructive engagement and agency scales.

As a result of the Independent Sample t-test [Respectively;  $t=-0.004$ ;  $t=-1.057$ ;  $t=0.210$  ve  $t=-0.311$ ;  $p>0.05$ ] conducted to determine whether the scores of teachers' affective commitment, continuance commitment, normative commitment and organizational commitment scales show a significant difference according to the gender of the teachers, it was determined that the difference between the group averages was not statistically significant.

**Table 5:** Anova test results of groups in terms of scores of agency and organizational commitment scales according to teachers' ages

Scales	Group	N	$\bar{X}$	SS	F	p	Difference
<b>Learning effectiveness subscale</b>	21-30			0.8			
	31-40	88	3.58	1			
	41 years old and above	97	3.59	5	6.663	0.002*	3>1,2
		83	3.93	6			
<b>Teacher effectiveness subscale</b>	21-30			0.4			
	31-40	88	3.88	4			
	41 years old and above	97	3.99	2	9.077	0.001*	3>1,2
		83	4.17	6			
<b>Optimism subscale</b>	21-30			0.6			
	31-40	88	3.62	8			
	41 years old and above	97	3.74	7	1.168	0.312	
		83	3.77	6			
<b>Constructive engagement subscale</b>	21-30			0.3			
	31-40	88	3.90	7			
	41 years old and above	97	3.88	5	13.403	0.001*	3>1,2
		83	4.25	9			
<b>Agency scale (total score)</b>	21-30			0.4			
	31-40	88	3.75	9			
	41 years old and above	97	3.81	0	8.921	0.001*	3>1,2
		83	4.05	4			
<b>Affective commitment subscale</b>	21-30			0.6			
	31-40	88	2.80	3			
	41 years old and above	97	2.89	4	4.602	0.011*	3>1
		83	3.04	9			
<b>Continuance commitment subscale</b>	21-30			0.8			
	31-40	88	2.90	5			
	41 years old and above	97	2.69	6	4.082	0.018*	3>2
		83	2.99	7			
<b>Normative commitment subscale</b>	21-30	88	2.65	0.8			2>1
	31-40	97	3.10	0	9.120	0.001*	3>1
	41 years	83	3.07	0.8			

	old and above			7			
				0.6			
				7			
				0.6			
<b>Organizational commitment scale (total score)</b>	21-30			0			
	31-40	88	2.78	0.4	5.199	0.006*	3>1
	41 years	97	2.89	5			
	old and above	83	3.03	0.4			
				4			

\*p<0.05

According to Table 5, as a result of the Anova test conducted to determine whether the scores of teachers' learning effectiveness, teacher effectiveness, constructive engagement, agency, affective commitment, continuance commitment, normative commitment and organizational commitment scales showed a significant difference according to their ages, the difference between the group averages was found statistically significant.

There was a statistically significant difference between teachers' scores on learning effectiveness, teacher effectiveness, constructive engagement and agency scales, and teachers' ages [Respectively; F=6.663; F=9.007; F=13.403 ve F=8.921; p<0.05]. Post HocTukey test was conducted to determine the sources of the difference. Teachers aged 41 and above had higher scores on learning effectiveness, teacher effectiveness, constructive engagement and agency scales than teachers aged 21-40 on learning effectiveness, teacher effectiveness, constructive engagement and agency scales.

There was a statistically significant difference between the scores of teachers' affective commitment and organizational commitment scales, and teachers' ages [Respectively; F=4.602 ve F=5.199; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. Teachers aged 41 and above scored higher on the affective commitment and organizational commitment scales than teachers aged 21-30 on the affective commitment and organizational commitment scales.

A statistically significant difference was found between the scores of the teachers on the continuance commitment scale and the age of the teachers [F=4.082; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. Teachers aged 41 and above scored higher on the continuance commitment scale than teachers aged 31-40.

A statistically significant difference was found between the scores of the teachers on the normative commitment scale and the age of the teachers [F=9.120; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. Teachers aged 31 and above scored higher on the normative commitment scale than teachers aged 21-30.

**Table 6:** Anova test results of groups in terms of scores of agency and organizational commitment scales according to teachers' seniority periods

Scales	Group	N	$\bar{X}$	SS	F	p	Difference
<b>Learning effectiveness subscale</b>	1-4 years						
	5-8 years	63	3.91	0.54	14.493	0.001*	1>2,3 4>2,3
	9-12 years	52	3.27	0.86			
	13 years	57	3.46	0.87			
	and	96	3.92	0.52			

	above						
<b>Teacher effectiveness subscale</b>	1-4 years						
	5-8 years						
	9-12 years	63	4.00	0.33			
	13 years and above	52	3.82	0.46	4.756	0.003*	4>2
		57	4.01	0.51			
<b>Optimism subscale</b>	13 years and above	96	4.11	0.46			
	1-4 years						
	5-8 years						
	9-12 years	63	3.56	0.63			
	13 years and above	52	3.90	0.71	3.940	0.009*	2>1,3
<b>Constructive engagement subscale</b>	13 years and above	57	3.55	0.82			
	1-4 years						
	5-8 years						
	9-12 years	63	3.96	0.39			
	13 years and above	52	3.95	0.41	9.886	0.001*	4>1,2,3
<b>Agency scale (total score)</b>	13 years and above	57	3.74	0.67			
	1-4 years						
	5-8 years						
	9-12 years	63	3.88	0.40			
	13 years and above	52	3.73	0.52	6.999	0.001*	4>2,3
<b>Affective commitment subscale</b>	13 years and above	57	3.71	0.61			
	1-4 years						
	5-8 years						
	9-12 years	63	2.89	0.69			
	13 years and above	52	2.75	0.46	5.249	0.002*	4>2,3
<b>Continuance commitment subscale</b>	13 years and above	57	2.80	0.42			
	1-4 years						
	5-8 years						
	9-12 years	63	3.01	0.91			1>3
	13 years and above	52	3.01	0.63	13.182	0.001*	2>3
<b>Normative commitment subscale</b>	13 years and above	57	2.35	0.51			4>3
	1-4 years						
	5-8 years						
	9-12 years	63	2.73	0.85			
	13 years and above	52	2.97	0.98	2.025	0.111	
<b>Organizational commitment scale (total score)</b>	13 years and above	57	2.98	0.88			
	1-4 years						
	5-8 years						
	9-12 years	63	2.88	0.64			
	13 years	52	2.91	0.52	4.553	0.004*	4>3
	57	2.71	0.46				
	96	3.02	0.40				

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and  
above

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\*p<0.05

According to Table 6, as a result of the Anova test conducted to determine whether the scores of teachers' learning effectiveness, teacher effectiveness, optimism, constructive engagement, agency, affective commitment, continuance commitment and organizational commitment scales showed a significant difference according to their seniority periods, the difference between the group averages was found statistically significant.

A statistically significant difference was found between teachers' learning effectiveness and teachers' seniority [F=14.493; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the learning effectiveness scale scores of teachers who had been working for 1-4 years and teachers who had been working for 13 years or more were higher than the learning effectiveness scale scores of teachers who had been working for 5-12 years.

A statistically significant difference was found between teachers' teacher effectiveness and teachers' seniority [F=4.756; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the teacher effectiveness scale scores of teachers who had been working for 13 years or more were higher than the teacher effectiveness scale scores of teachers who had been working for 5-8 years.

A statistically significant difference was found between teachers' optimism and teachers' seniority [F=3.940; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the optimism scale scores of teachers who had been working for 5-8 years were higher than optimism scale scores of teachers who had been working for 1-4 years and teachers who had been working for 9-12.

A statistically significant difference was found between teachers' constructive engagement and teachers' seniority [F=9.886; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the constructive engagement scale scores of teachers who had been working for 13 years or more were higher than the constructive engagement scale scores of teachers who had been working for 1-12 years.

A statistically significant difference was found between teachers' agency and teachers' seniority [F=6.999; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the agency scale scores of teachers who had been working for 13 years or more were higher than the agency scale scores of teachers who had been working for 5-12 years.

A statistically significant difference was found between teachers' affective commitment and teachers' seniority [F=5.249; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the affective commitment scale scores of teachers who had been working for 13 years or more were higher than the affective commitment scale scores of teachers who had been working for 5-12 years.

A statistically significant difference was found between teachers' continuance commitment and teachers' seniority [F=13.182; p<0.05]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the continuance commitment scale scores of teachers who had been working for 1-8 years and

teachers who had been working for 13 years or more were higher than the continuance commitment scale scores of teachers who had been working for 9-12 years.

A statistically significant difference was found between teachers' organizational commitment and teachers' seniority [ $F=4.553$ ;  $p<0.05$ ]. A complementary Post HocTukey test was conducted to determine the sources of the difference. It was seen that the organizational commitment scale scores of teachers who had been working for 13 years or more were higher than the organizational commitment scale scores of teachers who had been working for 9-12 years.

**Table 7:** Independent sample t-test results of groups in terms of scores of agency and organizational commitment scales according to teachers' duration of employment at current organization

Scales	Group	N	$\bar{X}$	SS	t	p
Learning effectiveness subscale	1-5 years	179	3.63	0.77	-2.075	0.039*
	6 years and above	89	3.82	0.64		
Teacher effectiveness subscale	1-5 years	179	3.97	0.43	-1.633	0.104
	6 years and above	89	4.08	0.50		
Optimism subscale	1-5 years	179	3.64	0.75	-2.725	0.007*
	6 years and above	89	3.86	0.55		
Constructive engagement subscale	1-5 years	179	3.95	0.51	-1.889	0.061
	6 years and above	89	4.09	0.60		
Agency scale (total score)	1-5 years	179	3.81	0.49	-2.501	0.013*
	6 years and above	89	3.97	0.46		
Affective commitment subscale	1-5 years	179	2.86	0.57	-2.037	0.043*
	6 years and above	89	2.99	0.40		
Continuance commitment subscale	1-5 years	179	2.80	0.75	-1.667	0.097
	6 years and above	89	2.96	0.62		
Normative commitment subscale	1-5 years	179	2.89	0.91	-1.751	0.081
	6 years and above	89	3.05	0.55		
Organizational commitment scale (total score)	1-5 years	179	2.85	0.55	-2.417	0.016*
	6 years and above	89	3.00	0.41		

\* $p<0.05$

According to Table 7, as a result of the independent sample t-test conducted to determine whether the scores of teachers' teacher effectiveness and constructive engagement scales showed a significant difference according to the teachers' duration of employment at their current organization, the difference between the group averages was not found to be statistically significant. [Respectively;  $t=-1.633$  ve  $t=-1.889$ ;  $p>0.05$ ].

As a result of the independent sample t-test conducted to determine whether the scores of the teachers from the learning effectiveness, optimism and agency scales showed a significant difference according to the teachers' duration of employment at their current

organization, the difference between the group averages was statistically significant in favor of the teachers who had been working for 6 years or more in their current organization. [Respectively;  $t=-2.075$ ;  $t=-2.725$  ve  $t=-2.501$ ;  $p<0.05$ ]. It was observed that the learning effectiveness, optimism and agency scales scores of teachers who had been working for 6 years or more in their current organizations were higher than the learning effectiveness, optimism and agency scales scores of teachers who had been working for 1-5 years in their current organizations.

As a result of the independent sample t-test conducted to determine whether the scores of teachers' continuance commitment and normative commitment scales showed a significant difference according to the teachers' duration of employment at their current organization, the difference between the group averages was not found to be statistically significant. [Respectively;  $t=-1.667$  ve  $t=-1.751$ ;  $p>0.05$ ].

As a result of the independent sample t-test conducted to determine whether the scores of the teachers from the affective commitment and organizational commitment scales showed a significant difference according to the teachers' duration of employment at their current organization, the difference between the group averages was statistically significant in favor of the teachers who had been working for 6 years or more in their current organization. [Respectively;  $t=-2.037$  ve  $t=-2.417$ ;  $p<0.05$ ]. It was observed that the affective commitment and organizational commitment scales scores of teachers who had been working for 6 years or more in their current organizations were higher than the affective commitment and organizational commitment scales scores of teachers who had been working for 1-5 years in their current organizations.

**Table 8:** Pearson Correlation Analysis for the Relationship Between Teachers' Organizational Commitment Levels and Agency Levels

Scales		Learning effective ness subscale	Teacher effective ness subscale	Optimis m subscale	Construc tive engagem ent subscale	Agency scale (total score)
Affective commitment subscale	r	0.353*	0.137*	0.444*	0.303*	0.387*
	p	0.000	0.02	0.000	0.000	0.000
Continuance commitment subscale	r	0.045	-0.182*	-0.032	-0.043	-0.054
	p	0.467	0.003	0.603	0.482	0.376
Normative commitment subscale	r	0.265*	0.131*	0.408*	0.230*	0.321*
	p	0.000	0.033	0.000	0.000	0.000
Organizational commitment scale (total score)	r	0.333*	0.060	0.417*	0.253*	0.337*
	p	0.000	0.331	0.000	0.000	0.000

\* $p<0.05$

According to the findings obtained from the correlation analysis, significant relationships were determined between teachers' perceptions of organizational commitment and teachers' agency. It was found that there was a moderately positive and meaningful ( $r= 0.337$ ,  $p<0.05$ ) relationship between teachers' perceptions of organizational commitment and their agency. According to this finding, it can be said that as teachers' organizational commitment increases, their agency will also increase. In addition, when the number of determinations is taken into account ( $r^2=0. 11$ ), it can be said that

approximately 11% of the total variance related to teachers' perceptions of agency is caused by their perceptions of organizational commitment.

### **Discussion, Conclusion, and Recommendations**

Classroom teachers' perceptions of agency were calculated at a high level. There is limited research on teacher agency. Classroom teachers' perceptions of organizational commitment correspond to a moderate level. Similarly, Dağlı and Gençdal (2018) and Karayılan and Mert (2022) found teachers' organizational commitment to be at a moderate level.

Teachers' total agency scores and scores in all sub-dimensions differ significantly according to gender in favor of men. Male classroom teachers perceive themselves as having more agency than female teachers. Unlike our study, Yaman and Yazar (2015) did not observe a significant difference in the agency of male and female teachers.

Teachers' total organizational commitment scores and scores in all sub-dimensions did not differ significantly according to gender. Organizational commitment of male and female teachers is similar. The research results of Dağlı and Gençdal (2018), Atik and Üstüner (2014) and Atan et al. (2012) support our research. Differently, Çoban and Demirtaş (2011), Akan and Kılıç (2019) found that organizational commitment differed significantly in favor of male teachers.

When the relationship between classroom teachers' agency levels and the variable of age was examined, it was found that there was a statistically significant difference between teachers' ages and total scores of teacher agency. It was found that there was a statistically significant difference between teachers' ages, and learning effectiveness, teaching effectiveness and constructive engagement.

Teachers aged 41 and above had higher scores on learning effectiveness, teacher effectiveness, constructive engagement and agency scales than teachers aged 21-40 on learning effectiveness, teacher effectiveness, constructive engagement and agency scales. Teachers aged 41 and above scored higher on the affective commitment and organizational commitment scales than teachers aged 21-30 on the affective commitment and organizational commitment scales. Teachers aged 41 and above scored higher on the continuance commitment scale than teachers aged 31-40. Teachers aged 31 and above scored higher on the normative commitment scale than teachers aged 21-30.

It was determined that there was no statistically significant difference between the ages of classroom teachers and their organizational commitment levels. Similarly, in the study conducted by Üzümlü (2005) on sports experts, it was concluded that age had no significant effect on organizational commitment. However, in another study conducted by Angle and Perry (1981), an increase in employees' commitment to the organization was observed as their age increased. The reason for this is that as people get older, the opportunities to get a different job and to get a training diminish. Cohen (1993), on the other hand, stated in their study that as the duration of employment in an organization increases, the employee's commitment to the organization will also increase as their earnings will increase, and as the age of the employee increases, their commitment to the organization will also be affected.

When the other variable that is professional seniority and teacher agency levels were examined it was seen that the learning effectiveness scale scores of teachers who had been working for 1-4 years and teachers who had been working for 13 years or more were higher than the learning effectiveness scale scores of teachers who had been working for 5-12 years. It was seen that the teacher effectiveness scale scores of teachers who had been

working for 13 years or more were higher than the teacher effectiveness scale scores of teachers who had been working for 5-8 years. It was seen that the optimism scale scores of teachers who had been working for 5-8 years were higher than optimism scale scores of teachers who had been working for 1-4 years and teachers who had been working for 9-12.

It was seen that the constructive engagement scale scores of teachers who had been working for 13 years or more were higher than the constructive engagement scale scores of teachers who had been working for 1-12 years. It was seen that the agency scale scores of teachers who had been working for 13 years or more were higher than the agency scale scores of teachers who had been working for 5-12 years. In Acar's (2021) study on teachers' agency levels, it was found that teachers' agency levels and professional seniority differed significantly. However, with this study, Acar argued that new teachers are more likely to have higher levels of agency in order to gain experience. The result of the research was that teachers with (2-4) years of seniority have agency. Aşçı & Yıldırım (2020) argued that teachers take more initiative in the classroom as a result of working 21 years or more. Wubbels et al. (2013) argued that burnout syndrome emerges in teachers with increasing seniority in the profession. In addition to this, Cemaloğlu & Şahin (2007) also argued that burnout levels in teachers increase in parallel with the increase in seniority in the profession.

There were meaningful differences between teachers' organizational commitment and seniority. It was seen that the affective commitment scale scores of teachers who had been working for 13 years or more were higher than the affective commitment scale scores of teachers who had been working for 5-12 years. It was seen that the continuance commitment scale scores of teachers who had been working for 1-8 years and teachers who had been working for 13 years or more were higher than the continuance commitment scale scores of teachers who had been working for 9-12 years. It was seen that the organizational commitment scale scores of teachers who had been working for 13 years or more were higher than the organizational commitment scale scores of teachers who had been working for 9-12 years. In the study conducted by Demirsoy (2009), similar results were obtained and it was found that the organizational commitment levels of physical education teachers differed significantly along with their professional seniority. However, Yalçın & İpek (2005) found that there was no relationship between professional seniority and organizational commitment.

Teachers' perceptions of agency differ significantly according to their years of employment in their current organizations. It was observed that the learning effectiveness, optimism and agency scales scores of teachers who had been working for 6 years or more in their current organizations were higher than the learning effectiveness, optimism and agency scales scores of teachers who had been working for 1-5 years in their current organizations.

It was observed that the affective commitment and organizational commitment scales scores of teachers who had been working for 6 years or more in their current organizations were higher than the affective commitment and organizational commitment scales scores of teachers who had been working for 1-5 years in their current organizations.

It was found that there was a moderately positive and meaningful relationship between teachers' perceptions of organizational commitment and their agency. As can be seen, teachers should constantly improve themselves and the employers should support them. This will increase the teacher's agency and their commitment to the organization. Similar to this study, according to a study conducted by Kaçan (2004), the most important

reasons why classroom teachers do not attend courses and do not improve themselves are economy, weekly course schedule and administration. It can be said that supporting of teachers' commitment by the school administration will positively affect teachers' agency. According to Çağlar's (2013) study, teachers who receive support for what they do will both feel willing to engage in activities for their students and strengthen their ties to their organization. Thus, it is concluded that the level of education and satisfaction will increase this way.

As a result, the fact that there is a significant relationship between teachers' levels of agency and organizational commitment levels places great responsibilities on both teachers and employers. Teachers should constantly improve themselves and the employers should support them. This will increase the teacher's agency and their commitment to the organization.

In the study, there are data indicating that teachers' levels of agency will increase as seniority in the profession increases. In this context, in order to increase teachers' learning effectiveness, teaching effectiveness, optimism and constructive engagement, organizational administrators should encourage new teachers and teachers who have been working for many years to help each other, and encourage new teachers to have agency.

In the study, it was observed that teachers' learning activities were positively affected if they were supported by the organization. Thus, in order to increase and improve the quality of education provided in educational organizations, support should undoubtedly be given for teachers' training and activities.

In addition, in the findings of the study, the level of agency of teachers aged 51 and above and the level of organizational commitment of teachers aged 40-50 were found to be higher. In this context, older teachers can lead their younger colleagues with their experience and help them have agency and commit to their organizations. Thus, teachers' level of agency and their commitment to their organization will increase and success will be achieved.

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